# Midland Independent School District

# South Elementary

# 2026-2027 Goals/Performance Objectives/Strategies

# Mission Statement

Our mission is to close achievement gaps ***and*** prepare students for the world and workplace of 2035.

# Vision

*Through personalized learning and a focus on critical thinking skills, our school will close achievement gaps and allow every student to reach her/his potential.*

# Value Statement

Educate, Empower, Embrace Everyone.

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# Goals

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 1:** In the 2026-2027 school year, 80% of the students in grades K-2 will demonstrate typical or above typical growth in DIBELS, and or be at Benchmark at the end of the year.

**Evaluation Data Sources:** Dibels Benchmark Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Teachers will implement Amplify Core Knowledge Language Arts (CKLA) curriculum in grades K-2.<br>**Strategy's Expected Result/Impact:** Narrowing of student achievement gaps<br>**Staff Responsible for Monitoring:** Campus Admin<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** K-2 teachers will implement the data driven literacy program, mClass, during an hour block of intervention daily.<br>**Strategy's Expected Result/Impact:** Narrowing of student achievement gaps<br>**Staff Responsible for Monitoring:** Campus Admin<br><br>**Title I:**<br>2.51, 2.52<br>**Problem Statements:** Demographics 1 - Student Learning 1 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
| --- |
| **Problem Statement 1**: South Elementary has a high economically disadvantaged population and a large at-risk population. **Root Cause**: The neighbor that feeds the campus has a high economically disadvantaged population and a large at-risk population. |
| **Student Learning** |
| **Problem Statement 1**: Student performance on the STAAR shows low proficiency levels in reading and math, with substantial gaps for low-performing and special populations (e.g., ELLs, SPED). **Root Cause**: Instructional practices are not consistently differentiated or aligned with students' individual learning needs, and there is a lack of effective monitoring and timely interventions. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 2:** In the 2026-2027 school year, the students will grow at 1.7 times the average U.S. growth in Reading, Math, and Science, as measured by the NWEA MAP assessment, using the mean RIT score for grades 3-6.

**Evaluation Data Sources:** NWEA MAP Assessment

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Third Future Schools (TFS) will provide TEKS-aligned Curriculum Maps across all subjects with daily lessons that include learning objectives aligned with the Curriculum Maps, LSAE instructional activities with differentiation, multiple-response strategies (MRS), and demonstration-of-learning (DOL) assessments. Multiple response strategies are embedded throughout the lessons, requiring students to listen, read, write, and discuss at approximately 4-minute intervals.<br>**Strategy's Expected Result/Impact:** Narrowing of Student Acheivement Gaps<br>**Staff Responsible for Monitoring:** TFS Curriculum Developers<br><br>**Title I:**<br>2.52<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** The campus will hire an ELL teacher position that provides supplemental English language development instruction and academic support services for identified English Learners to improve language proficiency and academic success.<br>**Strategy's Expected Result/Impact:** Narrowing of Acheivement gaps in ELLs.<br>**Staff Responsible for Monitoring:** Campus Admin<br><br>**Title I:**<br>2.51<br>**Problem Statements:** Demographics 1 - Student Learning 1<br>**Funding Sources:** Salary and Benefits for ELL Teaching Position - 263 Title III, Bilingual - $17,582 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** The campus will contract special education teacher services necessary to provide specialized instruction and implement IEP services for eligible students with disabilities in compliance with IDEA requirements and hire a preschool special education assistant position that provides instructional and behavioral support to preschool-aged students with disabilities and assists with implementation of IEP services. The campus will hire a pre-school assistant.<br>**Strategy's Expected Result/Impact:** Narrowing of Achievement Gaps in Special Ed Students<br>**Staff Responsible for Monitoring:** Campus Admin<br><br>**Title I:**<br>2.51, 2.52<br>- **TEA Priorities:**<br>Improve low-performing schools<br>- **ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 - Student Learning 1<br>**Funding Sources:** Contract Special Ed Services - IDEA - Special Ed. - $81,171, Salary and Benefits for a Pre-School Special Ed Assistant Position - IDEA - Special Ed. - $9,001 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 2 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: South Elementary has a high economically disadvantaged population and a large at-risk population. **Root Cause**: The neighbor that feeds the campus has a high economically disadvantaged population and a large at-risk population. |

| Student Learning |
|---|
| **Problem Statement 1**: Student performance on the STAAR shows low proficiency levels in reading and math, with substantial gaps for low-performing and special populations (e.g., ELLs, SPED). **Root Cause**: Instructional practices are not consistently differentiated or aligned with students' individual learning needs, and there is a lack of effective monitoring and timely interventions. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 3:** STAAR Interim Assessment performance will increase by at least 5 percentage points in each performance category, Approaches, Meets, and Masters, from the Beginning-of-Year STAAR Interim Assessment administered in the fall window, September through October, to the spring STAAR Interim Assessment window, February through March, for students in grades 3-6.

**Evaluation Data Sources:** STAAR Interim Assessment Data on Cambium

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** All students in grades 3-6 will participate in STAAR Interim Assessments during the fall and spring assessment windows. Teachers, campus leaders, and instructional support staff will use interim assessment data to monitor student progress, identify standards-based gaps, analyze movement across Approaches, Meets, and Masters performance levels, and adjust instruction based on student needs.<br>**Strategy's Expected Result/Impact:** Students will make progress from Fall to Spring<br>**Staff Responsible for Monitoring:** Campus Leaders and Teachers<br><br>**Title I:**<br>2.53<br>- **TEA Priorities:**<br>Improve low-performing schools<br>- **ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 - Student Learning 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Campus leaders will meet with content teams after each relevant assessment period to disaggregate and review data to monitor the quality of instruction and student progress. Agendas will reflect recorded minutes with the next steps captured along with follow-up techniques that have an emphasis on data analysis and progress monitoring.<br>**Strategy's Expected Result/Impact:** Narrowing student achievement gaps<br>**Staff Responsible for Monitoring:** Campus Leaders<br><br>**Title I:**<br>2.51<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 - Student Learning 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 3 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: South Elementary has a high economically disadvantaged population and a large at-risk population. **Root Cause**: The neighbor that feeds the campus has a high economically disadvantaged population and a large at-risk population. |

| Student Learning |
|---|
| **Problem Statement 1**: Student performance on the STAAR shows low proficiency levels in reading and math, with substantial gaps for low-performing and special populations (e.g., ELLs, SPED). **Root Cause**: Instructional practices are not consistently differentiated or aligned with students' individual learning needs, and there is a lack of effective monitoring and timely interventions. |

**Goal 2:** Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

**Performance Objective 1:** South will increase the STAAR Domain I scaled score from 57 to 65 or higher, which will put the Domain IIB score in the C range or higher. Next school year, the campus will increase Domain I enough to put them in the B range or higher for Domain IIB.

**Evaluation Data Sources:** 2027 STAAR Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Teachers will implement the TFS LSAE Model daily across all core content areas. The model has two instructional periods per subject each day. The teacher provides the initial instruction and administers a short Demonstration of Learning (DOL) assessment. How the student performs on the DOL determines which differentiated assignment they receive during the 2nd instructional period. The students identified as "L" or "S1" learners remain with the teacher for a more targeted reteach lesson/assignment. The "S2" and "A" students move to a team room to complete an assignment designed to deepen their understanding of the content learned. Learning coaches are assigned to the team room to provide support to the "S2" and "A" students. The campus will receive a proficient or higher score on the LSAE learning rubric assessed in December 2026 and May 2027.<br>**Strategy's Expected Result/Impact:** Narrowing student achievement gaps<br>**Staff Responsible for Monitoring:** Campus Instructional Staff<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>- **TEA Priorities:**<br>Improve low-performing schools<br>- **ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** Salaries and Benefits - 211 Title 1 - $149,235 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Teachers will implement the TFS-Ready Characteristics daily. These characteristics ensure that high-leverage practices are utilized while delivering instruction.<br>**Strategy's Expected Result/Impact:** Teachers implementing high-leverage practices that maximize student learning<br>**Staff Responsible for Monitoring:** Campus Instructional Leaders<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 - Student Learning 1 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Campus leaders will provide a master schedule that will include daily time for lesson planning and bi-weekly for data analysis in a PLC setting. Data from the daily DOL assessments will be analyzed to pinpoint student misconceptions and to inform planning for future lessons. Data collected from the spot observations will be analyzed to inform quality of instruction. Data from the mid-year STAAR Interim assessment will be analyzed to ensure that reteach, intervention, acceleration, and LSAE support are aligned to student performance trends.<br>**Strategy's Expected Result/Impact:** Narrowing of student achievement gaps<br>**Staff Responsible for Monitoring:** Campus Leaders<br><br>**Problem Statements:** Demographics 1 - Student Learning 1 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 4:** Campus leaders define/facilitate/model and support a consistent process for teachers, individually and in PLCs, to utilize as they analyze data, identify trends in student misconceptions, and create plans to provide differentiated instruction, which includes reteaching.<br>**Strategy's Expected Result/Impact:** PLCs running effectively and efficiently<br>**Staff Responsible for Monitoring:** Campus Leaders<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 - Student Learning 1 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: South Elementary has a high economically disadvantaged population and a large at-risk population. **Root Cause**: The neighbor that feeds the campus has a high economically disadvantaged population and a large at-risk population. |
| **Student Learning** |
| **Problem Statement 1**: Student performance on the STAAR shows low proficiency levels in reading and math, with substantial gaps for low-performing and special populations (e.g., ELLs, SPED). **Root Cause**: Instructional practices are not consistently differentiated or aligned with students' individual learning needs, and there is a lack of effective monitoring and timely interventions. |
| **School Processes & Programs** |
| **Problem Statement 1**: The campus does not have programs in place to prepare students for the 2035 workplace and society. **Root Cause**: There has been a lack of funding and planning |

**Goal 3:** Board Goal C: 100% of students graduating college-, career-, or military- ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

**Performance Objective 1:** 55% of the 3-5 grade students will be above the 50th percentile in reading, math, and science as measured by the NWEA MAP assessments.

**Evaluation Data Sources:** NWEA assessment Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Students will attend Art of Thinking (AOT) classes daily, focusing on "how to think" and the competencies needed to succeed in the 2035 workplace and society. TFS will continue to adapt the AOT curriculum in response to evolving workforce demands, community interests, and societal changes.<br>**Strategy's Expected Result/Impact:** Students will be well rounded and ready for the demands of the 2035 workplace and society<br>**Staff Responsible for Monitoring:** Campus Leaders<br><br>**Title I:**<br>2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 1<br>**Funding Sources:** AOT Teacher Salaries and Benefits - Title IV - $6,735 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** The campus will utilize the learning platform Wayground with the Secure 2 (S2) and Advanced (A) students during the LSAE 2nd instructional period in the team room. This will allow the students to work on their individual STAAR aligned assignments and at the same time the learning coaches receive timely student performance data along with misconceptions quickly, so students get the targeted academic support needed to move them forward to the next STAAR proficiency level, meets or masters. Teachers and learning coaches have access to the data to make real-time decisions in the team-center and in the classroom during direct instruction.<br>**Strategy's Expected Result/Impact:** The meets and master's percentages will increase<br>**Staff Responsible for Monitoring:** Campus Leaders<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 1 - School Processes & Programs 1 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 1**: Student performance on the STAAR shows low proficiency levels in reading and math, with substantial gaps for low-performing and special populations (e.g., ELLs, SPED). **Root Cause**: Instructional practices are not consistently differentiated or aligned with students' individual learning needs, and there is a lack of effective monitoring and timely interventions. |
| **School Processes & Programs** |
| **Problem Statement 1**: The campus does not have programs in place to prepare students for the 2035 workplace and society. **Root Cause**: There has been a lack of funding and planning |

**Goal 3:** Board Goal C: 100% of students graduating college-, career-, or military- ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

**Performance Objective 2:** By June of 2027, at least 75% of parent survey respondents will agree or strongly agree that TFS provides exceptional opportunities for students to engage in non-instructional programs.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** TFS will engage with community members and groups to provide student experiences through the Dyad elective model. Dyad classes facilitate student learning through a variety of engaging activities such as, including karate, piano, creative movement, photography, cycling, and video editing.<br>**Strategy's Expected Result/Impact:** Students will understand that they can learn anytime and anywhere<br>**Staff Responsible for Monitoring:** Campus Admin and Community Members<br><br>**Title I:**<br>2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 1<br>**Funding Sources:** Parent Involvement Supplies - 211 Title 1 - $2,247 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 2 Problem Statements:**

| School Processes & Programs |
|---|
| **Problem Statement 1**: The campus does not have programs in place to prepare students for the 2035 workplace and society. **Root Cause**: There has been a lack of funding and planning |

**Goal 4:** Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

**Performance Objective 1:** 80% of teachers will be proficient or higher in delivering high-quality instruction, as measured by that section of the teacher evaluation rubric, in December 2026; that percentage will increase to 85% in May 2027.

**Evaluation Data Sources:** Spot Observation Tracking Tool and the TFS Teacher Evaluation Rubric

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus leaders will increase teacher instructional delivery capacity by providing weekly on-the-spot observations with coaching and feedback. The focus will be on delivering high-quality lessons that engage students throughout the lesson and effectively utilizing multiple response strategies to maximize learning. Campus leaders will provide the teacher with feedback that is communicated with action steps on the day of the observation or the next day. Time will be given for the teacher to practice the action steps before the campus leader returns for a follow-up. The web-based TFS Spot Observation Form will be utilized to document and set action steps.<br>**Strategy's Expected Result/Impact:** An increase in teacher instructional capacity<br>**Staff Responsible for Monitoring:** Campus Instructional Staff<br><br>**Title I:**<br>2.52<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Campus leaders will utilize the web-based Airtable to track spot observations and analyze the average implementation proficiency scores on all high-leverage instructional practices. The information from this analysis will inform the decision as to which instructional practice(s) need(s) to be placed on the agenda and modeled/emphasized during the upcoming monthly PD days.<br>**Strategy's Expected Result/Impact:** Spot Observation Data<br>**Staff Responsible for Monitoring:** Campus Instructional Leaders<br><br>**Title I:**<br>2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 - Student Learning 1 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Campus Leaders will provide teachers with upfront training, in the summer, and ongoing coaching on the following: TFS-Ready Characteristics, LSAE Model, TFS Spot Observation Expectations, and the effective use of Multiple Response Strategies. This will ensure that classroom instruction incorporates high-leverage practices that maximize learning for ALL students across content areas. The training and coaching will occur during Summer PD days and continue (monthly) throughout the school year.<br>**Strategy's Expected Result/Impact:** Increase teacher instructional delivery capacity<br>**Staff Responsible for Monitoring:** TFS and Campus Leadership<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

## Demographics

**Problem Statement 1**: South Elementary has a high economically disadvantaged population and a large at-risk population. **Root Cause**: The neighbor that feeds the campus has a high economically disadvantaged population and a large at-risk population.

## Student Learning

**Problem Statement 1**: Student performance on the STAAR shows low proficiency levels in reading and math, with substantial gaps for low-performing and special populations (e.g., ELLs, SPED). **Root Cause**: Instructional practices are not consistently differentiated or aligned with students' individual learning needs, and there is a lack of effective monitoring and timely interventions.

## School Processes & Programs

**Problem Statement 1**: The campus does not have programs in place to prepare students for the 2035 workplace and society. **Root Cause**: There has been a lack of funding and planning

**Goal 4:** Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

**Performance Objective 2:** Recruit, develop, support, and retain a high percentage of qualified/exceptional staff committed to providing an excellent education for our students.

**Evaluation Data Sources:** Distinguished Teacher Process

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** TFS will deploy marketing materials via the website that present the school as an attractive workplace and define the characteristics of a high-quality teacher candidate.<br>**Strategy's Expected Result/Impact:** The majority of teachers hired will be high-quality<br>**Staff Responsible for Monitoring:** TFS and Campus Leaders<br><br>**Title I:**<br>2.51<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 - Student Learning 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** TFS will offer high salaries to attract effective teachers and implement the Distinguished Teacher Evaluation process to retain them. After completing the review process, a teacher who qualifies receives an incentive amount equal to their effectiveness rating percentage multiplied by their teacher base salary for the current year.<br>**Strategy's Expected Result/Impact:** The campus will retain a high percentage of effective teachers<br>**Staff Responsible for Monitoring:** TFS and Campus Leadership<br><br>**Title I:**<br>2.51<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 - Student Learning 1 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Hire teacher apprentices who will develop their instructional practice through a structured, on-the-job training model that blends classroom responsibility with ongoing coaching and professional development. The teacher apprentices will work under the guidance of experienced educators and gradually take on more instructional duties, including supporting lesson delivery, working with small groups of students, assisting with classroom management, and learning how to use student performance data to inform instruction within a mastery-based learning environment. When the apprentices are ready, they will be hired as classroom teachers. By May of 2027, at least 70% of Teacher Apprentices that have been moved into teaching roles (no later than March 1) will be ranked as proficient in their summative evaluation.<br>**Strategy's Expected Result/Impact:** The teacher apprentices will become qualified/exceptional teachers.<br>**Staff Responsible for Monitoring:** TFS and Campus Leaders<br><br>**Title I:**<br>2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 1 - School Processes & Programs 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 2 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: South Elementary has a high economically disadvantaged population and a large at-risk population. **Root Cause**: The neighbor that feeds the campus has a high economically disadvantaged population and a large at-risk population. |
| **Student Learning** |
| **Problem Statement 1**: Student performance on the STAAR shows low proficiency levels in reading and math, with substantial gaps for low-performing and special populations (e.g., ELLs, SPED). **Root Cause**: Instructional practices are not consistently differentiated or aligned with students' individual learning needs, and there is a lack of effective monitoring and timely interventions. |
| **School Processes & Programs** |
| **Problem Statement 1**: The campus does not have programs in place to prepare students for the 2035 workplace and society. **Root Cause**: There has been a lack of funding and planning |