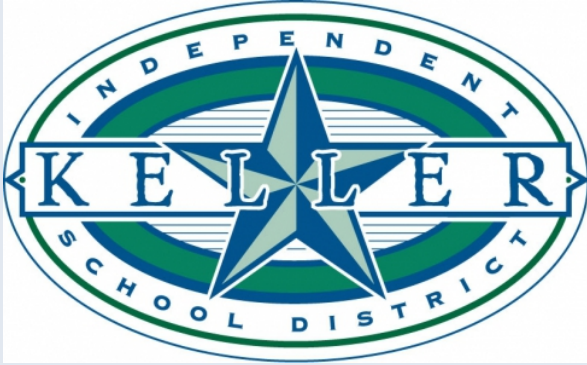


Keller Independent School District



Freedom Elementary School

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Freedom Elementary School is to provide all students with exceptional knowledge and skills by preparing them to achieve their highest potential in a safe, supportive environment while promoting qualities of safety, ownership, positive attitude and respect in partnership with the community to persevere in our challenging world.

Vision

Learners Leading Learners

Value Statement

We Value:

- Care for our teachers because the impact of their work prepares students for their future.
- Passionate teaching dedicated to content and craft that inspires others.
- Relationships as the foundation for how we teach, learn, work, and play together in a safe, engaging, and caring way.
- Exploration and the pursuit of one's passion that leads to personal growth.
- Communication and collaboration that strengthens our unity.
- Respect for the diversity of our school community through a culture of understanding and personalized learning opportunities.

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Comprehensive Needs Assessment

Demographics

Summary

Freedom Elementary serves a diverse PK–4 student population whose demographic and program characteristics differ in several important ways from Keller ISD as a whole. Approximately 35.3% of Freedom students are Emergent Bilingual (EB), compared with 12.3% districtwide, making the percentage of EB students at Freedom nearly three times the district rate. Additionally, approximately 47.5% of Freedom students are identified as at-risk, compared with 35.0% across the district. Approximately 34.6% of Freedom students are economically disadvantaged, compared with 32.3% districtwide. The percentage of students receiving special education services is comparable to the district, with approximately 19.8% of Freedom students receiving special education services compared with 19.5% districtwide.

Freedom's student population reflects significant linguistic, cultural, and academic diversity. The campus's comparatively high percentages of Emergent Bilingual and at-risk students reinforce the need for strong Tier I instruction, intentional language supports, early intervention, progress monitoring, and instructional systems that provide equitable access to grade-level learning.

Campus performance data also demonstrate that demographic characteristics do not inherently predict lower student growth. Freedom's Emergent Bilingual students demonstrated strong academic growth in both mathematics and RLA, while mathematics growth exceeded targets across all reported accountability groups. These outcomes indicate that coherent instructional systems and targeted supports can produce strong academic growth across diverse student populations.

Strengths

Freedom serves a highly diverse student population, including a substantially larger Emergent Bilingual population than Keller ISD overall. Approximately 35.3% of Freedom students are Emergent Bilingual compared with 12.3% districtwide, and approximately 47.5% are at-risk compared with 35.0% districtwide. Despite serving a more linguistically diverse population, EB students demonstrated strong academic growth, including 67% RLA growth, exceeding their established target. This suggests that existing bilingual/ESL instructional supports are contributing positively to student growth.

Freedom also benefits from an experienced instructional staff. Teachers average approximately 11.2 years of teaching experience, providing the campus with significant professional knowledge and capacity that can be leveraged through PLCs, collaborative planning, mentoring, and shared leadership.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Freedom Elementary serves a significantly higher percentage of Emergent Bilingual and at-risk students than Keller ISD overall, increasing the need for consistent differentiated Tier I instruction, language supports, intervention, and progress monitoring across classrooms and grade levels.	The diversity of academic, linguistic, and intervention needs across the campus requires a highly coherent instructional response; however, campus data and staff feedback indicate that instructional, PLC, intervention, and progress-monitoring systems are not yet implemented with the same level of consistency across all teams.
2 Approximately 20% of Freedom students receive special education services, and current special education students demonstrate significant RLA achievement and growth gaps.	Students receiving special education services may not yet be consistently receiving the combination of grade-level access, appropriate scaffolds, targeted skill intervention, and frequent progress monitoring necessary to accelerate literacy growth.

 = Priority

Student Learning

Summary

READING

Analysis of Spring 2026 state assessment data identifies reading language arts achievement and academic growth as Freedom Elementary's primary academic need. Overall RLA achievement was 53%, exceeding the established target of 46%; however, overall RLA growth was only 55% compared with the 64% target. Growth gaps were evident across multiple student populations, indicating that although many students are achieving at expected levels, students who enter below grade level are not consistently accelerating at a rate sufficient to close existing gaps.

RLA growth was particularly concerning among current special education students (28%) and African American students (24%). Economically disadvantaged students demonstrated 48% growth, also below the established target. In contrast, Emergent Bilingual current/monitored students achieved 67% RLA growth, exceeding their 62% target. These results suggest that linguistic diversity itself is not the primary cause of the campus literacy growth challenge and that effective language-support practices may provide strategies that can be leveraged across student populations.

Grade-level STAAR analysis also indicates a need to strengthen students' ability to comprehend complex text, construct written responses, and support responses with relevant text evidence. Continued emphasis is needed on strong Tier I literacy instruction, explicit comprehension and written-response instruction, targeted small-group intervention, and frequent progress monitoring.

MATH

Mathematics represents an area of relative strength for Freedom Elementary. Overall mathematics achievement was 57%, exceeding the established target of 49%, while overall academic growth reached 84%, exceeding the 69% target. All reported accountability groups exceeded their established mathematics growth targets, including African American, Hispanic, economically disadvantaged, Emergent Bilingual, high-focus, and current special education students.

Despite strong growth, achievement gaps remain. Economically disadvantaged students demonstrated lower achievement than their non-economically disadvantaged peers, and Grade 3 mathematics achievement was notably lower than Grade 4. These results indicate a need to sustain the instructional practices contributing to strong mathematics growth while increasing grade-level achievement and reducing subgroup gaps, particularly through strong Tier I instruction, conceptual understanding, mathematical problem solving, and targeted intervention.

Strengths

Mathematics growth is a significant campus strength. Overall mathematics growth was 84% compared with a 69% target, and every reported student group exceeded its mathematics growth target. Mathematics achievement also exceeded the campus target, with 57% achievement compared with a 49% target.

Freedom's EB population is another academic bright spot. Current/monitored EB students exceeded the RLA growth target, demonstrating that the campus is capable of producing strong literacy growth among a large, linguistically diverse population.

RLA achievement also showed areas of success. Overall RLA achievement reached 53% compared with a 46% target. Therefore, the primary concern is not simply whether students can achieve—it is whether all populations are growing sufficiently and achievement gaps are narrowing.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Although overall RLA achievement exceeded the established target, Freedom Elementary did not meet its RLA academic growth target. Overall RLA growth was 55% compared with a 64% target, with particularly significant growth gaps among current special education students and African American students.	Campus analysis suggests that literacy instruction and intervention are not yet producing sufficiently consistent acceleration for students who begin below grade level. Greater consistency is needed in explicit comprehension and written-response instruction, differentiated small-group instruction, intervention alignment, and frequent progress monitoring followed by timely instructional adjustments
2★ Students currently receiving special education services demonstrate substantial RLA performance gaps, with RLA achievement of 21% and academic growth of 28%, indicating that students who are already performing below grade level are not consistently growing at a rate sufficient to close existing gaps.	Campus instructional systems need stronger alignment among grade-level Tier I instruction, specially designed instruction, intervention, accommodations/scaffolds, and progress monitoring to ensure students receiving special education services maintain access to grade-level learning while receiving targeted support for identified skill deficits.
3★ Students demonstrate greater difficulty applying reading comprehension through written response than demonstrating reading skills alone, indicating a need to strengthen students' ability to analyze text, select relevant evidence, and communicate understanding in writing.	Opportunities and expectations for explicit reading-to-writing instruction and evidence-based written response have not been sufficiently consistent across grade levels and content areas.

★ = Priority

School Processes & Programs

Summary

Staff survey data demonstrate strong perceptions of administrative support and collaboration while identifying opportunities to strengthen campus-wide connectedness and organizational coherence. While 100% of respondents reported getting along well with colleagues and enjoying team-based work, approximately 80.7% reported feeling connected to teachers across the campus.

FRES Staff Survey 25-26

The campus has identified a need for greater consistency in professional processes, including PLC structures, collaborative planning, communication, meeting expectations, and clearly defined roles. Establishing common organizational structures while allowing grade-level teams to respond to their instructional needs will increase clarity, collective responsibility, and instructional coherence.

Strengths

Freedom has multiple established systems for supporting students, including PLCs, collaborative planning, MTSS/intervention, Intervention Support Teachers, bilingual/ESL programming, special education services, PBIS/SOAR, counseling, and campus instructional support.

The strongest evidence that some of these systems are effective is the mathematics growth data across every reported student group and strong RLA growth among EB students. Rather than replacing existing systems, the campus has an opportunity to identify which practices are producing these results and replicate them more consistently.

Freedom also has strong staff collaboration. 100% of surveyed staff reported enjoying working in teams and getting along well with colleagues, creating favorable conditions for effective PLCs and collective instructional improvement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Although collaborative planning, PLCs, intervention, and progress-monitoring processes are in place, implementation and expectations are not yet sufficiently consistent across grade levels to ensure a coherent instructional response to student needs.	Campus-wide expectations, structures, roles, protocols, and measures for PLCs and collaborative planning have not previously been standardized sufficiently to ensure consistent implementation across teams.
2 Student behavior is not consistently supporting an optimal learning environment across classrooms, with only 64.5% of staff agreeing that students demonstrate behaviors that allow teachers to teach and students to learn.	School-wide behavioral expectations, positive reinforcement, and adult responses to inappropriate behavior have not been implemented with sufficient consistency across classrooms and settings.

★ = Priority

Perceptions

Summary

End-of-year stakeholder surveys indicate that Freedom Elementary benefits from strong perceptions of academic expectations, teacher commitment, relationships, and campus safety. Among parent respondents, 91.7% agreed or strongly agreed that teachers promote academic success for all students, 93.1% reported feeling comfortable talking with teachers, and approximately 86% indicated their child feels safe at school. Parents also reported high participation in conferences and school activities.

Staff responses similarly indicate a strong professional foundation. 96.8% of staff agreed or strongly agreed that they feel supported by campus administration, 100% reported getting along well with colleagues, and 100% reported enjoying working in teams. Staff also expressed strong confidence in the campus's academic expectations and commitment to student success.

Survey results identify student behavior and consistency of school-wide behavioral systems as an area for improvement. Only 64.5% of staff agreed or strongly agreed that students demonstrate behaviors that allow teachers to teach and students to learn. Parent perceptions of consistent rule enforcement were also lower than their perceptions of academic expectations, relationships, and safety. Both stakeholder groups indicated opportunities to strengthen consistent recognition of positive student behavior.

Parent communication represents an additional opportunity. Although 93.1% of parents reported feeling comfortable talking directly with teachers, only 77.7% agreed or strongly agreed that school staff communicate well with parents, suggesting a need to strengthen consistent, proactive school-to-home communication.

Strengths

Stakeholders generally perceive Freedom as a safe, caring, academically focused school.

Parent survey results show:

- 91.7% believe teachers promote academic success for all students.
- 93.1% feel comfortable talking with their child's teachers.
- Approximately 86% report their child feels safe at school.
- Parents report strong participation in school activities and conferences.

Staff perceptions are similarly positive:

- **96.8%** feel supported by campus administration.
- **100%** report getting along well with colleagues.
- **100%** enjoy working in teams.
- **100%** report feeling safe at school.
- **96.7%** believe the school promotes academic success for all students.

Safety, teacher commitment, administrative support, and collaborative relationships provide a strong foundation for improvement efforts.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ Although overall stakeholder perceptions of Freedom are positive, student behavior and consistency of behavioral expectations remain concerns, with only 64.5% of staff reporting that student behavior consistently allows teachers to teach and students to learn.	Students experience varying levels of behavioral expectations, reinforcement, accountability, and responses across classrooms and campus settings because school-wide expectations and adult response systems have not yet been implemented with full consistency.
2 Although parents report strong relationships with individual teachers, perceptions of overall school-to-home communication are lower, with 77.7% of parents agreeing or strongly agreeing that staff communicate well with parents.	Communication practices and frequency vary among classrooms, grade levels, and campus communication channels, resulting in inconsistent family experiences.
3 Despite very strong perceptions of teamwork and collegial relationships, staff connectedness across the campus is less consistent, with approximately 80.7% of respondents reporting feeling connected to other teachers.	Existing collaboration occurs primarily within established teams and grade levels, providing fewer structured opportunities for cross-campus collaboration, relationship building, shared leadership, and staff recognition.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1



Although overall RLA achievement exceeded the established target, Freedom Elementary did not meet its RLA academic growth target. Overall RLA growth was 55% compared with a 64% target, with particularly significant growth gaps among current special education students and African American students.

Campus analysis suggests that literacy instruction and intervention are not yet producing sufficiently consistent acceleration for students who begin below grade level. Greater consistency is needed in explicit comprehension and written-response instruction, differentiated small-group instruction, intervention alignment, and frequent progress monitoring followed by timely instructional adjustments

2



Students currently receiving special education services demonstrate substantial RLA performance gaps, with RLA achievement of 21% and academic growth of 28%, indicating that students who are already performing below grade level are not consistently growing at a rate sufficient to close existing gaps.

Campus instructional systems need stronger alignment among grade-level Tier I instruction, specially designed instruction, intervention, accommodations/scaffolds, and progress monitoring to ensure students receiving special education services maintain access to grade-level learning while receiving targeted support for identified skill deficits.

3



Students demonstrate greater difficulty applying reading comprehension through written response than demonstrating reading skills alone, indicating a need to strengthen students' ability to analyze text, select relevant evidence, and communicate understanding in writing.

Opportunities and expectations for explicit reading-to-writing instruction and evidence-based written response have not been sufficiently consistent across grade levels and content areas.

4



Although collaborative planning, PLCs, intervention, and progress-monitoring processes are in place, implementation and expectations are not yet sufficiently consistent across grade levels to ensure a coherent instructional response to student needs.

Campus-wide expectations, structures, roles, protocols, and measures for PLCs and collaborative planning have not previously been standardized sufficiently to ensure consistent implementation across teams.

5



Although overall stakeholder perceptions of Freedom are positive, student behavior and consistency of behavioral expectations remain concerns, with only 64.5% of staff reporting that student behavior consistently allows teachers to teach and students to learn.

Students experience varying levels of behavioral expectations, reinforcement, accountability, and responses across classrooms and campus settings because school-wide expectations and adult response systems have not yet been implemented with full consistency.

 = Priority



Goals

Goal 1 Increase Student Achievement

Performance Objective 1

By June 2027, at least 60% of third- and fourth-grade students will achieve Meets Grade Level or above on the state RLA assessment, and campus RLA academic growth will increase from 55% to at least 64%, with accelerated growth among students receiving special education services, economically disadvantaged/at-risk students, and African American students.

Action Step 1

Provide targeted, skill-specific intervention for students performing below grade level in reading using district-provided resources, flexible small-group instruction, Intervention Support Teachers (IST), and campus instructional staff. Student progress will be reviewed at least every 4-6 weeks through PLC/data meetings to determine response to intervention and adjust instructional groupings and supports.

Measures: Universal screener/MAP data, district assessments, progress-monitoring data, intervention records, PLC data reviews.

Staff Responsible for Monitoring: Campus administration, IST, and Classroom Teachers

Problem Statements: Student Learning 1

Progress Reviews

December

February

June

Action Step 2

Third- and Fourth-grade teachers will provide frequent, explicit opportunities for students to comprehend increasingly complex text and construct written responses using relevant text evidence across content areas. Teachers will explicitly model the thinking, organization, vocabulary, and evidence selection required for effective written responses using campus/district instructional strategies and resources.

Measures: Student work samples, common assessments, TFAR progress monitoring, STAAR interim/district assessments, PLC review of constructed responses.

Staff Responsible for Monitoring: Campus administration and 3rd and 4th grade teachers

Problem Statements: Student Learning 3

Progress Reviews

December

February

June

Action Step 3

Second-grade teachers will provide daily opportunities for students to practice decoding within decodable readers and respond to reading in multiple ways, beginning with oral responses, then moving to brief written comments, to build encoding skills using Goals 12 and 13 from Reading Strategies 2.0.

Staff Responsible for Monitoring: Campus administration and second-grade teachers

Problem Statements: Student Learning 1, 3

Progress Reviews

December

February

June

Action Step 4

ELA: First-grade ELA teachers will integrate decoding strategies in small groups using Reading Horizons skills to focus on digraphs, blends, and most common words (MCWs) within decodable texts, resulting in increased student fluency.

SLA: First-grade SLA teachers will integrate reading strategies during small group instruction using Estrellita and HMH resources to help students decode multisyllabic words.

Staff Responsible for Monitoring: Campus administration and first-grade teachers

Problem Statements: Student Learning 1

Progress Reviews

December

February

June

Action Step 5

Kindergarten teachers will utilize Reading Horizons, small groups, and modeling of reading strategies to help students consistently retain and apply letter names and sounds to decode CVC and CVCC words and identify most common words (MCWs).

Staff Responsible for Monitoring: Campus administration and kindergarten teachers

Problem Statements: Student Learning 1

Progress Reviews

December

February

June

Action Step 6

PLCs and intervention teams will disaggregate RLA achievement and growth data by student population, with specific monitoring of special education, economically disadvantaged/at-risk, African American, and Emergent Bilingual students. Teams will identify students who are not demonstrating expected growth and determine instructional adjustments, intervention, and/or additional supports.

Measures: Data reviews using MAP, unit assessments, phonics screeners, etc.

Staff Responsible for Monitoring: Teachers and administrators

Problem Statements: School Processes & Programs 1

Progress Reviews

December

February

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Although overall RLA achievement exceeded the established target, Freedom Elementary did not meet its RLA academic growth target. Overall RLA growth was 55% compared with a 64% target, with particularly significant growth gaps among current special education students and African American students.

Campus analysis suggests that literacy instruction and intervention are not yet producing sufficiently consistent acceleration for students who begin below grade level. Greater consistency is needed in explicit comprehension and written-response instruction, differentiated small-group instruction, intervention alignment, and frequent progress monitoring followed by timely instructional adjustments

3

Students demonstrate greater difficulty applying reading comprehension through written response than demonstrating reading skills alone, indicating a need to strengthen students' ability to analyze text, select relevant evidence, and communicate understanding in writing.

Opportunities and expectations for explicit reading-to-writing instruction and evidence-based written response have not been sufficiently consistent across grade levels and content areas.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Although collaborative planning, PLCs, intervention, and progress-monitoring processes are in place, implementation and expectations are not yet sufficiently consistent across grade levels to ensure a coherent instructional response to student needs.

Campus-wide expectations, structures, roles, protocols, and measures for PLCs and collaborative planning have not previously been standardized sufficiently to ensure consistent implementation across teams.

Performance Objective 2

By June 2027, at least 60% of third- and fourth-grade students will achieve Meets Grade Level or above on the state mathematics assessment while maintaining campus mathematics academic growth at or above 70% and reducing achievement gaps among identified student groups.

Action Step 1

Provide targeted intervention support for students performing below-level in math using district-provided resources, small group instruction, Intervention Support Teachers (IST), and campus instructional staff.

Staff Responsible for Monitoring: Campus Administration, IST, and Classroom Teachers

Progress Reviews

December

February

June

Action Step 2

Fourth-grade teachers will provide students with sentence stems to support solving word problems using concrete models, representational strategies, and ultimately, the standard algorithm.

Staff Responsible for Monitoring: Campus administration and fourth-grade teachers

Progress Reviews

December

February

June

Action Step 3

Third-grade teachers will provide daily opportunities for students to solve whole-number operation problems using concrete models and representations, including strip diagrams, bar models, arrays, and number lines.

Staff Responsible for Monitoring: Campus administration and third-grade teachers

Progress Reviews

December	February	June
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Action Step 4

Second-grade teachers will reinforce the application of place value by providing regular opportunities for students to add and subtract numbers within 1,000 using concrete models and representational tools.

Staff Responsible for Monitoring: Campus administration and second-grade teachers

Progress Reviews

December	February	June
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Action Step 5

First-grade teachers will provide daily opportunities for students to compose and decompose numbers up to 120 using concrete and representational models.

Staff Responsible for Monitoring: Campus administration and first-grade teachers

Progress Reviews

December	February	June
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Action Step 6

Kindergarten teachers will provide daily opportunities for students to apply essential math skills related to joining and separating sets of up to 10, using concrete materials.

Staff Responsible for Monitoring: Campus administration and kindergarten teachers

Progress Reviews

December

February

June

Action Step 7

Teachers will consistently implement a concrete-representational-abstract approach and provide opportunities for students to explain mathematical reasoning orally and in writing, with PLCs analyzing student work and common assessment data to identify misconceptions and adjust instruction.

Measures: Student work samples, MAP data, district unit assessments, etc.

Staff Responsible for Monitoring: Teachers and administrators

Progress Reviews

December

February

June

Goal 2 Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1

By June 2027, at least 85% of staff will agree that students demonstrate behaviors that allow teachers to teach and students to learn, as measured by end-of-year climate surveys.

Action Step 1

Teachers will facilitate brief, consistent classroom community/morning huddles to build relationships, reinforce SOAR expectations, develop student ownership, address social-emotional needs, and provide opportunities for goal setting and reflection.

Staff Responsible for Monitoring: Campus administration and staff

Problem Statements: Perceptions 1

Progress Reviews

December

February

June

Action Step 2

All staff will consistently teach, model, reinforce, and respond to the campus-wide SOAR expectations of Safety, Ownership, Awesome Attitude, and Respect. The campus will implement common behavioral expectations and a consistent response process for reteaching and addressing behaviors that interfere with teaching and learning.

Measures: Discipline referrals, classroom removals, behavior trend data, walkthrough observations, staff/student/parent surveys.

Staff Responsible for Monitoring: Campus administration and staff

Problem Statements: Perceptions 1

Progress Reviews

December

February

June

Action Step 3

Implement consistent school-wide systems for recognizing students who demonstrate SOAR

expectations, positive character, leadership, growth, service, and contributions beyond academics through classroom recognition, SOAR recognitions, announcements, performances, exhibits, and campus celebrations.

Staff Responsible for Monitoring: Campus administration and staff

Problem Statements: Perceptions 1

Progress Reviews

December

February

June

Action Step 4

Strengthen proactive family communication through consistent campus and classroom communication systems that provide families timely information regarding academics, student progress, behavior expectations, events, and opportunities for engagement. Campus leadership will monitor parent feedback throughout the year and adjust communication methods as needed.

Measures: Parent survey, communication logs/platform analytics when available, conference participation, event participation.

Progress Reviews

December

February

June

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement		Root Cause
1	Although overall stakeholder perceptions of Freedom are positive, student behavior and consistency of behavioral expectations remain concerns, with only 64.5% of staff reporting that student behavior consistently allows teachers to teach and students to learn.	Students experience varying levels of behavioral expectations, reinforcement, accountability, and responses across classrooms and campus settings because school-wide expectations and adult response systems have not yet been implemented with full consistency.

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May 2027, Freedom Elementary will implement consistent campus systems for communication, PLCs, collaborative planning, and team meetings, with at least 90% of staff reporting that professional procedures and expectations are clear and support effective collaboration and organizational improvement.

Action Step 1

Establish and communicate campus meeting roles, expectations, routines, decision-making processes, and communication systems, with structured opportunities for staff feedback and periodic review to refine processes throughout the year.

Staff Responsible for Monitoring: Campus administration and staff

Problem Statements: School Processes & Programs 1

Progress Reviews

December

February

June

Action Step 2

Utilize campus leadership teams and committees to distribute leadership and engage staff in decision-making related to academic achievement, school culture, celebrations, family engagement, and campus operations. Each committee will maintain clearly defined responsibilities, meeting records, and action steps.

Measures: Monthly meeting logs with roles, agendas, and action steps.

Staff Responsible for Monitoring: Campus administration and Team leads

Progress Reviews

December

February

June

Action Step 3

Implement a consistent PLC process in which collaborative teams analyze standards, plan aligned Tier I instruction, review student work and formative/benchmark assessment data,

identify students requiring enrichment or intervention, monitor student response, and determine instructional next steps. PLC structures and frequency may be differentiated according to grade-level and student needs while maintaining common campus expectations.

Measures: PLC agendas/minutes, common assessment data, student work, intervention/enrichment plans, administrative walkthroughs.

Staff Responsible for Monitoring: Campus administration and team leads

Problem Statements: School Processes & Programs 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Progress Reviews

December

February

June

Action Step 4

Provide intentional opportunities for staff voice, recognition, cross-grade-level collaboration, and relationship building to strengthen staff connectedness and collective responsibility for campus success.

Measures: Midyear pulse survey; end-of-year staff survey; staff participation/feedback.

Staff Responsible for Monitoring: Campus team leads and administrators.

Progress Reviews

December

February

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Although collaborative planning, PLCs, intervention, and progress-monitoring processes are in place, implementation and expectations are not yet sufficiently consistent across grade levels to ensure a coherent instructional response to student needs.	Campus-wide expectations, structures, roles, protocols, and measures for PLCs and collaborative planning have not previously been standardized sufficiently to ensure consistent implementation across teams.



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	--	Jennifer Price	8/31/2026
Dropout Prevention	Director of Counseling	--	Jennifer Price	8/31/2026
Dyslexia Treatment Program	Executive Director of Special Education	--	Jennifer Price	8/31/2026
Title I, Part C Migrant	Director of Language Programs	--	Jennifer Price	8/31/2026
Pregnancy Related Services	Director of Counseling	--	Jennifer Price	8/31/2026
Post-Secondary Preparedness	Director of Counseling	--	Jennifer Price	8/31/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	--	Jennifer Price	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	--	Jennifer Price	8/31/2026
Technology Integration	--	--	Jennifer Price	8/31/2026