

Richardson Independent School District

Big Springs Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Believing all students have unique and valuable talents, the Big Springs community will provide a positive and supportive educational environment to produce successful and responsible life-long learners.

Vision

Every Child, Every Leader, Every Teacher, Every Day.

Value Statement

Integrity

Inspiration

Inclusiveness

Innovation

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Comprehensive Needs Assessment

Revised/Approved: September 26, 2025

Demographics

Demographics Summary

Big Springs is composed of a diverse student population of approximately 403 PK-6 students. Our student groups are (in descending order) White (36%), Hispanic (27.3%), African American (18.6%), and Asian (11.7%). We have a small percentage (6%) of students who identify as Multiracial. Our Economically Disadvantaged numbers are approximately 42.2% of our enrollment. Our population tends to be more stable than mobile, serving children from families whose parents often attended Big Springs themselves. This gives our school a legacy of community involvement and connection over time that is enjoyed by our students and staff.

We serve 29.3% of our student body with Special Education services. 7.44% of our students receive 504 services. Our student population includes 22 or 5.64% gifted and talented learners.

We also have 15.1 % of our population served with ESL services.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students.

Root Cause: Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

Problem Statement 2 (Prioritized): Problem Statement There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments.

Root Cause: Root Cause Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions.

Problem Statement 3 (Prioritized): Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions.

Root Cause: Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.

Problem Statement 4 (Prioritized): 1 Problem Statement We have low parent engagement from parents in our centralized programs PASS and SDC.

Root Cause: Root Cause The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.

Student Learning

Student Learning Summary

30% of students at Big Springs Elementary achieved Masters level performance on STAAR, 57% achieved Meets level performance, and 78% achieved Approaches level performance in all subject areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students.

Root Cause: Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

Problem Statement 2: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students.

Root Cause: Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

Problem Statement 3 (Prioritized): Problem Statement There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments.

Root Cause: Root Cause Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions.

Problem Statement 4 (Prioritized): Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions.

Root Cause: Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.

Problem Statement 5 (Prioritized): 1 Problem Statement We have low parent engagement from parents in our centralized programs PASS and SDC.

Root Cause: Root Cause The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.

Priority Problem Statements

Problem Statement 1: Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions.

Root Cause 1: Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.

Problem Statement 1 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Family and Community Engagement - School Organization - Technology - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students.

Root Cause 2: Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

Problem Statement 2 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Family and Community Engagement - School Organization - Technology - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: 1 Problem Statement We have low parent engagement from parents in our centralized programs PASS and SDC.

Root Cause 3: Root Cause The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.

Problem Statement 3 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Family and Community Engagement - School Organization - Technology - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Problem Statement There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments.

Root Cause 4: Root Cause Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions.

Problem Statement 4 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Family and Community Engagement - School Organization - Technology - Demographics - Student Learning - School Processes & Programs - Perceptions

Goals


Revised/Approved: September 26, 2025



Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth


Performance Objective 1: The campus will implement and utilize a comprehensive data tracking system(spreadsheet) to monitor student progress on individual standards and personalized growth goals.



High Priority



Evaluation Data Sources: Standards data tracking sheet and Student Growth Goal progress data tracking sheet.



Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for teachers and staff on the use of the data tracking system, establish clear protocols for entering and updating student performance data, and create user guides and support resources to ensure consistent use across grade levels. Strategy's Expected Result/Impact: Staff will be equipped to monitor 100% of their students progress towards standard mastery and individual growth goals Staff Responsible for Monitoring: Teachers, Instructional Leadership Team, and Administrators Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
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	 Some Progress			



Strategy 2 Details		Reviews			
Strategy 2: The campus will ensure that all staff professional goals are aligned with the GBF Scope and Sequence, the T-TESS rubric, the T-TESS alignment document, and the Learner Framework. Strategy's Expected Result/Impact: 100% of staff goals reviewed and confirmed as aligned to the GBF Scope and Sequence, the T-TESS rubric, the T-TESS alignment document, and the Learner Framework during initial goal-setting conferences Staff Responsible for Monitoring: Campus administrators Title I: 2.52, 2.53 - 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 Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
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		 Moderate Progress			
Strategy 3 Details		Reviews			
Strategy 3: Develop grade-level indicator progression for the RISD Graduate Profile including exemplars to increase alignment when supporting students in goal setting and growth towards goal. Strategy's Expected Result/Impact: Have grade-level indicators for at least 80% of grade levels that indicate progression towards the RISD graduate profile Staff Responsible for Monitoring: Teachers, support staff, and administrators Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
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		 Moderate Progress			



Strategy 4 Details	Reviews			
Strategy 4: The instructional leadership team will establish a systematic process for monitoring progress monitoring data tied to student growth goals Strategy's Expected Result/Impact: Monitor qualitative and quantitative data related to student goals. Staff Responsible for Monitoring: Campus Instructional Leadership team Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
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	 Moderate Progress			
Strategy 5 Details	Reviews			
Strategy 5: Utilize Schoology and Seesaw for teachers and students to set and track goals. Four artifacts added to the Schoology Portfolio - one per quarter. (All trainings will be provided by iTeam.) Strategy's Expected Result/Impact: Track student goals to monitor and measure progress which can be utilized by teachers and shared with parents strengthening parent engagement. Staff Responsible for Monitoring: Campus principals Title I: 2.51, 2.52 Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
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	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Use district-created rubric for students to reflect and determine when evidence shows growth towards goals. Strategy's Expected Result/Impact: Provide a structure for students to utilize when determining growth toward goals. Staff Responsible for Monitoring: Teachers, administrators, and support staff Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
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	 Some Progress			



Strategy 7 Details		Reviews			
Strategy 7: Continue to implement a campus wide student leadership team that meets once per month and monitor the implementation to adjust for increased leadership opportunities for all students Strategy's Expected Result/Impact: Grow student leader skills to support their peers better Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
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		 Some Progress			
Strategy 8 Details		Reviews			
Strategy 8: Use performance assessments and common interim assessments to monitor and evaluate student progress towards mastery of grade level standards Strategy's Expected Result/Impact: Improve student performance on MAP and STAAR. Staff Responsible for Monitoring: Teachers, Instructional coaches, and administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
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		 Some Progress			



Strategy 9 Details	Reviews			
Strategy 9: Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY and EOY and increase student achievement and growth across contents from campus wide from BOY to EOY on the MAP assessment Strategy's Expected Result/Impact: Assure effective student monitoring throughout the school year Staff Responsible for Monitoring: Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
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	 Some Progress			
Strategy 10 Details	Reviews			
Strategy 10: Monitor student performance on STAAR interim assessments and locally created assessments in Reading and Math. Strategy's Expected Result/Impact: We will see an increase of students in 3rd grade who score at or above meets level or above on STAAR Reading and Math, leading to 55% of students meeting in Reading and 50% of students meeting in Math Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
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	 Some Progress			



Strategy 11 Details		Reviews			
Strategy 11: We will implement a campus wide student and teacher incentive program that encourages positive attendance and an increase improvement by 0.5%. Monthly incentives include planning a dance for students who have zero tardies and absences. Strategy's Expected Result/Impact: Improve students attendance by 0.5%. In 2024-2025, we were at 95.2%, and for 2025-2026 our attendance percentage will be 95.7%. Staff Responsible for Monitoring: All staff Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
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		 Moderate Progress			
Strategy 12 Details		Reviews			
Strategy 12: Educators will implement a health and wellness plan as recommended by the SHAC committee. Strategy's Expected Result/Impact: Improved student health and performance and staff survey results Staff Responsible for Monitoring: Administrators and counselor Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
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		 Some Progress			



Strategy 13 Details		Reviews			
Strategy 13: Implement Emergent Tree strategies centered on our Core Values (Safe, Respectful, Responsible) Strategy's Expected Result/Impact: Decrease discipline referrals and increase student efficacy in monitoring their own behavior Staff Responsible for Monitoring: All staff Title I: 2.51, 2.52 Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
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		 Some Progress			
Strategy 14 Details		Reviews			
Strategy 14: Implement state required bullying prevention requirements consistent with Board policies and procedures and communicate to all stakeholders during instances of bullying investigations Strategy's Expected Result/Impact: Decreased bullying incidents Staff Responsible for Monitoring: Administrators, teachers, and counselor - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
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		 Some Progress			



Strategy 15 Details		Reviews			
Strategy 15: Ensure all students have a school/home connection (club, extracurricular, activity, an adult at school) Strategy's Expected Result/Impact: Improved student achievement and engagement Staff Responsible for Monitoring: All staff Title I: 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
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		 Moderate Progress			
Strategy 16 Details		Reviews			
Strategy 16: Continue campus MTSS process to identify and progress monitor elementary students in need of intensive intervention in reading, math, behavior, and speech using Branching Minds. Strategy's Expected Result/Impact: Increased number of students who close gaps in identified areas and reduced number of students needing intensive intervention. (Tier 3) Staff Responsible for Monitoring: Campus MTSS Team Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
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		 Some Progress			



Strategy 17 Details		Reviews			
Strategy 17: Campuses will identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district and monitor progress in Branching Minds. Strategy's Expected Result/Impact: Increased student achievement as measured on STAAR and MAP as well as greater number of students demonstrating mastery of grade level content. Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
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		 Some Progress			
Strategy 18 Details		Reviews			
Strategy 18: Ensure educators teach and administratively verify that all Too Good For Drug Lessons are taught. Strategy's Expected Result/Impact: Increased awareness of risks or drugs and the harmful effects of drugs and substance abuse. Staff Responsible for Monitoring: Counselor Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 19 Details		Reviews			
Strategy 19: Enhance student learning with access to digital tools (student ipads, demonstrate appropriate and safe digital behavior) that focus on creating rather than rote practice to ensure screen time is being used efficiently, and communicate to parents how tools maximize student learning. Strategy's Expected Result/Impact: Completion of Digital Citizenship Curriculum lessons. Few or no student referrals/discipline situations for inappropriate technology use. Title I: 2.51, 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
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		 Some Progress			
Strategy 20 Details		Reviews			
Strategy 20: Ensure student health by monitoring immunizations. Strategy's Expected Result/Impact: All students up to date on immunizations Staff Responsible for Monitoring: Nurse - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 21 Details		Reviews			
Strategy 21: Campus Emergency Response Team will successfully conduct AED drills to be prepared to respond quickly if a cardiac event should occur on campus. Strategy's Expected Result/Impact: Trained ERT Team to respond to a cardiac emergency Staff Responsible for Monitoring: All staff - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
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		 Some Progress			
Strategy 22 Details		Reviews			
Strategy 22: Continue transitions activities from elementary to junior high through guidance lessons and Avid for all. Strategy's Expected Result/Impact: 6th graders successfully transition from elementary school to junior high Staff Responsible for Monitoring: Counselor, administrators, and 6th grade teachers Title I: 2.51, 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 23 Details		Reviews			
Strategy 23: Form a school Threat Assessment Team and conduct training as specified in Texas Education Code 37.115 Strategy's Expected Result/Impact: Provide a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs. Staff Responsible for Monitoring: Campus Administration Counselor Title I: 2.51, 2.52 Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 24 Details		Reviews			
Strategy 24: Utilize 7 steps strategies and K-12 Summit intervention resources to increase English language proficiency growth on TELPAS by at least 3% and increase the number of emergent bilingual students meeting exit criteria by 5% Strategy's Expected Result/Impact: The number of students demonstrating growth in TELPAS by at least 3% and the number of emergent bilingual students that meet exit criteria by 5% Staff Responsible for Monitoring: Campus Administration, Campus LAT Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
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		 Some Progress			

Strategy 25 Details		Reviews			
Strategy 25: The percent of students in third grade who score at the meets level or above will increase from 69% to 72% in STAAR Reading and from 60% to 63% in STAAR Math by June 2027. Strategy's Expected Result/Impact: We will see a rise in growth by 3% in math and reading for all grade levels, but particularly 3rd grade math and reading. Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
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		 Some Progress			
Strategy 26 Details		Reviews			
Strategy 26: Case managers will follow SPED guidelines to ensure compliance with all documentation of IEP Goals and Progress Monitoring using a goal tracking system and meeting with ISS to monitor compliance and communication. Strategy's Expected Result/Impact: Ensure 100% compliance of quarterly IEP progress monitoring reports for students receiving services through Special Education. Staff Responsible for Monitoring: Administrators Instructional Support Specialist Special Education Case Managers Title I: 2.51, 2.52 Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
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		 Some Progress			

Strategy 27 Details		Reviews			
<p>Strategy 27: Teachers will implement targeted, data-driven small group instruction and intervention cycles informed by MAP Growth diagnostics, CFAs, CIAs, ongoing formative assessment, and progress monitoring data to address individual student learning needs in K-6 grade Reading and Mathematics and 3rd-6th grade Science.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students meeting or exceeding individual growth measures on Reading MAP growth diagnostics from BOY to EOY in Reading from 34% to 51% and Mathematics from 46% to 55%.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Leadership Team Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1</p> <p>Funding Sources: - 199 - General Fund</p>		Formative			Summative
		Nov	Jan	Mar	June
		 <p>Some Progress</p>			
Strategy 28 Details		Reviews			
<p>Strategy 28: Teachers will identify students in need of accelerated learning and intensive intervention using STAAR, MAP and other formative assessment and monitor progress in Branching Minds with fidelity.</p> <p>Strategy's Expected Result/Impact: Updated data tracker and comprehensive intervention plans that are monitored by a designee from ILT. Meeting expected student growth goals.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Leadership Team Teachers</p> <p>Title I: 2.51</p> <p>Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1</p>		Formative			Summative
		Nov	Jan	Mar	June
		 <p>Some Progress</p>			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

Student Learning

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

School Processes & Programs

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

Perceptions


Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB



Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.


Performance Objective 1: Provide competitive compensation, incentives and benefits that attract and retain high-quality and diverse teachers and staff.






High Priority

Evaluation Data Sources: Employee retention data, benchmark salary data, documented salary and benefits provided to employees

Strategy 1 Details		Reviews			
Strategy 1: Collaborate in PLCs to foster professional growth in all teachers; focus on professional development that supports our instruction focus and helps teachers see connections between their learning and student performance. Instructional leadership team tiering teacher support and following through with walkthrough feedback. Strategy's Expected Result/Impact: Improve teacher instructional capacity and student performance Staff Responsible for Monitoring: PLC Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: Recognize and celebrate the dedication and accomplishments of staff, including leadership opportunities, professional development participation, and facilitation. Strategy's Expected Result/Impact: Reduce staff turnover by 5% Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 4 - Demographics 5 - Student Learning 5 - Student Achievement 4 - School Processes & Programs 4 - School Culture and Climate 4 - Perceptions 4 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 4 - Family and Community Engagement 1 - School Organization 4 - Technology 4		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 3 Details		Reviews			
Strategy 3: Address climate survey results by streamlining communication to staff through reducing the number of communication sources, utilize a combined calendar, and seeking weekly feedback from staff Strategy's Expected Result/Impact: Climate survey results will indicate an improvement in staff perceptions on communication Staff Responsible for Monitoring: Administration Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Demographics 4 - Student Learning 4 - Student Achievement 3 - School Processes & Programs 3 - School Culture and Climate 3 - Perceptions 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 4 - School Organization 3 - Technology 3		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Recognize specific teacher processes in planning and instruction that lead to students success. Highlight student and teacher success in a systematic way through feedback boards and staff shout-outs. Use multiple measures (student engagement, innovative lessons, community involvement) to highlight success in faculty meetings and newsletters.</p> <p>Strategy's Expected Result/Impact: Reduce campus turnover by 5%</p> <p>Staff Responsible for Monitoring: Principal Assistant principals Instructional Leadership Team</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 3 - Demographics 2, 4 - Student Learning 1, 4 - Student Achievement 2, 3 - School Processes & Programs 1, 3 - School Culture and Climate 1, 3 - Perceptions 1, 3 - Staff Quality, Recruitment, and Retention 1, 3 - Curriculum, Instruction, and Assessment 1, 2 - Family and Community Engagement 2, 4 - School Organization 1, 3 - Technology 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Facilitate monthly evaluator collaboration meetings to review observation evidence, scoring rationales, and alignment to TIA performance standards. Conduct pre-coaching walk as well as a Campus Calibrated Walk with district staff and TIA support personnel in the fall.</p> <p>Strategy's Expected Result/Impact: Increased alignment between evaluators' ratings</p> <p>Reliable and consistent teacher evaluation data submitted for TIA</p> <p>Improved teacher perception of fairness and accuracy in evaluations (measured through climate/culture surveys)</p> <p>Staff Responsible for Monitoring: Administrators Instructional Leadership Team</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Demographics 2, 4 - Student Learning 1, 4 - Student Achievement 2, 3 - School Processes & Programs 1, 3 - School Culture and Climate 1, 3 - Perceptions 1, 3 - Staff Quality, Recruitment, and Retention 1, 3 - Curriculum, Instruction, and Assessment 1, 2 - Family and Community Engagement 2, 4 - School Organization 1, 3 - Technology 1, 3</p>	 <p>Some Progress</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. Root Cause: Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB</p> <p>Problem Statement 3: Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. Root Cause: Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.</p> <p>Problem Statement 4: 1 Problem Statement We have low parent engagement from parents in our centralized programs PASS and SDC. Root Cause: Root Cause The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.</p>

Student Learning

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

Problem Statement 4: Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. **Root Cause:** Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.

Problem Statement 5: 1 Problem Statement We have low parent engagement from parents in our centralized programs PASS and SDC. **Root Cause:** Root Cause The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.

School Processes & Programs

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

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Perceptions

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB



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Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 2: Develop and execute innovative plan for employee recruitment.

Evaluation Data Sources: New hire data

Strategy 1 Details	Reviews			
Strategy 1: Utilize RISD Teacher Competencies to recruit, interview, and support highly qualified and diverse teachers and staff. Strategy's Expected Result/Impact: Increase/improve teacher retention and diverse demographic representation in BSE hiring. Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: We will continue to build strong relationships with the community and current stakeholders. Strategy's Expected Result/Impact: Improve teacher and staff recruiting Staff Responsible for Monitoring: Administrators - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

Student Learning

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

School Processes & Programs

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB


Perceptions



Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB



Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.



Performance Objective 1: Implement a learning framework that provides all RISD students experiences to develop competencies aligned with the graduate profile.


Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal





Strategy 1 Details	Reviews			
Strategy 1: Identify instructional opportunities in curriculum documents for the defined priority goal strands for staff and students and embed the pieces of the Learner Framework into regular classroom instruction to provide opportunities for student engagement and growth that are based on content and experiences that foster engagement and retention. Strategy's Expected Result/Impact: Provide students and staff with exemplars that align to goal strands for use in goal setting. Staff Responsible for Monitoring: Teachers and Instructional Leadership Team Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 2, 3 - Demographics 3, 4 - Student Learning 3, 4 - Student Achievement 1, 3 - School Processes & Programs 2, 3 - School Culture and Climate 2, 3 - Perceptions 2, 3 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 1, 3 - Family and Community Engagement 3, 4 - School Organization 2, 3 - Technology 2, 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Embed Lead4ward and targeted student experiences into curriculum documents, & utilize ELlevation Strategies as a resource to provide content-based language instruction to EBs and students and high quality instruction to all students . Strategy's Expected Result/Impact: Increase student engagement Staff Responsible for Monitoring: Instructional coaches, administrators, and teachers Title I: 2.51 - 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 Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Transition to ESL content-based model in K-6 grades. Linguistic Acquisition Teachers will support with ELlevation strategies and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs). Strategy's Expected Result/Impact: Build the capacity of teachers to meet the needs of our EB students. Staff Responsible for Monitoring: Teachers and administrators Title I: 2.51, 2.52 - 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 Problem Statements: Demographics 2 - Demographics 3 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2 - School Culture and Climate 2 - Perceptions 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3 - Family and Community Engagement 3 - School Organization 2 - Technology 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Identify, train, implement and monitor instructional tools and resources that will ensure students with disabilities meet their individual growth goals and make progress in general education curriculum.</p> <p>Strategy's Expected Result/Impact: Supplemental instructional tools will be selected. Staff responsible for implementation will receive appropriate training and monitor student participation and progress.</p> <p>Staff Responsible for Monitoring: Special Education Team</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Demographics 3 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2 - School Culture and Climate 2 - Perceptions 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3 - Family and Community Engagement 3 - School Organization 2 - Technology 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
Strategy 5 Details	Reviews			
<p>Strategy 5: Ensure effective implementation of the district learning framework through regular classroom instruction as evidenced through PLCs, walkthroughs, and assessment data</p> <p>Strategy's Expected Result/Impact: Increased growth from all students</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 3 - Demographics 3, 4 - Student Learning 3, 4 - Student Achievement 1, 3 - School Processes & Programs 2, 3 - School Culture and Climate 2, 3 - Perceptions 2, 3 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 1, 3 - Family and Community Engagement 3, 4 - School Organization 2, 3 - Technology 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			

Strategy 6 Details		Reviews			
Strategy 6: All teachers will exceed the Gifted and Talented professional development requirement to meet the needs of their students best. Strategy's Expected Result/Impact: Academic growth from all students and teachers. Evidence of depth of complexity in the classroom Staff Responsible for Monitoring: Advanced learning teacher Administrators Teachers Title I: 2.51, 2.52 - 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 Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 7 Details		Reviews			
Strategy 7: Provide professional development led by the district Iteam to use technology within the learning framework. Strategy's Expected Result/Impact: Using technology to increase student engagement Staff Responsible for Monitoring: Administrators Title I: 2.51, 2.52 - 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 Problem Statements: Demographics 2 - Demographics 3 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2 - School Culture and Climate 2 - Perceptions 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3 - Family and Community Engagement 3 - School Organization 2 - Technology 2		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 8 Details		Reviews			
Strategy 8: iTeam will plan with campus support and professional learning to improve identified areas of growth in the BrightBytes survey during teacher planning meetings or after school staff development. Strategy's Expected Result/Impact: Increase thoughtful implementation of technology resources to enhance learning Staff Responsible for Monitoring: Admin, ETS, ILT team Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Demographics 3 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2 - School Culture and Climate 2 - Perceptions 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3 - Family and Community Engagement 3 - School Organization 2 - Technology 2		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. Root Cause: Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB Problem Statement 2: Problem Statement There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments. Root Cause: Root Cause Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions. Problem Statement 3: Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. Root Cause: Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.
Student Learning
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Student Learning

Problem Statement 3: Problem Statement There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments. **Root Cause:** Root Cause Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions.

Problem Statement 4: Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. **Root Cause:** Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.

School Processes & Programs

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

Problem Statement 2: Problem Statement There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments. **Root Cause:** Root Cause Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions.

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Perceptions

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Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.



Performance Objective 2: Create a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.


Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal


Strategy 1 Details	Reviews			
Strategy 1: Equip campus staff with training on disability awareness, evidence based best practices, and inclusive instruction. Strategy's Expected Result/Impact: Teacher and staff awarenress of students with dissabilities Title I: 2.51, 2.52 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			


Strategy 2 Details		Reviews			
Strategy 2: Utilize districtwide professional development days and early release days to support and train teachers on the Learner Growth Experience to create exemplars and incorporating Learner experiences in daily instruction Strategy's Expected Result/Impact: Professional development evaluation results Inclusion of strategies in campus plan based on data Walkthrough analysis Personal growth goals Staff Responsible for Monitoring: Principals Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 3 Details		Reviews			
Strategy 3: Training of First Year Teachers (DOI) and Instructional Coaches in the district to support instructional methods to ensure effective Tier 1 classroom management strategies during targeted monthly focus meetings, Strategy's Expected Result/Impact: Decrease in classroom discipline referrals Improved classroom climate Improved instructional practices Improved Domain 3 TTESS score Staff Responsible for Monitoring: Teachers, instructional coaches, and administration Title I: 2.51, 2.52 - 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 Problem Statements: Demographics 2 - Demographics 3 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2 - School Culture and Climate 2 - Perceptions 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3 - Family and Community Engagement 3 - School Organization 2 - Technology 2		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			


Strategy 4 Details		Reviews			
Strategy 4: Provide campus-specific professional development based on instructional needs. Strategy's Expected Result/Impact: To help teacher meet their individual growth goals Staff Responsible for Monitoring: Teachers, instructional coaches, and administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 5 Details		Reviews			
Strategy 5: Implement DDI protocols encompassing planning, assessing, data analysis, and reteaching, including weekly data meetings, know/shows, and reteaching lower performing standards. Strategy's Expected Result/Impact: Student Achievement will increase in 3rd Grade Math from 39% to 50% meets or higher, in 5th grade reading from 49% to 60% meets or higher, in 5th grade Math from 33% to 45%, and in 5th grade science from 22% to 35% meets or higher Staff Responsible for Monitoring: Administrators, ICs Title I: 2.51, 2.52 - 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 Problem Statements: Demographics 2 - Demographics 3 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2 - School Culture and Climate 2 - Perceptions 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3 - Family and Community Engagement 3 - School Organization 2 - Technology 2		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			


Strategy 6 Details		Reviews			
Strategy 6: Plan time for iTeam to meet with teachers to build and maintain Schoology portfolios and submit artifacts to support their growth goals. Title I: 2.52, 2.53 - 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 Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 7 Details		Reviews			
Strategy 7: Implement district curriculum documents and resources with fidelity to ensure a guaranteed and viable curriculum. Monitor implementation and work with C&I through any concerns, etc. Strategy's Expected Result/Impact: Ensure access to curriculum so all students are successful. Staff Responsible for Monitoring: Administration Title I: 2.51, 2.52 - 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 Problem Statements: Demographics 2, 3 - Demographics 3, 4 - Student Learning 3, 4 - Student Achievement 1, 3 - School Processes & Programs 2, 3 - School Culture and Climate 2, 3 - Perceptions 2, 3 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 1, 3 - Family and Community Engagement 3, 4 - School Organization 2, 3 - Technology 2, 3		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			





Strategy 8 Details	Reviews			
<p>Strategy 8: Implement with fidelity the PLC protocol and weekly instructional focus planning meetings (specifically as it relates to our priority areas: 3rd math and reading, 5th math, reading, and science).</p> <p>Strategy's Expected Result/Impact: Improve instruction in targeted grade levels through collaboration and planning processes</p> <p>Staff Responsible for Monitoring: Administration, ICs, teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Demographics 5 - Student Learning 5 - Student Achievement 4 - School Processes & Programs 4 - School Culture and Climate 4 - Perceptions 4 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 4 - Family and Community Engagement 1 - School Organization 4 - Technology 4</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			

Strategy 9 Details	Reviews			
<p>Strategy 9: Teachers will implement All Ready Writing software to provide students with real-time feedback during the writing process, while utilizing teacher reports to design targeted STAAR-aligned writing activities and instructional coaching.</p> <p>Strategy's Expected Result/Impact: Increased student proficiency on STAAR ECRs and SCRs</p> <p>Improved student writing samples over time (measured by rubrics aligned to STAAR)</p> <p>Teacher survey feedback on instructional usefulness of All Ready Writing</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Demographics 4 - Student Learning 4 - Student Achievement 3 - School Processes & Programs 3 - School Culture and Climate 3 - Perceptions 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 4 - School Organization 3 - Technology 3</p> <p>Funding Sources: All Ready Writing Program - 211 - Title I, Part A - \$2,750</p>	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			

Strategy 10 Details	Reviews			
<p>Strategy 10: Provide targeted support for Emerging Bilingual Students and schedule regular tutoring sessions focused on listening, speaking, reading, and writing practice and familiarize them with the online learning and testing platform.</p> <p>Strategy's Expected Result/Impact: 2nd-6th grade Emerging Bilingual students will demonstrate an increase in proficiency levels across listening, speaking, reading, and writing, as measured by an overall increase in composite scores on TELPAS.</p> <p>Staff Responsible for Monitoring: LPAC Administrator Assistant Principals</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 3 - Demographics 3, 4 - Student Learning 3, 4 - Student Achievement 1, 3 - School Processes & Programs 2, 3 - School Culture and Climate 2, 3 - Perceptions 2, 3 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 1, 3 - Family and Community Engagement 3, 4 - School Organization 2, 3 - Technology 2, 3</p> <p>Funding Sources: Outside Tutor - 211 - Title I, Part A - \$3,200</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			

Strategy 11 Details	Reviews			
<p>Strategy 11: Hire substitutes in the fall and spring to provide teachers release time for collaborative planning with instructional coaches. During these sessions, teachers will plan units, embed the Learner Framework, and design Tier 2 and Tier 3 interventions to ensure high-quality instruction for all students.</p> <p>Strategy's Expected Result/Impact: Increased alignment of lessons to Learner Framework</p> <p>More consistent Tier 2 and Tier 3 supports documented in plans</p> <p>Improved student outcomes on local benchmarks and state assessments</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Demographics 3, 4 - Student Learning 3, 4 - Student Achievement 1, 3 - School Processes & Programs 2, 3 - School Culture and Climate 2, 3 - Perceptions 2, 3 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 1, 3 - Family and Community Engagement 3, 4 - School Organization 2, 3 - Technology 2, 3 Funding Sources: Substitute Teachers - 211 - Title I, Part A - \$10,200</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			

Strategy 12 Details		Reviews			
Strategy 12: Hire tutors during the spring semester to provide targeted Tier 2 and Tier 3 interventions in Reading and Mathematics, focusing on small-group and individualized instruction aligned to student data. Strategy's Expected Result/Impact: Increased student achievement in targeted areas (Reading/Math) Improved progress monitoring data for Tier 2 and Tier 3 students Reduction in the number of students needing intensive intervention Staff Responsible for Monitoring: Administrators Instructional Coaches Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 2, 3 - Demographics 3, 4 - Student Learning 3, 4 - Student Achievement 1, 3 - School Processes & Programs 2, 3 - School Culture and Climate 2, 3 - Perceptions 2, 3 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 1, 3 - Family and Community Engagement 3, 4 - School Organization 2, 3 - Technology 2, 3 Funding Sources: Outside tutors - 211 - Title I, Part A - \$6,400		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. Root Cause: Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB</p> <p>Problem Statement 2: Problem Statement There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments. Root Cause: Root Cause Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions.</p> <p>Problem Statement 3: Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. Root Cause: Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.</p> <p>Problem Statement 4: 1 Problem Statement We have low parent engagement from parents in our centralized programs PASS and SDC. Root Cause: Root Cause The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.</p>

Student Learning

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

Problem Statement 3: Problem Statement There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments. **Root Cause:** Root Cause Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions.

Problem Statement 4: Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. **Root Cause:** Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.

Problem Statement 5: 1 Problem Statement We have low parent engagement from parents in our centralized programs PASS and SDC. **Root Cause:** Root Cause The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.

School Processes & Programs

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

Problem Statement 2: Problem Statement There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments. **Root Cause:** Root Cause Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions.

Problem Statement 3: Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. **Root Cause:** Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.

Problem Statement 4: 1 Problem Statement We have low parent engagement from parents in our centralized programs PASS and SDC. **Root Cause:** Root Cause The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.

Perceptions

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

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Problem Statement 3: Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. **Root Cause:** Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.

Problem Statement 4: 1 Problem Statement We have low parent engagement from parents in our centralized programs PASS and SDC. **Root Cause:** Root Cause The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 3: Ensure all students graduate college and career ready as measured by CCMR indicators.

HB3 Goal
Evaluation Data Sources: Increase students meeting the CCMR indicator from 56% to 70% by 2027(Board Goal)

Strategy 1 Details	Reviews			
Strategy 1: Provide career inspiration, exploration, and discovery in Pre-K - 6th grades. Strategy's Expected Result/Impact: Increased awareness of career opportunities Increased awareness of career programming Staff Responsible for Monitoring: Teachers and Instructional Leadership Team Title I: 2.51 - 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 Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. Root Cause: Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

Student Learning

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

School Processes & Programs

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB


Perceptions




Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

Goal 4: We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1: Create reciprocal pathways for families to increase and deepen engagement.

Evaluation Data Sources: Family Engagement, Volunteer Engagement including Voly data, Community Engagement including increase in partner outreach efforts and programs.

Strategy 1 Details	Reviews			
Strategy 1: Promote positive parent relations and maintain parent engagement to Increase volunteer opportunities to support district's North Star Goal and Graduate Profile. Strategy's Expected Result/Impact: Increase in number of volunteers supporting Big Springs by promoting PTA membership and including specific volunteer opportunities each month. Staff Responsible for Monitoring: All staff - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Demographics 3, 4 - Demographics 4, 5 - Student Learning 4, 5 - Student Achievement 3, 4 - School Processes & Programs 3, 4 - School Culture and Climate 3, 4 - Perceptions 3, 4 - Staff Quality, Recruitment, and Retention 3, 4 - Curriculum, Instruction, and Assessment 1, 4 - Family and Community Engagement 1, 4 - School Organization 3, 4 - Technology 3, 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Design, deliver and monitor implementation of required Title 1 Trainings and Family Engagement opportunities at Big Springs Elementary Strategy's Expected Result/Impact: Increase family engagement Campus curriculum night Compliance with Title 1 rules and regulations Staff Responsible for Monitoring: All staff Title I: 2.51 - 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 Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Continue partnership with local PTA unit to increase membership and participation Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: All staff Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: Enhance communication processes through leveraging RISD Insider to provide stakeholders with timely, effective and reliable communication. Strategy's Expected Result/Impact: Increase open lines of communication through weekly newsletters, blackboard,, and communication system. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

Problem Statement 3: Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. **Root Cause:** Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.

Problem Statement 4: 1 Problem Statement We have low parent engagement from parents in our centralized programs PASS and SDC. **Root Cause:** Root Cause The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.

Student Learning

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

Problem Statement 4: Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. **Root Cause:** Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.

Problem Statement 5: 1 Problem Statement We have low parent engagement from parents in our centralized programs PASS and SDC. **Root Cause:** Root Cause The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.

School Processes & Programs

Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB

Problem Statement 3: Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. **Root Cause:** Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.

School Processes & Programs

Problem Statement 4: 1 Problem Statement We have low parent engagement from parents in our centralized programs PASS and SDC. **Root Cause:** Root Cause The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.

Perceptions



Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. **Root Cause:** Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB






Problem Statement 3: Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. **Root Cause:** Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.

Problem Statement 4: 1 Problem Statement We have low parent engagement from parents in our centralized programs PASS and SDC. **Root Cause:** Root Cause The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 1: Collaborate with Facility Services and the Energy & Sustainability Department to optimize building/campus energy use in an effort to align with the District's Energy Management Plan and lower overall energy consumption.

Strategy 1 Details	Reviews			
Strategy 1: We will create a plan with specific dates to ensure all employees receive training on proper money-handling procedures; manage and monitor the budget throughout the year. Strategy's Expected Result/Impact: Positive audit Compliance with district policies for money handling Staff Responsible for Monitoring: Front office staff, teachers, and administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: We will identify additional funding sources to support campus initiatives and staff professional development Strategy's Expected Result/Impact: Teacher's provided with additional planning days to collaborate on their professional practices Administrators attending professional developments that target their development in their leadership practices and supporting educators. Staff Responsible for Monitoring: Principal and assistant principal Title I: 2.51 Problem Statements: Demographics 2 - Demographics 3 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2 - School Culture and Climate 2 - Perceptions 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3 - Family and Community Engagement 3 - School Organization 2 - Technology 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details		Reviews			
Strategy 3: Collaborate with district Facility services and Energy Sustainability department to optimize campus energy usage to align with District's Energy Management Plan and lower energy consumption overall Strategy's Expected Result/Impact: Overall campus energy consumption will decrease Staff Responsible for Monitoring: Administration Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:



Demographics
Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. Root Cause: Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB Problem Statement 2: Problem Statement There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments. Root Cause: Root Cause Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions.
Student Learning
Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. Root Cause: Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB Problem Statement 3: Problem Statement There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments. Root Cause: Root Cause Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions.
School Processes & Programs
Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. Root Cause: Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB






School Processes & Programs
Problem Statement 2: Problem Statement There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments. Root Cause: Root Cause Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions.
Perceptions
Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. Root Cause: Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB Problem Statement 2: Problem Statement There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments. Root Cause: Root Cause Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions.

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 2: Create and implement a walk-through checklist from "Curb to Classroom" for the learning environments both inside and outside a campus. Checklist items will address ongoing issues such as non-working light ballasts, fire alarm panel, security alarm system panel connected to battery backup with no zone faults, and issues with exterior hose bib and sprinkler heads. Also included will be continuously monitor signage, flyers and student work to ensure it is current, office is neat, clean and well organized, furniture and fixtures presentable in good working order, and ground maintained to enhance the appearance of the campus.

Evaluation Data Sources: Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses

Strategy 1 Details	Reviews			
Strategy 1: Implement safety protocols, "I Know What to Do Days", complete monthly safety drills or emergency procedures. Communicate safety drills to families in the weekly newsletter and through Blackboard Connect. Strategy's Expected Result/Impact: Students and parents feel the school is safe and prepared for emergencies. Staff Responsible for Monitoring: All staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Train staff regarding the security measures and expectations for student privacy. All visitors enter through the front office and are Raptor's Strategy's Expected Result/Impact: Ensure a safe environment for all students. Staff Responsible for Monitoring: Administrators Title I: 2.51 Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Implement walk through checklists to maintain appropriate management of campus facilities. Strategy's Expected Result/Impact: Lowering the response time between when a facilities issue arises and is solved Staff Responsible for Monitoring: Administration and Executive Assistant Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. Root Cause: Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB
Student Learning
Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. Root Cause: Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB
School Processes & Programs
Problem Statement 1: Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students. Root Cause: Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB




Perceptions

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Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 3: Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations.

Evaluation Data Sources: Expect a 95% or better positive response on the district climate survey. Move from Advanced to Exemplary in the area of Technology Support (Environment) on the BrightBytes Survey.

Strategy 1 Details	Reviews			
Strategy 1: Equip teachers with professional development on how to effectively use student devices, new smart boards, and mac books. Strategy's Expected Result/Impact: Increase use of technology to increase student engagement Staff Responsible for Monitoring: Apple teacher Technology assistant Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: All staff completes cyber security compliance training. Strategy's Expected Result/Impact: awareness of cybersecurity and internet safety Staff Responsible for Monitoring: All staff Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Collaborate with Facility Services and the Energy and Sustainability Department to optimize building/campus energy use to align with the District's Energy Management Plan and lower overall energy consumption. Problem Statements: Demographics 1 - Demographics 2 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - School Organization 1 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

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Student Learning

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School Processes & Programs

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