

El Paso Independent School District
General Douglas MacArthur PK-8
2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

Through quality instruction, high expectations, and a supportive environment, all General Douglas MacArthur PK-8 School Ponies will become life-long learners, confident leaders, and innovative problem solvers in an increasingly technologically advanced society. General Douglas MacArthur PK-8 School Ponies will consistently demonstrate responsibility, respect, motivation, and compassion to reach all their endeavors.

Vision

General Douglas MacArthur PK-8 School will establish a diverse academic and technology-based foundation in order to equip students for a successful future in a global society.

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Goals

Goal 1: WHOLE CHILD DEVELOPMENT MacArthur PK-8 School fosters learning environments for the whole child to thrive.

Performance Objective 1: By June 2024, MacArthur will create a culture where each student is supported by caring adults as measured by an employee, student, and parent culture climate survey.

Evaluation Data Sources: PK-8 Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: By June 2024, MacArthur will cultivate a mindset and commitment to customer service that promotes respect, transparency and trust as defined by the metrics. Survey results will be utilized to determine progress in the commitment to customer service. Customer satisfaction will increase by 10% from August 2023 to June 2024</p> <p>Strategy's Expected Result/Impact: Increased Customer Satisfaction</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 5, 12 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 8 - L2 Academic Excellence (Student Achievement) 6, 11, 13 - L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 4 - L4 Culture of Accountability (Parent & Community Engagement) 2, 4, 5</p>				

Strategy 2 Details		Reviews			
Strategy 2: By June 2024, MacArthur will empower employees with education skills to enable them to achieve their best possible health (physical, emotional & mental). Positively affect employee morale and job satisfaction. This will be measured using campus culture survey data. Participation in staff surveys will increase by 20%. Strategy's Expected Result/Impact: Increased well being of staff Staff Responsible for Monitoring: Administrators Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 3 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 7 - L2 Academic Excellence (Student Achievement) 8		Formative			Summative
		Oct	Jan	Mar	June
		<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 1 Prioritized Needs:





L1 Whole Child (Culture & Climate)
Prioritized Need 1: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent Prioritized Need 3: Lack of high-quality instruction. Root Cause: Students received instruction from long-term substitutes and daily substitutes Prioritized Need 5: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented. Prioritized Need 12: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 7: Lack of high-quality instruction. Root Cause: Students received instruction from long-term substitutes and daily substitutes Prioritized Need 8: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented.
L2 Academic Excellence (Student Achievement)
Prioritized Need 6: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent Prioritized Need 8: Lack of high-quality instruction. Root Cause: Students received instruction from long-term substitutes and daily substitutes Prioritized Need 11: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented. Prioritized Need 13: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 4: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented.
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 2: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent
Prioritized Need 4: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented.
Prioritized Need 5: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner

Goal 1: WHOLE CHILD DEVELOPMENT MacArthur PK-8 School fosters learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, MacArthur will increase PK-8 grade student participation in UIL, extra-curricular, co-curricular activities at all levels by 5% as reflected in the number of students participating and the number of activities offered.

Evaluation Data Sources: Campus tracking tool

Strategy 1 Details	Reviews			
Strategy 1: Provide for field trips, admissions and awards for students Strategy's Expected Result/Impact: Improvement in overall school climate and morale Staff Responsible for Monitoring: All staff, counselors, Department Chairs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 5 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 8 - L2 Academic Excellence (Student Achievement) 6, 11 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 4 - L4 Culture of Accountability (Parent & Community Engagement) 2, 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide for student travel for competition and field trips Strategy's Expected Result/Impact: Improved success in the classroom, increased participation in school activities Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 3, 9 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 7, 10 - L2 Academic Excellence (Student Achievement) 6, 8, 10 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 7 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 5 - L4 Culture of Accountability (Parent & Community Engagement) 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 1: Increase student attendance from 92.82% to 95%. **Root Cause:** Student illness, parents not calling when students are absent

Prioritized Need 3: Lack of high-quality instruction. **Root Cause:** Students received instruction from long-term substitutes and daily substitutes

Prioritized Need 5: Lack of clear school wide expectations. **Root Cause:** No Positive Behavior Intervention and Support Framework implemented.

Prioritized Need 9: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science.

Root Cause: Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 7: Lack of high-quality instruction. **Root Cause:** Students received instruction from long-term substitutes and daily substitutes

Prioritized Need 8: Lack of clear school wide expectations. **Root Cause:** No Positive Behavior Intervention and Support Framework implemented.

Prioritized Need 10: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science.

Root Cause: Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

L2 Academic Excellence (Student Achievement)

Prioritized Need 6: Increase student attendance from 92.82% to 95%. **Root Cause:** Student illness, parents not calling when students are absent

Prioritized Need 8: Lack of high-quality instruction. **Root Cause:** Students received instruction from long-term substitutes and daily substitutes

Prioritized Need 10: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science.

Root Cause: Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 11: Lack of clear school wide expectations. **Root Cause:** No Positive Behavior Intervention and Support Framework implemented.

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 4: Lack of clear school wide expectations. **Root Cause:** No Positive Behavior Intervention and Support Framework implemented.

Prioritized Need 7: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science.

Root Cause: Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

L3 Destination School (Perceptions, Facilities, Programs, Technology)

Prioritized Need 5: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science.

Root Cause: Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

L4 Culture of Accountability (Parent & Community Engagement)





Prioritized Need 2: Increase student attendance from 92.82% to 95%. **Root Cause:** Student illness, parents not calling when students are absent

Prioritized Need 4: Lack of clear school wide expectations. **Root Cause:** No Positive Behavior Intervention and Support Framework implemented.

Goal 1: WHOLE CHILD DEVELOPMENT MacArthur PK-8 School fosters learning environments for the whole child to thrive.

Performance Objective 3: By June 2024, MacArthur PK-8 will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing extended PK - 8 after school learning and support opportunities as evidenced in a higher number of students participating in intercession, before/after-school tutoring, and intramural activities.

Evaluation Data Sources: Campus tracking tool

Strategy 1 Details	Reviews			
Strategy 1: Continue to offer YWCA after school care program. Strategy's Expected Result/Impact: Opportunities for extended day on campus Staff Responsible for Monitoring: Assistant Principal Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Prioritized Needs: L1 Whole Child (Culture & Climate) 2 - L2 Academic Excellence (Student Achievement) 7 - L4 Culture of Accountability (Parent & Community Engagement) 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide additional extended learning opportunities for students to include fine arts and athletics. Strategy's Expected Result/Impact: Increased learning opportunities Staff Responsible for Monitoring: Administrators Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Prioritized Needs: L1 Whole Child (Culture & Climate) 2 - L2 Academic Excellence (Student Achievement) 7 - L4 Culture of Accountability (Parent & Community Engagement) 3	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 2: Additional opportunities needed for participation in extra-curricular activities. Root Cause: Many students do not have the opportunity to participate in extra-curricular activities outside of school.
L2 Academic Excellence (Student Achievement)
Prioritized Need 7: Additional opportunities needed for participation in extra-curricular activities. Root Cause: Many students do not have the opportunity to participate in extra-curricular activities outside of school.
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 3: Additional opportunities needed for participation in extra-curricular activities. Root Cause: Many students do not have the opportunity to participate in extra-curricular activities outside of school.

Goal 1: WHOLE CHILD DEVELOPMENT MacArthur PK-8 School fosters learning environments for the whole child to thrive.

Performance Objective 4: By June 2024, MacArthur PK-8 will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team CCCT/PBIS/SEL fidelity walkthrough data meets all established percentages for school wide behavior expectations, classrooms procedures and instruction, and student and staff awareness in 70% of all classrooms.

Evaluation Data Sources: Campus Developed Tracking Rubric

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will implement a campus wide discipline management plan to include plans for decreasing bullying and harassment of students, thereby improving the learning environment for our students. Strategy's Expected Result/Impact: Increased student success due to decreased removals due to discipline Staff Responsible for Monitoring: Assistant Principals Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 2, 5, 12 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 8 - L2 Academic Excellence (Student Achievement) 6, 7, 11, 13 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 4 - L4 Culture of Accountability (Parent & Community Engagement) 2, 3, 4, 5				
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Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent Prioritized Need 2: Additional opportunities needed for participation in extra-curricular activities. Root Cause: Many students do not have the opportunity to participate in extra-curricular activities outside of school. Prioritized Need 5: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented. Prioritized Need 12: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 8: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented.

L2 Academic Excellence (Student Achievement)

Prioritized Need 6: Increase student attendance from 92.82% to 95%. **Root Cause:** Student illness, parents not calling when students are absent

Prioritized Need 7: Additional opportunities needed for participation in extra-curricular activities. **Root Cause:** Many students do not have the opportunity to participate in extra-curricular activities outside of school.

Prioritized Need 11: Lack of clear school wide expectations. **Root Cause:** No Positive Behavior Intervention and Support Framework implemented.

Prioritized Need 13: Increase parent communication **Root Cause:** General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 4: Lack of clear school wide expectations. **Root Cause:** No Positive Behavior Intervention and Support Framework implemented.

L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 2: Increase student attendance from 92.82% to 95%. **Root Cause:** Student illness, parents not calling when students are absent

Prioritized Need 3: Additional opportunities needed for participation in extra-curricular activities. **Root Cause:** Many students do not have the opportunity to participate in extra-curricular activities outside of school.

Prioritized Need 4: Lack of clear school wide expectations. **Root Cause:** No Positive Behavior Intervention and Support Framework implemented.





Prioritized Need 5: Increase parent communication **Root Cause:** General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner

Goal 1: WHOLE CHILD DEVELOPMENT MacArthur PK-8 School fosters learning environments for the whole child to thrive.

Performance Objective 5: By June 2024, MacArthur PK-8 will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups by 5% and overall incident decrease of 10%

Evaluation Data Sources: On Point Discipline Action Summary Report

Strategy 1 Details		Reviews			
Strategy 1: By June 2024, MacArthur will build on CCCS/PBIS/SEL to increase student positive behavior and Social and Emotional Awareness. Strategy's Expected Result/Impact: Increased student positive behavior and social emotional awareness Staff Responsible for Monitoring: All staff, counselors, administrators Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 2, 5, 12 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 8 - L2 Academic Excellence (Student Achievement) 6, 7, 11, 13 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 4 - L4 Culture of Accountability (Parent & Community Engagement) 2, 3, 4, 5		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent Prioritized Need 2: Additional opportunities needed for participation in extra-curricular activities. Root Cause: Many students do not have the opportunity to participate in extra-curricular activities outside of school. Prioritized Need 5: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented. Prioritized Need 12: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 8: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented.

L2 Academic Excellence (Student Achievement)

Prioritized Need 6: Increase student attendance from 92.82% to 95%. **Root Cause:** Student illness, parents not calling when students are absent

Prioritized Need 7: Additional opportunities needed for participation in extra-curricular activities. **Root Cause:** Many students do not have the opportunity to participate in extra-curricular activities outside of school.

Prioritized Need 11: Lack of clear school wide expectations. **Root Cause:** No Positive Behavior Intervention and Support Framework implemented.

Prioritized Need 13: Increase parent communication **Root Cause:** General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 4: Lack of clear school wide expectations. **Root Cause:** No Positive Behavior Intervention and Support Framework implemented.

L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 2: Increase student attendance from 92.82% to 95%. **Root Cause:** Student illness, parents not calling when students are absent

Prioritized Need 3: Additional opportunities needed for participation in extra-curricular activities. **Root Cause:** Many students do not have the opportunity to participate in extra-curricular activities outside of school.

Prioritized Need 4: Lack of clear school wide expectations. **Root Cause:** No Positive Behavior Intervention and Support Framework implemented.

Prioritized Need 5: Increase parent communication **Root Cause:** General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner





Goal 2: ACADEMIC EXCELLENCE MacArthur PK-8 School empowers all learners to excel in current and future pursuits.

Performance Objective 1: By June 2024, MacArthurPK-8 will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum fidelity walkthrough data meeting all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction in 70% of all classrooms.

Evaluation Data Sources: Walk through data, 9wks assessments, STAAR interim, unit assessments, diagnostics, MAPs, I Ready

Strategy 1 Details	Reviews			
Strategy 1: Purchase materials such as paper, toner for printers, service for Risograph copiers, furniture and instructional supplies/materials, textbooks that are needed in the classrooms to enhance student learning. Purchase technology licenses and digital subscriptions for students to enhance their academic achievement. Strategy's Expected Result/Impact: High Quality Tier 1 Instruction Staff Responsible for Monitoring: Principal, Campus Teaching Coaches, Principal's Secretary, Bookroom Clerk Title I: 2.4, 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 4, 11 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 6, 11 - L2 Academic Excellence (Student Achievement) 5, 12 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 3, 8 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 2, 6 Funding Sources: Nearpod/Flocabulary Digital Subscriptions - 185 SCE (Campus) - 6399 - \$7,500.34, SeeSaw Subscription-Renewal PK-8 - 185 SCE (Campus) - 6399 - \$2,500, General Classroom Supplies - 199 General Fund - 6399 - \$8,000, General Classroom Supplies - 185 SCE (Campus) - 6399 - \$6,500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hold weekly PLC's to share ideas and lessons focusing on successful First Teach strategies that increase student academic achievement Strategy's Expected Result/Impact: Increase student academic achievement Staff Responsible for Monitoring: Department chairs, CTC's Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L1 Whole Child (Culture & Climate) 3, 4, 6, 7, 8, 9, 11, 13 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3, 4, 5, 6, 7, 9, 10, 11 - L2 Academic Excellence (Student Achievement) 1, 3, 4, 5, 8, 9, 10, 12 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 2, 3, 5, 6, 7, 8 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2, 3, 4, 5, 6 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Utilize walkthrough entries to provide meaningful teacher feedback and instruction Strategy's Expected Result/Impact: Improved classroom environments, increased academic success for students. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 3, 4, 6, 7, 8, 9, 11, 13 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3, 4, 5, 6, 7, 9, 10, 11 - L2 Academic Excellence (Student Achievement) 1, 3, 4, 5, 8, 9, 10, 12 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 2, 3, 5, 6, 7, 8 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2, 3, 4, 5, 6 - L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Teachers will deconstruct assessments and analyze curriculum in order to plan for a Strong First Teach, Intervention and acceleration. Strategy's Expected Result/Impact: Increased student success due to improved teacher preparedness. Staff Responsible for Monitoring: Campus Teaching Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L1 Whole Child (Culture & Climate) 3, 4, 6, 7, 8, 9, 11, 13 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3, 4, 5, 6, 7, 9, 10, 11 - L2 Academic Excellence (Student Achievement) 1, 3, 4, 5, 8, 9, 10, 12 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 2, 3, 5, 6, 7, 8 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2, 3, 4, 5, 6 - L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Create targeted intervention plans and conduct Social Studies symposium to pinpoint the needs of students in the classrooms and before STAAR to increase our overall Approaches. Strategy's Expected Result/Impact: Increased student success, increase number of students meeting expectations on STAAR Staff Responsible for Monitoring: CTC, Social Studies Department Chair Title I: 2.4, 2.5, 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 3, 4, 7, 8, 9, 11, 13 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3, 4, 6, 7, 9, 10, 11 - L2 Academic Excellence (Student Achievement) 1, 3, 5, 8, 9, 10, 12 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 2, 3, 6, 7, 8 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2, 4, 5, 6		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 3: Lack of high-quality instruction. Root Cause: Students received instruction from long-term substitutes and daily substitutes Prioritized Need 4: Time to internalize the brand new curriculum. Root Cause: Brand new district curriculum Prioritized Need 6: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training. Prioritized Need 7: Students are not attaining a year's growth from BOY to EOY in all subject areas. Root Cause: Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction. Prioritized Need 8: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR Root Cause: Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas. Prioritized Need 9: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. Root Cause: Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0. Prioritized Need 11: More opportunities for teachers to learn, collaborate and plan together. Root Cause: Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies Prioritized Need 13: Teachers lack understanding of the TEKS Root Cause: Teachers not unpacking TEKS for planning.
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Curriculum Fidelity: Develop and utilize inventory instrument designed to effectively track rigor, instructional model and scope and sequence Root Cause: Curriculum Fidelity Prioritized Need 2: Lesson Plan Alignment Fidelity Data Root Cause: Curriculum Fidelity aligned to TEKS Prioritized Need 3: Teachers lack understanding of the TEKS Root Cause: Teachers not unpacking TEKS for planning.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 4: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.

Prioritized Need 5: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. **Root Cause:** Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.

Prioritized Need 6: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 7: Lack of high-quality instruction. **Root Cause:** Students received instruction from long-term substitutes and daily substitutes

Prioritized Need 9: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 10: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 11: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: Teachers lack understanding of the TEKS **Root Cause:** Teachers not unpacking TEKS for planning.

Prioritized Need 3: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.

Prioritized Need 4: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. **Root Cause:** Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.

Prioritized Need 5: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 8: Lack of high-quality instruction. **Root Cause:** Students received instruction from long-term substitutes and daily substitutes

Prioritized Need 9: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 10: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 12: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 1: Teachers lack understanding of the TEKS **Root Cause:** Teachers not unpacking TEKS for planning.

Prioritized Need 2: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 3: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 5: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. **Root Cause:** Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.

Prioritized Need 6: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 7: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 8: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L3 Destination School (Perceptions, Facilities, Programs, Technology)

Prioritized Need 1: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 2: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 3: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. **Root Cause:** Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.

Prioritized Need 4: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.

Prioritized Need 5: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 6: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies





L5 Equity by Design (Demographics)

Prioritized Need 1: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. **Root Cause:** Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.

Goal 2: ACADEMIC EXCELLENCE MacArthur PK-8 School empowers all learners to excel in current and future pursuits.

Performance Objective 2: By June 2024, MacArthur PK-8 will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition in dual language program.

Evaluation Data Sources: Walk through data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will evaluate student progress, including EB students, by administering grade level common assessments. This information will be used during PLC to drive curriculum and Tier 1 planning. Strategy's Expected Result/Impact: Increased classroom success of EB students. Staff Responsible for Monitoring: Campus Teaching Coach Title I: 2.4, 2.5, 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 3, 4, 6, 11 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 5, 6, 7, 11, 12 - L2 Academic Excellence (Student Achievement) 4, 5, 8, 12, 14 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 3, 5, 8 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 2, 3, 6 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 3: Lack of high-quality instruction. Root Cause: Students received instruction from long-term substitutes and daily substitutes Prioritized Need 4: Time to internalize the brand new curriculum. Root Cause: Brand new district curriculum Prioritized Need 6: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training. Prioritized Need 11: More opportunities for teachers to learn, collaborate and plan together. Root Cause: Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 5: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training. Prioritized Need 6: Time to internalize the brand new curriculum. Root Cause: Brand new district curriculum Prioritized Need 7: Lack of high-quality instruction. Root Cause: Students received instruction from long-term substitutes and daily substitutes





L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 11: More opportunities for teachers to learn, collaborate and plan together. Root Cause: Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies</p> <p>Prioritized Need 12: Teachers lack understanding of the Proficiency Level Descriptors. Root Cause: Teachers not internalizing the PLDs so that they are able to naturally and automatically assess their students' English language proficiency levels during ongoing classroom instruction.</p>
L2 Academic Excellence (Student Achievement)
<p>Prioritized Need 4: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.</p> <p>Prioritized Need 5: Time to internalize the brand new curriculum. Root Cause: Brand new district curriculum</p> <p>Prioritized Need 8: Lack of high-quality instruction. Root Cause: Students received instruction from long-term substitutes and daily substitutes</p> <p>Prioritized Need 12: More opportunities for teachers to learn, collaborate and plan together. Root Cause: Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies</p> <p>Prioritized Need 14: Teachers lack understanding of the Proficiency Level Descriptors. Root Cause: Teachers not internalizing the PLDs so that they are able to naturally and automatically assess their students' English language proficiency levels during ongoing classroom instruction.</p>
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<p>Prioritized Need 3: Time to internalize the brand new curriculum. Root Cause: Brand new district curriculum</p> <p>Prioritized Need 5: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.</p> <p>Prioritized Need 8: More opportunities for teachers to learn, collaborate and plan together. Root Cause: Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies</p>
L3 Destination School (Perceptions, Facilities, Programs, Technology)
<p>Prioritized Need 2: Time to internalize the brand new curriculum. Root Cause: Brand new district curriculum</p> <p>Prioritized Need 3: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.</p> <p>Prioritized Need 6: More opportunities for teachers to learn, collaborate and plan together. Root Cause: Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies</p>
L5 Equity by Design (Demographics)
<p>Prioritized Need 1: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.</p>

Goal 2: ACADEMIC EXCELLENCE MacArthur PK-8 School empowers all learners to excel in current and future pursuits.

Performance Objective 3: By June 2024, MacArthur PK- 8 will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 45% to 50%.

Evaluation Data Sources: Tableau, Eduphoria,
TAPR, Spring 2024 STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will evaluate student progress, including SPED students, by administering grade level common assessments. This information will be used during PLC to drive curriculum and Tier 1 planning Strategy's Expected Result/Impact: Increased success in the classroom on targeted SE's Staff Responsible for Monitoring: Sped teachers, SPED Coach, CTC Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 3 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 7 - L2 Academic Excellence (Student Achievement) 6, 8 - L4 Culture of Accountability (Parent & Community Engagement) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will evaluate student progress, including GT students, by administering grade level common assessments. This information will be used during PLC to drive curriculum and Tier 1 planning Strategy's Expected Result/Impact: Increased success in the classroom on targeted SE's Staff Responsible for Monitoring: CTC, Staff Title I: 2.4, 2.5 Prioritized Needs: L1 Whole Child (Culture & Climate) 3, 7, 8, 13 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3, 4, 7, 9 - L2 Academic Excellence (Student Achievement) 1, 3, 8, 9 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 2, 6 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 4	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers will evaluate student progress, including at risk students, by administering grade level common assessments. This information will be used during PLC to drive curriculum and Tier 1 planning Strategy's Expected Result/Impact: Increased success in the classroom on targeted SE's Staff Responsible for Monitoring: CTC's, Title I: 2.4, 2.5, 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 3, 4, 7, 8, 9, 11, 13 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3, 4, 6, 7, 9, 10, 11 - L2 Academic Excellence (Student Achievement) 1, 3, 5, 8, 9, 10, 12 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 2, 3, 6, 7, 8 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2, 4, 5, 6		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent Prioritized Need 3: Lack of high-quality instruction. Root Cause: Students received instruction from long-term substitutes and daily substitutes Prioritized Need 4: Time to internalize the brand new curriculum. Root Cause: Brand new district curriculum Prioritized Need 7: Students are not attaining a year's growth from BOY to EOY in all subject areas. Root Cause: Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction. Prioritized Need 8: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR Root Cause: Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas. Prioritized Need 9: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. Root Cause: Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0. Prioritized Need 11: More opportunities for teachers to learn, collaborate and plan together. Root Cause: Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies Prioritized Need 13: Teachers lack understanding of the TEKS Root Cause: Teachers not unpacking TEKS for planning.
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Curriculum Fidelity: Develop and utilize inventory instrument designed to effectively track rigor, instructional model and scope and sequence Root Cause: Curriculum Fidelity Prioritized Need 2: Lesson Plan Alignment Fidelity Data Root Cause: Curriculum Fidelity aligned to TEKS Prioritized Need 3: Teachers lack understanding of the TEKS Root Cause: Teachers not unpacking TEKS for planning. Prioritized Need 4: Students are not attaining a year's growth from BOY to EOY in all subject areas. Root Cause: Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 6: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 7: Lack of high-quality instruction. **Root Cause:** Students received instruction from long-term substitutes and daily substitutes

Prioritized Need 9: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 10: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 11: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: Teachers lack understanding of the TEKS **Root Cause:** Teachers not unpacking TEKS for planning.

Prioritized Need 3: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction.

Prioritized Need 5: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 6: Increase student attendance from 92.82% to 95%. **Root Cause:** Student illness, parents not calling when students are absent

Prioritized Need 8: Lack of high-quality instruction. **Root Cause:** Students received instruction from long-term substitutes and daily substitutes

Prioritized Need 9: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 10: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 12: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 1: Teachers lack understanding of the TEKS **Root Cause:** Teachers not unpacking TEKS for planning.

Prioritized Need 2: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 3: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 6: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction.

Prioritized Need 7: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 8: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L3 Destination School (Perceptions, Facilities, Programs, Technology)

Prioritized Need 1: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

L3 Destination School (Perceptions, Facilities, Programs, Technology)

Prioritized Need 2: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 4: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction.

Prioritized Need 5: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 6: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L4 Culture of Accountability (Parent & Community Engagement)





Prioritized Need 2: Increase student attendance from 92.82% to 95%. **Root Cause:** Student illness, parents not calling when students are absent

Goal 2: ACADEMIC EXCELLENCE MacArthur PK-8 School empowers all learners to excel in current and future pursuits.

Performance Objective 4: By June 2024, MacArthur PK- 8 will Increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" Grade level or above on STAAR reading will increase from 37% to 42% with all student groups meeting board approved metrics. [HB3].

HB3 Goal

Evaluation Data Sources: Spring 2024 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Reading Interventionist will focus on 3rd grade students in small group interventions based on data to increase STAAR "meets" by 5% Strategy's Expected Result/Impact: Reading STAAR Meets scores in 3rd grade will increase 5% Staff Responsible for Monitoring: Reading Interventionist, Administration, CTC's, 3rd grade teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 4, 6, 7, 8, 9, 11, 13 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3, 4, 5, 6, 9, 10, 11 - L2 Academic Excellence (Student Achievement) 1, 3, 4, 5, 9, 10, 12 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 2, 3, 5, 6, 7, 8 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2, 3, 4, 5, 6 - L5 Equity by Design (Demographics) 1				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 4: Time to internalize the brand new curriculum. Root Cause: Brand new district curriculum Prioritized Need 6: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training. Prioritized Need 7: Students are not attaining a year's growth from BOY to EOY in all subject areas. Root Cause: Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction. Prioritized Need 8: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR Root Cause: Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

L1 Whole Child (Culture & Climate)

Prioritized Need 9: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science.

Root Cause: Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 11: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

Prioritized Need 13: Teachers lack understanding of the TEKS **Root Cause:** Teachers not unpacking TEKS for planning.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 1: Curriculum Fidelity: Develop and utilize inventory instrument designed to effectively track rigor, instructional model and scope and sequence **Root Cause:** Curriculum Fidelity

Prioritized Need 2: Lesson Plan Alignment Fidelity Data **Root Cause:** Curriculum Fidelity aligned to TEKS

Prioritized Need 3: Teachers lack understanding of the TEKS **Root Cause:** Teachers not unpacking TEKS for planning.

Prioritized Need 4: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction.

Prioritized Need 5: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. **Root Cause:** Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.

Prioritized Need 6: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 9: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 10: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 11: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: Teachers lack understanding of the TEKS **Root Cause:** Teachers not unpacking TEKS for planning.

Prioritized Need 3: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction.

Prioritized Need 4: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. **Root Cause:** Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.

Prioritized Need 5: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 9: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 10: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 12: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 1: Teachers lack understanding of the TEKS **Root Cause:** Teachers not unpacking TEKS for planning.

Prioritized Need 2: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 3: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 5: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. **Root Cause:** Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.

Prioritized Need 6: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.

Prioritized Need 7: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 8: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L3 Destination School (Perceptions, Facilities, Programs, Technology)

Prioritized Need 1: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 2: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 3: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. **Root Cause:** Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.

Prioritized Need 4: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.

Prioritized Need 5: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 6: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L5 Equity by Design (Demographics)

Prioritized Need 1: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. **Root Cause:** Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.

Goal 2: ACADEMIC EXCELLENCE MacArthur PK-8 School empowers all learners to excel in current and future pursuits.

Performance Objective 5: By June 2024, MacArthur PK- 8 will increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" grade level or above on STAAR math will increase from 22% to 27% with all student groups meeting board approved metrics. [HB3]

HB3 Goal
Evaluation Data Sources: Spring 2024 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: CTC's Administration and Teachers will develop and analyze data driven assessments and exit tickets in 3rd grade math Strategy's Expected Result/Impact: 3rd grade math STAAR will increase by 5% in the area of meets Staff Responsible for Monitoring: Administration, CTC's and Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 3, 4, 7, 8, 9, 11, 13 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3, 4, 6, 7, 9, 10, 11 - L2 Academic Excellence (Student Achievement) 1, 3, 5, 8, 9, 10, 12 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 2, 3, 6, 7, 8 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2, 4, 5, 6				
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Performance Objective 5 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 3: Lack of high-quality instruction. Root Cause: Students received instruction from long-term substitutes and daily substitutes
Prioritized Need 4: Time to internalize the brand new curriculum. Root Cause: Brand new district curriculum
Prioritized Need 7: Students are not attaining a year's growth from BOY to EOY in all subject areas. Root Cause: Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.
Prioritized Need 8: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR Root Cause: Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.
Prioritized Need 9: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. Root Cause: Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

L1 Whole Child (Culture & Climate)

Prioritized Need 11: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

Prioritized Need 13: Teachers lack understanding of the TEKS **Root Cause:** Teachers not unpacking TEKS for planning.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 1: Curriculum Fidelity: Develop and utilize inventory instrument designed to effectively track rigor, instructional model and scope and sequence **Root Cause:** Curriculum Fidelity

Prioritized Need 2: Lesson Plan Alignment Fidelity Data **Root Cause:** Curriculum Fidelity aligned to TEKS

Prioritized Need 3: Teachers lack understanding of the TEKS **Root Cause:** Teachers not unpacking TEKS for planning.

Prioritized Need 4: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction.

Prioritized Need 6: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 7: Lack of high-quality instruction. **Root Cause:** Students received instruction from long-term substitutes and daily substitutes

Prioritized Need 9: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 10: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 11: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: Teachers lack understanding of the TEKS **Root Cause:** Teachers not unpacking TEKS for planning.

Prioritized Need 3: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction.

Prioritized Need 5: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 8: Lack of high-quality instruction. **Root Cause:** Students received instruction from long-term substitutes and daily substitutes

Prioritized Need 9: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 10: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 12: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 1: Teachers lack understanding of the TEKS **Root Cause:** Teachers not unpacking TEKS for planning.

Prioritized Need 2: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 3: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 6: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.

Prioritized Need 7: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 8: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L3 Destination School (Perceptions, Facilities, Programs, Technology)

Prioritized Need 1: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 2: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 4: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.

Prioritized Need 5: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 6: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies





Goal 2: ACADEMIC EXCELLENCE MacArthur PK-8 School empowers all learners to excel in current and future pursuits.

Performance Objective 6: By June 2024, MacArthur PK- 8 will increase student achievement outcomes in Reading "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 14% - 17%, & EB from 32% - 37%)

HB3 Goal

Evaluation Data Sources: 2024 STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with needed Reading Materials to ensure student success. This includes reading books and online subscriptions. Strategy's Expected Result/Impact: Increased student success in Reading Staff Responsible for Monitoring: CTCs, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L1 Whole Child (Culture & Climate) 3, 4, 6, 7, 8, 9, 11, 13 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3, 4, 5, 6, 7, 9, 10, 11 - L2 Academic Excellence (Student Achievement) 1, 3, 4, 5, 8, 9, 10, 12 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 2, 3, 5, 6, 7, 8 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2, 3, 4, 5, 6 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will deconstruct assessment and analyze curriculum in order to plan reteaching and review initiatives. This will take place once a semester to ensure mastery of ELA TEKS Strategy's Expected Result/Impact: Increased success in reading for all students	Formative			Summative
	Oct	Jan	Mar	June

<p>Staff Responsible for Monitoring: CTCs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 3, 4, 7, 8, 9, 11, 13 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3, 4, 6, 7, 9, 10, 11 - L2 Academic Excellence (Student Achievement) 1, 3, 5, 8, 9, 10, 12 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 2, 3, 6, 7, 8 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2, 4, 5, 6</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 6 Prioritized Needs:

L1 Whole Child (Culture & Climate)
<p>Prioritized Need 3: Lack of high-quality instruction. Root Cause: Students received instruction from long-term substitutes and daily substitutes</p> <p>Prioritized Need 4: Time to internalize the brand new curriculum. Root Cause: Brand new district curriculum</p> <p>Prioritized Need 6: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.</p> <p>Prioritized Need 7: Students are not attaining a year's growth from BOY to EOY in all subject areas. Root Cause: Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction.</p> <p>Prioritized Need 8: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR Root Cause: Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.</p> <p>Prioritized Need 9: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. Root Cause: Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.</p> <p>Prioritized Need 11: More opportunities for teachers to learn, collaborate and plan together. Root Cause: Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies</p> <p>Prioritized Need 13: Teachers lack understanding of the TEKS Root Cause: Teachers not unpacking TEKS for planning.</p>
L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 1: Curriculum Fidelity: Develop and utilize inventory instrument designed to effectively track rigor, instructional model and scope and sequence Root Cause: Curriculum Fidelity</p> <p>Prioritized Need 2: Lesson Plan Alignment Fidelity Data Root Cause: Curriculum Fidelity aligned to TEKS</p> <p>Prioritized Need 3: Teachers lack understanding of the TEKS Root Cause: Teachers not unpacking TEKS for planning.</p>

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 4: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.

Prioritized Need 5: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. **Root Cause:** Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.

Prioritized Need 6: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 7: Lack of high-quality instruction. **Root Cause:** Students received instruction from long-term substitutes and daily substitutes

Prioritized Need 9: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 10: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 11: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: Teachers lack understanding of the TEKS **Root Cause:** Teachers not unpacking TEKS for planning.

Prioritized Need 3: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.

Prioritized Need 4: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. **Root Cause:** Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.

Prioritized Need 5: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 8: Lack of high-quality instruction. **Root Cause:** Students received instruction from long-term substitutes and daily substitutes

Prioritized Need 9: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 10: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 12: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 1: Teachers lack understanding of the TEKS **Root Cause:** Teachers not unpacking TEKS for planning.

Prioritized Need 2: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 3: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 5: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. **Root Cause:** Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.

Prioritized Need 6: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 7: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 8: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L3 Destination School (Perceptions, Facilities, Programs, Technology)

Prioritized Need 1: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 2: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 3: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. **Root Cause:** Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.

Prioritized Need 4: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.

Prioritized Need 5: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 6: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L5 Equity by Design (Demographics)





Prioritized Need 1: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. **Root Cause:** Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.

Goal 2: ACADEMIC EXCELLENCE MacArthur PK-8 School empowers all learners to excel in current and future pursuits.

Performance Objective 7: By June 2024, MacArthur PK- 8 will increase student achievement outcomes in Math "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 7% - 13%, & EB from 21% - 26%)

HB3 Goal

Evaluation Data Sources: Spring 2024 Data

Strategy 1 Details		Reviews			
Strategy 1: Math teachers will deconstruct assessments and analyze curriculum in order to plan reteaching and review initiatives. This will take place once a semester to ensure mastery of Math TEKS Strategy's Expected Result/Impact: Increased success in Math for all students Staff Responsible for Monitoring: CTCs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L1 Whole Child (Culture & Climate) 3, 4, 7, 8, 9, 11, 13 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3, 4, 6, 7, 9, 10, 11 - L2 Academic Excellence (Student Achievement) 1, 3, 5, 8, 9, 10, 12 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 2, 3, 6, 7, 8 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2, 4, 5, 6		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 7 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 3: Lack of high-quality instruction. Root Cause: Students received instruction from long-term substitutes and daily substitutes Prioritized Need 4: Time to internalize the brand new curriculum. Root Cause: Brand new district curriculum Prioritized Need 7: Students are not attaining a year's growth from BOY to EOY in all subject areas. Root Cause: Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction. Prioritized Need 8: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR Root Cause: Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas. Prioritized Need 9: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. Root Cause: Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0. Prioritized Need 11: More opportunities for teachers to learn, collaborate and plan together. Root Cause: Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L1 Whole Child (Culture & Climate)	
Prioritized Need 13: Teachers lack understanding of the TEKS Root Cause: Teachers not unpacking TEKS for planning.	
L2 Academic Excellence (Curriculum, Instruction, Assessment)	
Prioritized Need 1: Curriculum Fidelity: Develop and utilize inventory instrument designed to effectively track rigor, instructional model and scope and sequence Root Cause: Curriculum Fidelity	
Prioritized Need 2: Lesson Plan Alignment Fidelity Data Root Cause: Curriculum Fidelity aligned to TEKS	
Prioritized Need 3: Teachers lack understanding of the TEKS Root Cause: Teachers not unpacking TEKS for planning.	
Prioritized Need 4: Students are not attaining a year's growth from BOY to EOY in all subject areas. Root Cause: Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.	
Prioritized Need 6: Time to internalize the brand new curriculum. Root Cause: Brand new district curriculum	
Prioritized Need 7: Lack of high-quality instruction. Root Cause: Students received instruction from long-term substitutes and daily substitutes	
Prioritized Need 9: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR Root Cause: Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.	
Prioritized Need 10: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. Root Cause: Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.	
Prioritized Need 11: More opportunities for teachers to learn, collaborate and plan together. Root Cause: Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies	
L2 Academic Excellence (Student Achievement)	
Prioritized Need 1: Teachers lack understanding of the TEKS Root Cause: Teachers not unpacking TEKS for planning.	
Prioritized Need 3: Students are not attaining a year's growth from BOY to EOY in all subject areas. Root Cause: Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.	
Prioritized Need 5: Time to internalize the brand new curriculum. Root Cause: Brand new district curriculum	
Prioritized Need 8: Lack of high-quality instruction. Root Cause: Students received instruction from long-term substitutes and daily substitutes	
Prioritized Need 9: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR Root Cause: Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.	
Prioritized Need 10: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. Root Cause: Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.	
Prioritized Need 12: More opportunities for teachers to learn, collaborate and plan together. Root Cause: Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies	
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)	
Prioritized Need 1: Teachers lack understanding of the TEKS Root Cause: Teachers not unpacking TEKS for planning.	
Prioritized Need 2: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR Root Cause: Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.	
Prioritized Need 3: Time to internalize the brand new curriculum. Root Cause: Brand new district curriculum	

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 6: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction.

Prioritized Need 7: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 8: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

L3 Destination School (Perceptions, Facilities, Programs, Technology)

Prioritized Need 1: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

Prioritized Need 2: Time to internalize the brand new curriculum. **Root Cause:** Brand new district curriculum

Prioritized Need 4: Students are not attaining a year's growth from BOY to EOY in all subject areas. **Root Cause:** Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction.





Prioritized Need 5: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, Social Studies and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 6: More opportunities for teachers to learn, collaborate and plan together. **Root Cause:** Teachers require more time and support to implement new curriculum in Math, Reading, Writing, Science and Social Studies

Goal 3: DESTINATION DISTRICT MacArthur PK-8 School solidifies its position as El Paso's destination district.

Performance Objective 1: By June 2024, MacArthur PK-8 will attract and retain top talent by implementing an employee recruiting, retention, and professional development plan designed to ensure 100% filled positions.

Evaluation Data Sources: vacancy data, TAPR

Strategy 1 Details	Reviews			
Strategy 1: By June 2024, MacArthur will increase enrollment in comparison to the 2022-2023 school year. Strategy's Expected Result/Impact: Campus stability Staff Responsible for Monitoring: Administration, Registrar Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 2, 5, 12 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 8 - L2 Academic Excellence (Student Achievement) 6, 7, 11, 13 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 4 - L4 Culture of Accountability (Parent & Community Engagement) 2, 3, 4, 5	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Attend outside recruitment events as available to attract new families/students to MacArthur Strategy's Expected Result/Impact: Increased Enrollment Numbers Staff Responsible for Monitoring: Principal Title I: 2.5, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 2, 5, 12 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 8 - L2 Academic Excellence (Student Achievement) 6, 7, 11, 13 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 4 - L4 Culture of Accountability (Parent & Community Engagement) 2, 3, 4, 5	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Prioritized Needs:





L1 Whole Child (Culture & Climate)
Prioritized Need 1: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent
Prioritized Need 2: Additional opportunities needed for participation in extra-curricular activities. Root Cause: Many students do not have the opportunity to participate in extra-curricular activities outside of school.
Prioritized Need 5: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented.
Prioritized Need 12: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 8: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented.
L2 Academic Excellence (Student Achievement)
Prioritized Need 6: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent
Prioritized Need 7: Additional opportunities needed for participation in extra-curricular activities. Root Cause: Many students do not have the opportunity to participate in extra-curricular activities outside of school.
Prioritized Need 11: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented.
Prioritized Need 13: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 4: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented.
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 2: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent
Prioritized Need 3: Additional opportunities needed for participation in extra-curricular activities. Root Cause: Many students do not have the opportunity to participate in extra-curricular activities outside of school.
Prioritized Need 4: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented.
Prioritized Need 5: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner

Goal 4: CULTURE OF ACCOUNTABILITY MacArthur PK-8 School cultivates a culture of transparency, care, and service.

Performance Objective 1: By June 2024, MacArthur PK-8 will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 89% to 94%.

Evaluation Data Sources: Attendance Rate (ADA) data

Strategy 1 Details	Reviews			
Strategy 1: MacArthur will provide opportunities for students be recognized for good attendance and arriving to school on time. Strategy's Expected Result/Impact: Increase student academic performance and attendance Staff Responsible for Monitoring: Administration, PEIMS, Attendance Clerk. Attendance Committee Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 6, 7, 12 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 4, 5 - L2 Academic Excellence (Student Achievement) 3, 4, 6, 13 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 5, 6 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 3, 4 - L4 Culture of Accountability (Parent & Community Engagement) 2, 5 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent Prioritized Need 6: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training. Prioritized Need 7: Students are not attaining a year's growth from BOY to EOY in all subject areas. Root Cause: Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction. Prioritized Need 12: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 4: Students are not attaining a year's growth from BOY to EOY in all subject areas. Root Cause: Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.</p> <p>Prioritized Need 5: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.</p>
L2 Academic Excellence (Student Achievement)
<p>Prioritized Need 3: Students are not attaining a year's growth from BOY to EOY in all subject areas. Root Cause: Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.</p> <p>Prioritized Need 4: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.</p> <p>Prioritized Need 6: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent</p> <p>Prioritized Need 13: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner</p>
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<p>Prioritized Need 5: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.</p> <p>Prioritized Need 6: Students are not attaining a year's growth from BOY to EOY in all subject areas. Root Cause: Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.</p>
L3 Destination School (Perceptions, Facilities, Programs, Technology)
<p>Prioritized Need 3: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.</p> <p>Prioritized Need 4: Students are not attaining a year's growth from BOY to EOY in all subject areas. Root Cause: Tier 1 instruction is not rigorous and engaging to include STAAR 2.0 question types. PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction instruction.</p>
L4 Culture of Accountability (Parent & Community Engagement)
<p>Prioritized Need 2: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent</p> <p>Prioritized Need 5: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner</p>
L5 Equity by Design (Demographics)
<p>Prioritized Need 1: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.</p>

Goal 4: CULTURE OF ACCOUNTABILITY MacArthur PK-8 School cultivates a culture of transparency, care, and service.

Performance Objective 2: By June 2024, MacArthur PK-8 will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring 100% of schools offer all required community events.

Evaluation Data Sources: Community Events Documentation

Strategy 1 Details		Reviews			
Strategy 1: Encourage families to participate in Reading Night, Math Night, and Fall Festival. Strategy's Expected Result/Impact: Survey Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 2, 5, 6, 8, 12 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 5, 8, 9 - L2 Academic Excellence (Student Achievement) 4, 6, 7, 9, 11, 13 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2, 4, 5 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 3 - L4 Culture of Accountability (Parent & Community Engagement) 2, 3, 4, 5 - L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent
Prioritized Need 2: Additional opportunities needed for participation in extra-curricular activities. Root Cause: Many students do not have the opportunity to participate in extra-curricular activities outside of school.
Prioritized Need 5: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented.
Prioritized Need 6: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.
Prioritized Need 8: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR Root Cause: Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.
Prioritized Need 12: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 5: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.</p> <p>Prioritized Need 8: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented.</p> <p>Prioritized Need 9: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR Root Cause: Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.</p>
L2 Academic Excellence (Student Achievement)
<p>Prioritized Need 4: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.</p> <p>Prioritized Need 6: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent</p> <p>Prioritized Need 7: Additional opportunities needed for participation in extra-curricular activities. Root Cause: Many students do not have the opportunity to participate in extra-curricular activities outside of school.</p> <p>Prioritized Need 9: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR Root Cause: Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.</p> <p>Prioritized Need 11: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented.</p> <p>Prioritized Need 13: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner</p>
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<p>Prioritized Need 2: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR Root Cause: Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.</p> <p>Prioritized Need 4: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented.</p> <p>Prioritized Need 5: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.</p>
L3 Destination School (Perceptions, Facilities, Programs, Technology)
<p>Prioritized Need 1: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR Root Cause: Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.</p> <p>Prioritized Need 3: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.</p>
L4 Culture of Accountability (Parent & Community Engagement)
<p>Prioritized Need 2: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent</p> <p>Prioritized Need 3: Additional opportunities needed for participation in extra-curricular activities. Root Cause: Many students do not have the opportunity to participate in extra-curricular activities outside of school.</p> <p>Prioritized Need 4: Lack of clear school wide expectations. Root Cause: No Positive Behavior Intervention and Support Framework implemented.</p> <p>Prioritized Need 5: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner</p>

L5 Equity by Design (Demographics)

Prioritized Need 1: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. **Root Cause:** Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.

Goal 4: CULTURE OF ACCOUNTABILITY MacArthur PK-8 School cultivates a culture of transparency, care, and service.

Performance Objective 3: By June 2024, MacArthur PK-8 will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on surveys (2 times per year with 50% response rate) and Let's Talk Platform.

Evaluation Data Sources: Survey Results

Strategy 1 Details	Reviews			
Strategy 1: Schedule monthly parent meetings to engage families with the school. Strategy's Expected Result/Impact: Improved academic performance and attendance. Staff Responsible for Monitoring: PEL, Principal, Assistant Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 12 - L2 Academic Excellence (Student Achievement) 6, 13 - L4 Culture of Accountability (Parent & Community Engagement) 2, 5	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent Prioritized Need 12: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner
L2 Academic Excellence (Student Achievement)
Prioritized Need 6: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent Prioritized Need 13: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 2: Increase student attendance from 92.82% to 95%. Root Cause: Student illness, parents not calling when students are absent Prioritized Need 5: Increase parent communication Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner

Goal 5: EQUITY BY DESIGN MacArthur PK-8 School champions a targeted approach to universal access and system equity.

Performance Objective 1: By June 2024, MacArthur PK-8 will foster equitable access to opportunities and eliminating barriers as measured by an increase in enrollment of underrepresented (i.e., special education and emergent bilingual) middle school students school students who complete high school credits.

Evaluation Data Sources: Frontline Data

Strategy 1 Details		Reviews			
Strategy 1: Ensure that students and parents are aware of High School credit opportunities at the middle school level through magnet nights, HB5 nights, and parent informational sessions. Strategy's Expected Result/Impact: Increased awareness, parent night meetings Staff Responsible for Monitoring: Counselors, Dept. Chairs, Assistant Principals Title I: 2.5, 4.1, 4.2 - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 12 - L2 Academic Excellence (Student Achievement) 13 - L4 Culture of Accountability (Parent & Community Engagement) 5		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Prioritized Needs:





L1 Whole Child (Culture & Climate)	
Prioritized Need 12: Increase parent communication	Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner
L2 Academic Excellence (Student Achievement)	
Prioritized Need 13: Increase parent communication	Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner
L4 Culture of Accountability (Parent & Community Engagement)	
Prioritized Need 5: Increase parent communication	Root Cause: General Climate shows 78% of parents feel their child's school responds to their communication in a timely manner

Goal 5: EQUITY BY DESIGN MacArthur PK-8 School champions a targeted approach to universal access and system equity.

Performance Objective 2: By June 2024, MacArthur PK-8 will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 59% to 46% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 13% to 18%

Evaluation Data Sources: TELPAS

Strategy 1 Details		Reviews			
Strategy 1: By June 2024, MacArthur PK- 8 will Increase student achievement outcomes as measured by an increase in TELPAS Composite ratings for Emergent Bilingual students. Strategy's Expected Result/Impact: TELPAS, Campus Assessments Staff Responsible for Monitoring: Administration, CTC's Title I: 2.4, 2.5, 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 3, 6 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 5, 7 - L2 Academic Excellence (Student Achievement) 4, 8 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 5 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 3 - L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 3: Lack of high-quality instruction. Root Cause: Students received instruction from long-term substitutes and daily substitutes Prioritized Need 6: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 5: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training. Prioritized Need 7: Lack of high-quality instruction. Root Cause: Students received instruction from long-term substitutes and daily substitutes
L2 Academic Excellence (Student Achievement)
Prioritized Need 4: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training. Prioritized Need 8: Lack of high-quality instruction. Root Cause: Students received instruction from long-term substitutes and daily substitutes

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 5: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 3: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.
L5 Equity by Design (Demographics)
Prioritized Need 1: In 2022-2023, TELPAS Composite data shows that 59% of our EB population did not make academic language growth. Root Cause: Teachers not familiar with TELPAS, Professional Level Descriptors, CTC's and Teachers need TELPAS training.