

**De Leon Independent School District**  
**De Leon Elementary School**  
**2025-2026 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designation**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Top 25 Percent: Comparative Academic Growth  
Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness



# Mission Statement

At De Leon Elementary School, we will teach skills necessary for our students to be citizens that are productive problem solvers, who are respectful of others, and capable of success in the 21<sup>st</sup> Century.

## Vision

### GIVING OUR BEST TO BE THE BEST

- **D**e Leon Elementary School is united in creating a supportive learning environment that exhibits communication, and mutual respect.
- **E**ffective life learners who are motivated and successful.
- **L**earning is engaging and creates a desire to grow academically while providing a strong support system between school and home.
- **E**veryone is involved in a multifaceted learning community fostering positive attitudes and providing a safe learning environment.
- **O**pportunities that meet various learning styles and higher level thinking to prepare for the future.
- **N**urturing environment is provided so all students can function at their highest level.

## Value Statement

- All children can learn when provided engaging lessons that meet their diverse needs.
- Children learn best when provided a safe, caring, and motivational school environment.
- Children deserve to have access to quality curriculum and technology taught by highly qualified educators.
- The education of all children is the responsibility of the family, community, as well as the school district.

# Table of Contents

Comprehensive Needs Assessment .....	4
Student Learning .....	4
Priority Problem Statements .....	5
Comprehensive Needs Assessment Data Documentation .....	7
Goals .....	9
Goal 1: De Leon Elementary School will increase the number of students reaching the Masters Level in all tested subjects to 35% by the year 2025. District Goal: 1 & 2 .....	9
Goal 2: De Leon Elementary School will achieve a yearly attendance rate of 96% District Goal: 4 .....	12
Goal 3: De Leon Elementary School will collaborate with parents and community members to enhance the school programs while continuing its partnership with parents and community members. District Goal: 4 .....	13
Goal 4: De Leon Elementary School will recruit, attract, and retain highly qualified staff. In this process, the campus will ensure that high quality staff development is provided to help meet the needs of our students. District Goal: 4 .....	17
Goal 5: De Leon Elementary will work to develop good character traits in all students in order to prepare students for success in life. District Goal: 4 .....	20
Goal 6: The percent of 3rd grade students who score at the Meets grade level or above on STAAR Reading will increase from 62% to 65% by June 2025. District Goal: 1 .....	24
Goal 7: Early Childhood Math Board Outcome Goal - The percent of 3rd grade students who score at the Meets grade level or above on STAAR Math will increase from 51% to 60% by June 2025. District Goal: 2 .....	27
Goal 8: 100% of all students will participate in a well balanced physical education program to promote good health. ....	29
Campus Funding Summary .....	31

# Comprehensive Needs Assessment

## Student Learning

### Student Learning Summary

Even though our students performed above the state in all academic areas for students achieving Meets or Masters, we identify that we would like to increase the percent of students achieving Masters in Science.

### Student Learning Strengths

All students were above the region and state in reaching Approaches, Meets, and Masters levels in all subjects.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Even though our students performed above the state in all academic areas for students achieving Meets or Masters, we identify that we would like to increase the percent of students achieving Masters in Science.

**Root Cause:** Students are struggling to meet the demands of the rigorous critical thinking skills needed at the "Masters" level.

**Problem Statement 2 (Prioritized):** Technology applications need to be used in order to enhance student engagement opportunities to increase student retention of taught objectives.

**Root Cause:** Increased number of students with attention problems

**Problem Statement 3:** Lack of technology experience and time to utilize technology programs.

**Root Cause:** Due to time restraints within the academic school day, teachers struggle to keep up with technology demands.

**Problem Statement 4:** Student demand for more social and emotional learning support

**Root Cause:** Due to current society and exposure to crisis, students lack the support needed to build their mental health stamina.

**Problem Statement 5 (Prioritized):** Over 60.0% of the student body is Economically Disadvantaged.

**Root Cause:** Lack of higher paying jobs in the community.

# Priority Problem Statements

**Problem Statement 1:** Even though our students performed above the state in all academic areas for students achieving Meets or Masters, we identify that we would like to increase the percent of students achieving Masters in Science.

**Root Cause 1:** Students are struggling to meet the demands of the rigorous critical thinking skills needed at the "Masters" level.

**Problem Statement 1 Areas:** Demographics - Student Achievement - Demographics - Student Learning

**Problem Statement 2:** Compared to the number of Hispanic students, the campus has very few Hispanic teachers.

**Root Cause 2:** Lack of qualified applicants living within the area.

**Problem Statement 2 Areas:** Demographics - Staff Quality, Recruitment, and Retention - School Processes & Programs

**Problem Statement 3:** Over 60.0% of the student body is Economically Disadvantaged.

**Root Cause 3:** Lack of higher paying jobs in the community.

**Problem Statement 3 Areas:** Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning - Perceptions

**Problem Statement 4:** Compared to the number of students, parental involvement is lower than expected.

**Root Cause 4:** Due to the lack of higher paying jobs in the area, both parents have to work. They have very little time to volunteer for school activities and events.

**Problem Statement 4 Areas:** School Culture and Climate - Family and Community Engagement - School Processes & Programs - Perceptions

**Problem Statement 5:** Technology applications need to be used in order to enhance student engagement opportunities to increase student retention of taught objectives.

**Root Cause 5:** Increased number of students with attention problems

**Problem Statement 5 Areas:** School Culture and Climate - Curriculum, Instruction, and Assessment - Student Learning

**Problem Statement 6:** There is a lack of opportunities to attend trainings beyond Region 14 that would help to improve student motivational strategies, differentiation of instruction, and technology integration in the classroom.

**Root Cause 6:** Due to the location of the school district, many trainings are far away and require overnight lodging. In addition, most of the training opportunities outside of Region 14 are very expensive.

**Problem Statement 6 Areas:** Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Processes & Programs

**Problem Statement 7:** Replacing highly qualified teachers is becoming more difficult.

**Root Cause 7:** There are limited higher paying jobs available in the community therefore reducing the number of job opportunities for spouses that are not educators.

**Problem Statement 7 Areas:** School Culture and Climate - Staff Quality, Recruitment, and Retention - School Processes & Programs

**Problem Statement 8:** Teachers need a better understanding of how to utilize technology in the classroom to enhance student learning.

**Root Cause 8:** The demands for student use of technology to enhance learning has increased since there is a higher demand on State Testing to complete different question types and open ended responses.

**Problem Statement 8 Areas:** Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Technology - School Processes & Programs

# 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## 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 data

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

### **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
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals





**Goal 1:** De Leon Elementary School will increase the number of students reaching the Masters Level in all tested subjects to 35% by the year 2025.  
District Goal: 1 & 2

**Performance Objective 1:** 30% of STAAR tested students will reach the Masters level for ELAR, Math, and Science in grades 3, 4, and 5.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In order to reach our goal of 30% of tested students reaching the Masters level, students that are Tier 1 will be grouped for one hour per day to work on enriching skills beyond grade level expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students participating in this program will reach the Masters level on their STAAR test</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers and Deanna Downs (Enrichment Teacher/GT certified)</p> <p><b>Funding Sources:</b> Small Group Enrichment Activities - GT - \$300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will keep current on best teaching strategies to improve student engagement using multiple technology applications.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be engaged and retain new learning</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Specialist &amp; Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Region 14 Service Center/Technology Training Opportunities - Local - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Grade level meetings will be held each 9 week cycle in order to discuss progress in the classroom compared to NWEA benchmark assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Student overall progress toward Meets or Masters will be improved.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, counselor, principal and curriculum specialist.</p> <p><b>Funding Sources:</b> Title IV - Title IV - \$4,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** De Leon Elementary School will increase the number of students reaching the Masters Level in all tested subjects to 35% by the year 2025.  
 District Goal: 1 & 2

**Performance Objective 2:** Hispanic students will meet the state percentage of students at the Meet and Master levels in math and science.

**Evaluation Data Sources:** TAPR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using educational software programs; Edulastic, Amplify, Study Island, Nearpod, Happy Numbers, Really Great Reading, ESGI, LoneStar Learning, as well as NWEA MAP assessment, Study Island, Renaissance, mCLASS and other benchmarks, as well as other supplies and materials, Hispanic students with learning gaps will work in small group instruction in order to close identified gaps in learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students reaching the Meets and Masters level will meet those of the state.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math            -</p> <p><b>Funding Sources:</b> Reading and Math Software Intervention/Assessment Programs - EMAT - \$7,800, Reading and Math Software Intervention Programs - Title I-A - \$10,000, Reading and Math Software Intervention Programs - ESSER III - \$9,100, Reading and Math Software Assessment Programs - Title IV - \$4,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue





**Goal 2:** De Leon Elementary School will achieve a yearly attendance rate of 96%

District Goal: 4

**Performance Objective 1:** The campus will promote increased student attendance rates to a level at or above 96% for the average daily attendance

**High Priority**

**Evaluation Data Sources:** PEIMS Report on attendance  
Teacher Input





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a yearly award ceremony for parents and community in order to celebrate good attendance and grades.  <b>Strategy's Expected Result/Impact:</b> Parents are able to celebrate the accomplishments of their child, therefore promoting good attendance and academic support from home.  <b>Staff Responsible for Monitoring:</b> Classroom teachers and Principal   <b>Funding Sources:</b> Reward Certificates and Decorations for the Event - Local - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Each class will earn a letter for each day the entire class is present. They will work toward earning the letters to spell "Out of this World." Once they spell out of this world, they will have an extra recess time as a reward.  <b>Strategy's Expected Result/Impact:</b> Establish accountability for each student in realizing that their attendance impacts their peers.  <b>Staff Responsible for Monitoring:</b> Classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** De Leon Elementary School will collaborate with parents and community members to enhance the school programs while continuing its partnership with parents and community members.

District Goal: 4

**Performance Objective 1:** All parents will be given opportunities to discuss academic performance through teacher/parent meetings, notes home/homework folders, telephone communications, and school events.

**Evaluation Data Sources:** Teacher call logs and documentation, Notes home, parent sign in sheets.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents will be invited to attend Meet the Teacher Night and Parent Conference Day for individual meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be able to bridge a relationship with teachers in the beginning of the year.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers, Counselor, and Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Post Cards, Decorations, Motivational treats - Local - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parents will receive 2 progress reports before the end of the nine weeks, thus allowing better communication between school and home about student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have more opportunities to improve grades by having longer intervals between progress reports. Parents will have more of an opportunity to intervene if needed.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** De Leon Elementary School will collaborate with parents and community members to enhance the school programs while continuing its partnership with parents and community members.

District Goal: 4

**Performance Objective 2:** All parents will be given the opportunity to celebrate student achievements throughout the school year.

**Evaluation Data Sources:** Parent sign in logs, calendar of events, notes home, Facebook feed.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents will be invited to attend an annual field day during the spring for all elementary students.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have an opportunity to watch their child participate in competitive activities with other students.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, paraprofessionals, principal, counselor, and parent volunteers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parents will be invited to attend award ceremonies for academic achievement, attendance, reading, and conduct at the end of each school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be able to participate in the success of their child, building a bridge between the school and home.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parents will be invited to eat lunch with their child when they are STAR student of the week.</p> <p><b>Strategy's Expected Result/Impact:</b> Build a relationship between the school and home and give parents an added opportunity to part of their child's education.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Classroom teachers, Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Encourage parents to organize and plan activities after the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Help parents and families play an active role in events that unite the family</p> <p><b>Staff Responsible for Monitoring:</b> Parent committee, Principal, Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** De Leon Elementary School will collaborate with parents and community members to enhance the school programs while continuing its partnership with parents and community members.

District Goal: 4

**Performance Objective 3:** Students will become aware of the importance of their community.

**Evaluation Data Sources:** Student participation in scheduled community events.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students in HS, PK, Kinder, and 1st grade will have opportunities to see the operations of various roles in a community such as businesses, library, fire department, hospital, and police department.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become aware of the role our community plays in their daily lives.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>Funding Sources:</b> Transportation - Local - \$300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PK/HS, Kinder, and 1st grade students will include the various roles required in order to have a safe and productive community embedded into their curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will build a sense of appreciation into the work that goes into operating a safe community.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** De Leon Elementary School will collaborate with parents and community members to enhance the school programs while continuing its partnership with parents and community members.

District Goal: 4

**Performance Objective 4:** Utilize technology resources to inform parents and community of school activities and student progress.





**Evaluation Data Sources:** Facebook feed, teacher history on Remind.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the Apptegy phone/messaging system to connect with parents about upcoming events and opportunities.  <b>Strategy's Expected Result/Impact:</b> Parents will be aware of upcoming activities and the progress of their student.  <b>Staff Responsible for Monitoring:</b> Classroom Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Educate parents through scheduled parent meetings on how to gain information about the school and their students by using the district web page, Facebook, Remind, and the Parent Portal.  <b>Strategy's Expected Result/Impact:</b> Parents and community will be informed of upcoming events. Parents will be able to monitor student progress.  <b>Staff Responsible for Monitoring:</b> Principal            Classroom Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** De Leon Elementary School will recruit, attract, and retain highly qualified staff. In this process, the campus will ensure that high quality staff development is provided to help meet the needs of our students.  
 District Goal: 4

**Performance Objective 1:** Teachers will attend workshops/training in their field of study during the school year, or summer months.

**Evaluation Data Sources:** A list of all workshops attended will be turned in at the beginning of the 2024-2025 school year.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> De Leon ISD will employ a curriculum specialist to support educators in acquiring the skills and strategies necessary to be successful throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain new knowledge toward teaching their content area.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Specialist- Kallie Hare</p> <p><b>Funding Sources:</b> - Local</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will attend workshops in Abilene or conferences in surrounding areas to improve student engagement and enhance the learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will improve their knowledge in how to keep students engaged during instructional times.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Principal, Counselor and teacher training; workshops, conferences, etc. - Title IIA - \$10,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** De Leon Elementary School will recruit, attract, and retain highly qualified staff. In this process, the campus will ensure that high quality staff development is provided to help meet the needs of our students.

District Goal: 4

**Performance Objective 2:** New teachers will feel supported within their school family by having a mentor teacher as well as curriculum specialist support.

**Evaluation Data Sources:** Teacher trainer meetings and conferences during the T-Tess process.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In addition to having mentor teachers for new staff members, new teachers will be assigned a teacher trainer to help with academic requirements in there specific curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will not be as overwhelmed throughout the school year. The new teacher will gain a better understanding of their curriculum in order to help students master concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Curriculum Specialist Teacher Trainers</p> <p><b>Funding Sources:</b> Stipend pay for hours mentoring new teachers - Local - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> New teachers will be assigned a mentor teacher that will help with the understanding and implementation of day to day procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> New teachers will easily transition into a new teaching environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Mentor Teacher Curriculum Specialist- Kallie Hare</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** De Leon Elementary School will recruit, attract, and retain highly qualified staff. In this process, the campus will ensure that high quality staff development is provided to help meet the needs of our students.

District Goal: 4

**Performance Objective 3:** The district will implement TIA in order to give teacher's opportunities to make more money based on their overall teaching practices and student growth.

**Evaluation Data Sources:** T-TESS and MAP data





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collect data based on T-TESS observations and meet with teacher to discuss improvement needs. <b>Strategy's Expected Result/Impact:</b> Teachers are able to reflect and learn new methods to improve instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Disaggregate MAP data to improve areas of need. <b>Strategy's Expected Result/Impact:</b> Students show growth.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** De Leon Elementary will work to develop good character traits in all students in order to prepare students for success in life.  
 District Goal: 4

**Performance Objective 1:** Students will treat teachers and their peers with respect by following classroom and campus expectations.

**Evaluation Data Sources:** Discipline reports and office referrals and conduct grades





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize district intervention counselor to work with the campus counselor in order to allow more time for meeting with small groups to improve Social and Emotional Learning (SEL) needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop positive attitudes that will help promote a thriving learning community.</p> <p><b>Staff Responsible for Monitoring:</b> District intervention counselor, campus counselor, and teachers</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> District Intervention/Mental Health Counselor - Comp. Ed.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will recite a good behavior pledge at the beginning of each school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a verbal reminder each day that will reinforce the school expectations for positive behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus counselor will provide lessons for students to learn about responsibility, leadership, bullying, kindness, and being a positive role model each month.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop positive attitudes that will help promote a thriving learning community.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Character education program - Local - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** De Leon Elementary will work to develop good character traits in all students in order to prepare students for success in life.  
 District Goal: 4

**Performance Objective 2:** All students will be encouraged to have a positive mindset for school learning and personal growth.

**Evaluation Data Sources:** Discipline referral reports, class attendance, and counselor observation.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers meet with students to set discuss where they are at in the learning continuum and set goals for growth three times a year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will take ownership in their learning.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teacher Counselor Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize data from NWEA MAP to monitor student growth in order to adjust goals for growth with their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be aware of growth being made by students so that difficulties in learning can be caught early.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Counselor, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 5:** De Leon Elementary will work to develop good character traits in all students in order to prepare students for success in life.  
 District Goal: 4

**Performance Objective 3:** Character education classes will be taught weekly by the school counselor.  
 District Goal 3: De Leon ISD will provide resources and facilities that enhance learning in a safe environment.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Students will exhibit positive traits that will be observed by staff members and peers.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The counselor will use social skills and SEL lessons geared toward small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be emotionally stable, have a positive attitude, and display respect to their peers and teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Funding Sources:</b> - Local</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 6:** The percent of 3rd grade students who score at the Meets grade level or above on STAAR Reading will increase from 62% to 65% by June 2025.

District Goal: 1


**Performance Objective 1:** Students' average RIT score on MAP reading growth assessment will increase from 146 (EOY-K) to 207 (EOY-3rd) by the end of their 3rd grade year.


**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP and MCLASS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers in grades K-3 will use beginning of the year assessment data from MCLASS and or NWEA MAP to set goals for improvement with each child in order to form small instructional groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to show adequate growth in their MOY and EOY assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Principal, and Curriculum Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> NWEA MAP - Title IV, MCLASS - EMAT</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All students in grades K-2 will have 30 minute period of Guided Reading instruction with a teacher assistant to lessen the teacher to student ratio and to have two small teacher led groups operating at the same time.</p> <p><b>Strategy's Expected Result/Impact:</b> Differentiated activities will help close the learning gaps when assessed on NWEA MAP at the MOY and EOY tests.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Paraprofessional Support - Comp. Ed.</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Goal 6:** The percent of 3rd grade students who score at the Meets grade level or above on STAAR Reading will increase from 62% to 65% by June 2025.

District Goal: 1

**Performance Objective 2:** Grade 3 Student average projected Meets Grade Level score on MAP reading assessment will increase from 56% to 65% by May 2025.

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will meet with students individually to set goals for improvement on their RIT Reading score on NWEA MAP at the BOY and MOY assessments in order to reach the Meets Grade Level.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop a sense of ownership in their own progress and show growth throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, RTI Instructional Coach, and Curriculum Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Grades K-3 will have 45-60 minutes per day dedicated to differentiated small group instruction. Reading and Math Intervention Software programs will also be used.</p> <p><b>Strategy's Expected Result/Impact:</b> Identifying and addressing individual student gaps will help to increase overall student achievement in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and RTI Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Teacher, Paraprofessional Support and Software Programs - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 7:** Early Childhood Math Board Outcome Goal - The percent of 3rd grade students who score at the Meets grade level or above on STAAR Math will increase from 51% to 60% by June 2025.





District Goal: 2

**Performance Objective 1:** Students' average RIT score on NWEA MAP math growth assessment will increase from 150 (EOY-K) to 210 (EOY-3rd) by the end of their 3rd grade year.

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers in grades K-3 will use beginning of the year assessment data from NWEA MAP to set goals for improvement with each child in order to form small instructional groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are expected to show adequate growth in their MOY and EOY assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Teacher and Paraprofessional Support - Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Goal 7:** Early Childhood Math Board Outcome Goal - The percent of 3rd grade students who score at the Meets grade level or above on STAAR Math will increase from 51% to 60% by June 2025.

District Goal: 2

**Performance Objective 2:** Grade 3 Students' average projected Meets Grade Level score on MAP math assessment will increase from 39% to 48% by May 2025.

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will meet with students individually to set goals for improvement on their Math RIT score on NWEA MAP at the BOY and MOY assessments in order to reach the Meets Grade Level.</p> <p><b>Strategy's Expected Result/Impact:</b> Differentiated activities will help close the learning gaps when assessed on NWEA MAP at the MOY and EOY tests.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, RTI Instructional Coach, and Curriculum Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Grades K-3 will have 45-60 minutes per day dedicated to differentiated small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Identifying and addressing individual student gaps will help to increase overall student achievement in math.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and RTI Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Teacher and Paraprofessional Support - Comp. Ed.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 8:** 100% of all students will participate in a well balanced physical education program to promote good health.

**Performance Objective 1:** All students will attend health classes weekly from the adopted curriculum, The Great Body Shop.

**Evaluation Data Sources:** Attendance in class, Fitness Gram Data, Teacher observation





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will receive 60 minutes per week of health instruction that will promote healthy lifestyles in the future, and prevention of obesity, cardiovascular disease, and Type 2 Diabetes. The Children's Health Market, The Great Body Shop, curriculum will be used for the Coordinated School Health Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be informed about the effects of good eating habits, of drugs and alcohol use, and exercise.</p> <p><b>Staff Responsible for Monitoring:</b> P.E. Teacher and support staff.</p> <p><b>Funding Sources:</b> Health Curriculum - EMAT</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 8:** 100% of all students will participate in a well balanced physical education program to promote good health.

**Performance Objective 2:** 100% of all students will learn the importance of good physical fitness.

**Evaluation Data Sources:** Fitness Gram, PE teacher observation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Incorporating the Coordinated School Health Program, students will attend Physical Fitness classes daily and have a 20 minutes of active recess time daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become more aware of the importance of staying active for a higher quality of living in the future.</p> <p><b>Staff Responsible for Monitoring:</b> P.E. Teacher and Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Campus Funding Summary

<b>Local</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Region 14 Service Center/Technology Training Opportunities		\$2,000.00
2	1	1	Reward Certificates and Decorations for the Event		\$100.00
3	1	1	Post Cards, Decorations, Motivational treats		\$500.00
3	3	1	Transportation		\$300.00
4	1	1			\$0.00
4	2	1	Stipend pay for hours mentoring new teachers		\$2,000.00
5	1	3	Character education program		\$300.00
5	3	1			\$0.00
<b>Sub-Total</b>					<b>\$5,200.00</b>
<b>Title I-A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Reading and Math Software Intervention Programs		\$10,000.00
6	2	2	Teacher, Paraprofessional Support and Software Programs		\$0.00
<b>Sub-Total</b>					<b>\$10,000.00</b>
<b>Title IIA</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Principal, Counselor and teacher training; workshops, conferences, etc.		\$10,500.00
<b>Sub-Total</b>					<b>\$10,500.00</b>
<b>ESSER III</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Reading and Math Software Intervention Programs		\$9,100.00
<b>Sub-Total</b>					<b>\$9,100.00</b>
<b>GT</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Small Group Enrichment Activities		\$300.00
<b>Sub-Total</b>					<b>\$300.00</b>

<b>Comp. Ed.</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	1	1	District Intervention/Mental Health Counselor		\$0.00
6	1	2	Paraprofessional Support		\$0.00
7	2	2	Teacher and Paraprofessional Support		\$0.00
<b>Sub-Total</b>					\$0.00
<b>EMAT</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1	Reading and Math Software Intervention/Assessment Programs		\$7,800.00
6	1	1	MCLASS		\$0.00
8	1	1	Health Curriculum		\$0.00
<b>Sub-Total</b>					\$7,800.00
<b>Title IV</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Title IV		\$4,500.00
1	2	1	Reading and Math Software Assessment Programs		\$4,500.00
6	1	1	NWEA MAP		\$0.00
7	1	1	Teacher and Paraprofessional Support		\$0.00
<b>Sub-Total</b>					\$9,000.00