

SLACK EL

Campus Improvement Plan 2024/2025

Dream. Believe. Achieve.



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Vision

Lufkin...your best choice for education!

Mission

To educate and equip all students for success through exceptional learning experiences

Beliefs

We believe Lufkin ISD staff is our greatest asset.

We believe all students can learn.

We believe Lufkin ISD achieves higher levels of performance through clearly defined goals with high expectations for all students.

We believe Lufkin ISD must continually progress in everything we do.

We believe Lufkin ISD is the district of choice.

We believe our community's involvement and diversity are essential for maximizing student learning.

Lufkin ISD

Goals & Objectives

Goal 1: Demonstrate sustained growth in student academic achievement

- Objective 1: Improve, sustain, and support academic student performance at or beyond grade level
- Objective 2: Improve, sustain, and support student attendance and decrease truancy
- Objective 3: Improve, sustain, and support the graduation rate and prepare college/career-ready students

Goal 2: Provide all students and staff members with a safe, healthy, supportive learning environment

- Objective 1: Provide a safe and secure environment for students and staff
- Objective 2: Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)
- Objective 3: Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Goal 3: Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

- Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens
- Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children
- Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

SLACK EL Site Base

Name	Position
Whisenant, Danny	Principal
Palacios, Angelica	Asst. Principal
Cowan, Laura	Instructional Coach
Montes, Shannon	Teacher
Christopher, Amy	Teacher
Turner, Mayra	Teacher
Gamboa, Evita	Paraprofessional
Murphy, Curtis	Community Member
Palacios, Julisa	Community Member
Robles-Hernandez, Jazmin	Parent
Wallace, Dana	Parent

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

At-Risk by Category
Attendance
Classroom and School Walkthrough Data
Communication: Formal and Informal
Demographic Data
Disaggregated STAAR Data
Discipline Referrals
DMAC Data
Enrollment
Ethnicity
Expulsion/Suspension Records
Failure Lists
Family and Community Participation Counts
Growth Projections
Homeless Students
Instructional Design/Delivery
Multi-Year Trends
Other Staff Effectiveness Data
Parent Activity Evaluations and Feedback
Parent and Community Partnership Data
Parent Conferences or Meetings
Parent Participation
Parental Involvement Policy
PEIMS Reports
Promotion/Retention Rates
Special Student Populations
Staff Development
Standardized Tests
State Assessment Data
Student Discipline Data
Student-Specific and Differentiated Strategies
Technology Infrastructure, Networks, etc.
Technology Policies and Procedures
Texas Teacher Evaluation & Support System (T-TESS)

Comprehensive Needs Assessment

Demographics Strengths

Diverse student body consisting of various racial and ethnic backgrounds. As of the most recent school year (2023-2024), the enrollment at Slack Elementary stood at 481 students served across grades 2, 3, 4, and 5.

Among the student body, there is a diverse representation of ethnicity, gender, and circumstance. As of the most recent school year, percentages were as follows: 68% Hispanic, 11% Black, 18% White, less than 1% Asian, 2% representing two or more races. In terms of gender, we had 51% female students and 49% male students. We also have a diverse representation of context--85.24% were identified as economically disadvantaged. 74% students were classified as at-risk. 10.6% of students were served in dyslexia and 8% of our students were served in SPED. Approximately 52% of our students are classified as emergent bilingual. Seven students were served in deaf education. These numbers have remained relatively consistent over the years.

Our campus is comprised of local neighborhood students, dual language students in a magnet program, transitional students learning English, and deaf education students. Much of our student body comes from all across the district--with the elementary deaf education, dual magnet, and transitional students all housed at Slack Elementary. We have had an increase in newcomer immigrant students who are just learning English. Teacher/staff ratios are relatively low with around 16-21 students in each classroom on average.

In terms of staff demographics, we have 7% African American, 37% Hispanic, 2% Native American, and 55% White staff. Male staff members comprise approximately 7% of the staff... and female staff members comprise approximately 93% of the staff.

Demographics Weaknesses

The student population has recently shown decline when compared to the past few years--with 533 students in 2019-2020, 506 students in 2020-2021, 503 students in 2021-2022, 521 students in 22-23, 481 students in 2023-2024, and a projected enrollment of 413 in 2024-2025 (with our second grade sections moving back to Burley Primary).

Number of bilingual teachers to meet the increasing number of immigrant students coming to us from Mexico and South America.

Diversity of teacher ethnicity comparative to student ethnicity.

Disproportionate representation of economically disadvantaged and at-risk students is another area of concern.

Achievement/opportunity gaps demonstrated across economically disadvantaged and at-risk students--and low performing subgroups (Hispanic and African American).

Limited representation of males among the staff.

Demographics Needs

Increase the number of bilingual teachers to support the growing population of immigrant students from Mexico and South America.

Comprehensive Needs Assessment

Demographics Needs (Continued)

Enhance the diversity of teacher ethnicity to better reflect the student ethnicity demographics.

Assist in meeting needs of our economically disadvantaged and at-risk students.

Close the achievement and opportunity gaps for economically disadvantaged, at-risk students, and low-performing subgroups, particularly Hispanic and African American students.

Increase the representation of male staff members to provide a more balanced gender representation among the staff.

Demographics Summary

Slack Elementary has a diverse student body with balanced gender distribution and favorable teacher/staff ratios. However, challenges include high percentages of economically disadvantaged, at-risk, and emergent bilingual students, as well as a declining student population and limited male staff representation. The school needs to increase bilingual and diverse teachers, address economic and at-risk disparities, and close achievement gaps for low-performing subgroups. The Critical Success Factors for this area are: Improve Academic Performance, Increase the Use of Quality Data to Drive Instruction, and Increase Teacher Quality.

Student Achievement

Student Achievement Data Sources

Disaggregated STAAR Data
DMAC Data
Ethnicity
Multi-Year Trends
Special Program Participation
Special Student Populations
Standardized Tests
Standards-Based Curriculum Resources and Materials
State Assessment Data

Student Achievement Strengths

Comprehensive Needs Assessment

In terms of strengths, our 23-24 accountability score is projected to have risen slightly (whereas most in the district have dropped quite a bit); however, we still remain at a low C. Initial reports from the state regarding this year's STAAR testing indicates the following

Overall Performance:

Grade 5 Math: Improvement from 63% to 76% in Approaches, 27% to 41% in Meets, and 8% to 14% in Masters from 2023 to 2024.

Grade 4 Math (2024): High performance in Approaches (77%) and Masters (19%) compared to the district.

Grade 3 Math (2023): Slack outperformed the district with 71% Approaches and 40% Meets compared to the district's 67% and 38% respectively.

Specific Programs:

Dual Programs: Notably high performance, especially in Grade 3 Math (97% Approaches, 76% Meets, 32% Masters in 2023).

Grade 5 Math in Dual Programs: Increased performance in 2024, with 93% Approaches, 63% Meets, and 26% Masters.

Demographics:

White Students: Consistent high performance across grades in Math and RLA.

Economic Disadvantaged (ECD) Students: Significant performance in Grade 5 Math (72% Approaches in 2024).

Student Achievement Weaknesses

Special Education (Spec Ed):

Math (Grade 3): Only 10% of Special Ed students passed in 2024.

RLA (Grade 3-5): Low passing rates among Spec Ed students, with 33% passing in Grade 3 RLA in 2024.

Overall Scores Compared to District:

Grade 4 Math (2024): Lower Meets and Masters percentages (33% and 10%) compared to the district.

Grade 5 RLA: Decrease in performance from 2023 to 2024, with only 18% Meets in 2024.

Transition Programs:

Grade 3 Math: Low performance in Meets and Masters categories, with only 6% meeting standards in 2024.

Student Achievement Needs

Support for Special Education:

Implement targeted interventions and support programs for Spec Ed students, particularly in Math and RLA, to improve passing rates.

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

Focused Improvement in Transitional Programs:

Develop strategies and provide additional resources to support students in transitional programs, especially in foundational subjects like Math and RLA.

Focused Improvement in 3rd and 4th Grade Academic Programs:

ELAR and Math STAAR scores are consistently underperforming compared to the district.

Focused Improvement in 4th Grade Dual Math:

4th Grade Dual Math scores showed tremendous regression this year (from prior year student performance in third).

Addressing Performance Gaps:

Analyze and address the performance gaps between different demographic groups, ensuring equity in education and support for underperforming groups, particularly African American and Hispanic students.

Professional Development:

Provide ongoing professional development for teachers focusing on differentiated instruction and inclusive teaching practices to cater to diverse student needs, especially in underperforming areas.

Enhanced Monitoring and Support:

Regularly monitor progress and provide continuous support to programs and students showing lower performance, ensuring that improvement plans are effectively implemented and adjusted as needed.

Student Achievement Summary

Slack Elementary has shown significant improvements in Grade 5 Math and high performance in dual language math in third and fifth grade. However, challenges persist with low performance for AA and Hispanic subgroups, Special Education, overall lower scores in Grade 4 Math compared to the district, and declining performance in Grade 5 RLA. To address these issues, the school needs targeted interventions for Special Education, additional resources for transitional programs, and focused improvement strategies for underperforming grades and demographic groups. The Critical Success Factors impacted are Improve Academic Performance, Increase the Use of Quality Data to Drive Instruction, Increase Leadership Effectiveness, and Increased Learning Time.

School Culture and Climate

School Culture and Climate Data Sources

Comprehensive Needs Assessment

Class, School, and Special Program Schedules
Family and Community Participation Counts
Feedback Data
Other Staff Effectiveness Data
Professional Development Data
School Structure
Staff Development
Supervision Structure
Support Structure: Mentor Teachers
Teacher-Student Ratios

School Culture and Climate Strengths

Strong parent interaction and turnout for campus events.
High rate of attendance for students.
Winning Wednesday instructional planning has been well-received last year. Teachers collaborate well during planning.
Social events for stakeholders (students, parents, and staff).
Mentorship programs across campus.
Supportive partnerships (PTO, Circle Club, etc.).

School Culture and Climate Weaknesses

Consistency in school wide communication.
Teacher retention and recruitment.
Varying perceptions of restorative practices and supporting student behavior.
Adjusting to changes in dual language/newcomer integration when needed.
Sense of urgency and "can do" attitudes toward student growth capability.
Staff attendance during busy seasons of the year.
Sense of unity among paraprofessional staff members.

School Culture and Climate Needs

Comprehensive Needs Assessment

Develop and implement more consistent communication strategies among all admin team members (and staff) to ensure all stakeholders are informed and aligned. Create strategies and incentives to retain current teachers and attract new, qualified candidates. Provide training and resources to ensure all staff have a uniform understanding and approach to restorative practices and student behavior support. Offer professional development and resources to support teachers and staff in adjusting to changes related to dual language programs and newcomer integration. Foster a culture that emphasizes the importance of student growth and instills a "can do" attitude among staff. This might include goal setting, recognition programs, and motivational initiatives. Identify and address the factors contributing to lower staff attendance during busy periods. Consider flexible scheduling, additional support, and wellness programs to maintain high attendance rates.

School Culture and Climate Summary

Slack Elementary benefits from strong parent interaction, high student attendance, and supportive partnerships. However, challenges include inconsistent communication, teacher retention issues, and varied perceptions of restorative practices. To address these, the school needs consistent communication strategies, incentives for teacher retention, uniform training on restorative practices, and support for dual language integration. The Critical Success Factors impacted are Increase Family and Community Engagement, Improve School Climate, and Increase Teacher Quality.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Instructional Design/Delivery
Other Staff Effectiveness Data
Paraprofessional and Other Staff Qualifications
Professional Development Data
School Structure
Standardized Tests
State Assessment Data
Supervision Structure
Support Structure: Mentor Teachers
Teacher Certifications/Qualifications Data
Teacher Turnover Rates

Staff Quality, Recruitment and Retention Strengths

Comprehensive Needs Assessment

Supportive PTO for Teacher Appreciation Week
Monthly admin team "Pick Me Ups"
Relevant training based on staff and student needs (district and campus)
Many highly qualified teachers
Increased hiring of minority and bilingual teachers to meet the needs of our students
Support of new teachers - Mentor program, New Teacher Academy
2024-2025 calendar breaks
Lower turnover this year

Staff Quality, Recruitment and Retention Weaknesses

Teacher retention and recruitment in a highly competitive market
Frozen pay scales
Increasing number of uncertified (or out of area certification) teachers (impacts on performance and strain on training systems)
Going down to one instructional coach--alternating weekly Math/ELAR PLCs
Long term trend of teacher turnover--particularly in fifth grade

Staff Quality, Recruitment and Retention Needs

Enhanced Recruitment Strategies:
Strengthen partnerships with universities and teacher preparation programs.
Competitive Compensation Packages:

Frozen Pay Scale:
Cutting back on local spending to offset deficit and provide pay raises for teachers and staff

Certification Support:
Provide pathways and support for uncertified teachers to obtain certification.
Implement robust training programs to bridge gaps.

Increased Instructional Support:
Consider ways to expand instructional coaching capacity.
Provide additional resources for Math and ELAR PLCs.

Address Fifth Grade Turnover:
Analyze root causes of turnover in fifth grade.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

Implement targeted retention strategies for this grade level.

Staff Quality, Recruitment and Retention Summary

Slack Elementary benefits from a supportive PTO, relevant training, and an increased hiring of minority and bilingual teachers. However, challenges include retention and recruitment issues, frozen pay scales, and an increasing number of uncertified teachers. To improve, the school needs targeted recruitment strategies, competitive compensation packages, certification support, expanded instructional coaching resources, and specific retention strategies for fifth-grade teachers. The Critical Success Factors impacted are Increase Teacher Quality and Increase Leadership Effectiveness.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

- Common Benchmark Assessments
- Communication: Formal and Informal
- Disaggregated STAAR Data
- District Policies
- DMAC Data
- Enrichment Course/Class Materials
- Highly Qualified Staff
- Instructional Design/Delivery
- Master Schedule
- Multi-Year Trends
- Other Staff Effectiveness Data
- Professional Development Data
- Scope and Sequence and Pacing Guide Documents
- Standardized Tests
- Standards-Based Curriculum Resources and Materials
- State Assessment Data
- Support Structure: Mentor Teachers

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

Several layers of support (team members, teacher leaders, instructional coaches, district curriculum specialists, administrators, etc.)
Lesson plans pre-made by the district ensuring full scope/sequence alignment
Common lessons/assessments
Schedule allows for planning with team and departments
PAWS time built into schedule to provide enrichment support
Teaching and Learning Framework
STAAR scores remained constant from last year

Curriculum, Instruction and Assessment Weaknesses

PAWS effectiveness and consistency across classrooms
TCLAS tutoring participation among teachers and staff
Classroom management needs in certain pockets of the campus
Concerns over number of and time required for district mini assessments, interims, TELPAS practice, etc.
Differing attitudes toward universal lesson planning and teacher autonomy
Increase effectiveness of data meetings to address individual student growth and needs.
“Closing the Gaps” domain, and intentionally target Hispanic/AA performance

Curriculum, Instruction and Assessment Needs

Provide training and resources to ensure uniform implementation of PAWS time across classrooms.
Develop strategies to encourage more teachers and staff to participate in TCLAS tutoring programs.
Offer targeted professional development and support for teachers struggling with classroom management.
Evaluate and streamline the number and duration of district assessments to reduce burden on teachers and students.
Find a middle ground between district-mandated lesson plans and teacher autonomy to foster creativity and engagement.
Improve the structure and focus of data meetings to better address individual student growth and needs.
Implement focused interventions to improve performance among Hispanic and African American students.

Curriculum, Instruction and Assessment Summary

Slack Elementary provides robust support through team members, instructional coaches, and district specialists, ensuring alignment with district-provided lesson plans and common assessments. However, there are challenges with inconsistent PAWS effectiveness, low tutoring participation, classroom management issues, and concerns over district assessments. The school needs to enhance PAWS effectiveness, increase tutoring participation, improve classroom management, streamline assessments, balance lesson planning with teacher autonomy, and implement targeted interventions for Hispanic and African American students. The Critical Success Factors impacted are Improve

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Academic Performance, Increase the Use of Quality Data to Drive Instruction, and Increase Teacher Quality.

Family and Community Involvement

Family and Community Involvement Data Sources

Community Demographics
Community Input
Family and Community Participation Counts
Feedback Data
Parent Activity Evaluations and Feedback
Parent Participation
Parent Volunteer Information
Parental Involvement Policy

Family and Community Involvement Strengths

Strong focus on family and community involvement with multiple well-attended campus events.
Effective communication through Class Dojo, Remind, signage, billboards, and notes.
Bilingual messages in English and Spanish.
Regular updates on the campus website.
High parent participation in PTO and after-school programs.
Various family-friendly campus activities throughout the year (e.g., Open House, Grandparent's Day, Talent Show, etc.).
Successful partnerships with local businesses and churches.
Active and supportive PTO.
Inclusive cultural celebrations like Cinco de Mayo, Mercado Day, etc.

Family and Community Involvement Weaknesses

Teacher perceptions of insufficient parental support for student academic progress (for some students).
Limited parent involvement in academic-related activities.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

Need for extended conference times for detailed student data sharing with parents.
Need for more incentives to increase parent engagement.
Parents desire more interactive campus opportunities and additional lunch days with children.

Family and Community Involvement Needs

Enhanced parent involvement with incentives and support for academic endeavors, etc.
Increased visibility for campus events.
Increased funding and time for field trips, etc. (parents have expressed a desire for more).
Assistance for parents to understand the importance of Remind and active involvement.
New leadership for the PTO.
Beginning-of-year incentives to encourage parent sign-ups and engagement with Remind.

Family and Community Involvement Summary

Slack Elementary enjoys strong family and community involvement, effective bilingual communication, and successful partnerships with local businesses and churches. However, there is a need for increased parental support for academic progress and more interactive campus opportunities. The school needs enhanced parent involvement incentives, increased event visibility, additional funding for field trips, and new PTO leadership. The Critical Success Factors impacted are Increase Family and Community Engagement and Improve Academic Performance.

School Context and Organization

School Context and Organization Data Sources

Communication: Formal and Informal
Family and Community Participation Counts
Feedback Data
Instructional Design/Delivery
Master Schedule
Other Staff Effectiveness Data
Parent and Community Partnership Data

Comprehensive Needs Assessment

School Context and Organization Data Sources (Continued)

Parent Conferences or Meetings
Professional Development Data
School Map and Physical Environment
Staff Development
Standards-Based Curriculum Resources and Materials
State Assessment Data
Supervision Structure
Support Structure: Mentor Teachers

School Context and Organization Strengths

Effective decision-making processes (weekly admin team meetings and regular CEIC meetings).
Organized leadership and organized communication.
Professionalism and support from the principal and leadership team.
Inclusion of teacher input in decision-making.
Timely task completion and well-structured communication via staff development, reminders, emails, newsletters, and meetings.
Schedule supports intervention times and para staff assist struggling learners.
Regular updates, shared calendars, and reminders.
District and campus level support, including content directors, instructional coaches, and behavior support.

School Context and Organization Weaknesses

Need for collaboration across all grade levels without program distinctions.
Excessive number of meetings.
Inconsistent teacher documentation of instructional minutes/interventions.
Desire for greater teacher involvement in campus decision-making.
Desire for greater teacher autonomy in lesson delivery.

School Context and Organization Needs

Increased collaboration across all grade levels and programs--minimizing program differences.
Increased efficiency with meetings held across campus and at district level.

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

Consistent documentation of teacher data (for intervention minutes, etc.).
Increased teacher involvement for campus decision making.
Providing autonomy for teachers within confines of common lesson framework.
Less reliance on technology where personalized care yields greater dividends.

School Context and Organization Summary

Slack Elementary benefits from effective decision-making, organized leadership, and supportive administration with valued teacher input. However, there are challenges with limited collaboration, meeting overload, and inconsistent documentation. To improve, the school needs increased cross-grade collaboration, streamlined meetings, consistent data documentation, and greater teacher involvement in decision-making and lesson planning. The primary Critical Success Factor impacted is Increasing Leadership Effectiveness.

Technology

Technology Data Sources

Classroom Technology Needs
Common Benchmark Assessments
Communication: Formal and Informal
Disaggregated STAAR Data
DMAC Data
Feedback Data
School Structure
Technology

Technology Strengths

One-to-one Chromebooks and devices for students
Smart panels in all classrooms for interactive learning
Knowledgeable teachers in utilizing technology for diverse learners
Support from tech department and campus multimedia specialist

Comprehensive Needs Assessment

Technology Strengths (Continued)

Weekly instruction on digital citizenship and access to various online platforms
Quick and efficient tech support (1-2 day turnaround times)

Technology Weaknesses

Need for better resources facilitating real-world connections and ample questioning opportunities
Desire for more in-class modeling with devices and grade-level/subject-specific online resources
Need for additional headphones and mice
Need for integrated staff development on assistive technology for students with learning differences
Addressing storage solutions, device durability, and student accountability for device damage

Technology Needs

Better storage system for Chromebooks and device longevity
Support for new incoming multimedia specialist
Mounting screens on walls
Increased practice and instruction on proper use and typing skills
Addressing issues of student accountability
Ongoing training on identified technology weaknesses
Strengthening internet signals for personal devices
Renewal of aging devices (Chromebooks, iPads) for optimal functionality
Focus on one effective math tech software program instead of multiple

Technology Summary

Slack Elementary offers one-to-one Chromebooks, smart panels in all classrooms, and knowledgeable teachers utilizing technology effectively. However, there is a need for better resources to facilitate real-world connections, more in-class modeling, additional headphones, and integrated staff development on assistive technology. To address these, the school needs better storage systems, support for new multimedia specialist, increased practice on device use, ongoing training, and renewal of aging devices. The Critical Success Factors impacted are Increase Teacher Quality and Improve Academic Performance.

SLACK EL

Goal 1. (Academic Growth & Achievement) Demonstrate sustained growth in student academic achievement

Objective 1. Improve, sustain, and support academic student performance at or beyond grade level

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. To impact Domain I (student achievement), we will analyze student performance data to identify trends and learning gaps (designated for Wednesday PLCs and regular data meetings). Tier One instruction will be customized to meet student needs based on data from mini-assessments, iReady screeners, and interims. Teams will meet with instructional coach to internalize upcoming curriculum to ensure alignment with student needs. We are aiming to achieve a B designation. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 4,4.1,5,5.2,5.3,5.4)</p>	<p>All Staff Members</p>	<p>May 21, 2025</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory</p>	<p>Criteria: Performance Trends: Monitor whether student performance data shows improvement and reduction in learning gaps. Evidence reviewed may include interim assessment data, mini assessments, screeners, data meetings, walkthrough data, and STAAR scores will be used to evaluate student growth.</p>
<p>2. To impact Domain II (student growth and relative performance), we will offer Targeted Interventions through PAWS period--differentiated by student performance and need. We will identify struggling students and provide focused, small-group interventions tailored to their needs. Rotational small group remediation will be provided to help students achieve maximized growth. We are aiming for a full year's growth for all students--or at a minimum, 71% of students to achieve a B designation. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3,3.1,3.4,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>All Staff Members</p>	<p>May 21, 2025</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory</p>	<p>Criteria: Progress Monitoring: Regularly assess students' progress to measure growth and improvement over time.</p> <p>Individualized Success: Evaluate the effectiveness of interventions by tracking individual students' advancement towards grade-level standards.</p> <p>Response to Intervention: Measure the success of interventions by analyzing how many students successfully catch up to grade-level performance.</p>
<p>3. To impact Domain III (closing gaps), we will identify students included in specific subgroups to more effectively monitor progress. These specific groups will be disaggregated by teacher/team during data talks so that teachers</p>	<p>Directors, Instructional Coach, Peer Tutors, Principal, Special Ed Teachers, Teacher(s)</p>	<p>May 21, 2025</p>		<p>Criteria: Historically low performing subgroups will be tracked/monitored to increase number of students meeting state targets.</p>

SLACK EL

Goal 1. (Academic Growth & Achievement) Demonstrate sustained growth in student academic achievement

Objective 1. Improve, sustain, and support academic student performance at or beyond grade level

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>maintain intentional awareness while tracking his/her subgroup performance (and their proximity to meeting state targets at the Meets Grade Level performance standard). Specific focus will be made on AA and Hispanic demographics as our lowest performing subgroups. (Title I SW Elements: 2.2) (Target Group: H,W,AA,ECD,EB,SPED) (Strategic Priorities: 2,4) (ESF: 5,5.3,5.4)</p>				
<p>4. Sustainable and engaging learning experiences will be provided through learning journeys, project based learning opportunities, and renewal of existing learning software/hardware (to help target specific student needs). (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4,4,4.1,5,5.1)</p>	<p>All Staff Members</p>	<p>May 21, 2025</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (O)Activity Funds, (S)State Compensatory</p>	<p>Criteria: Project Outcomes: Evaluate the quality of project outputs and assess how effectively students apply academic concepts to practical situations.</p> <p>Student Reflection: Gather feedback from students on their experience with PBL, including how it enhances their understanding of leadership and citizenship.</p> <p>Sustainable Programming: Ensure adequate allocation of funding to provide expanded learning opportunities and sustainability of platforms and programs that enhance learning both in and out of the classroom through learning journeys, software applications, project based learning experiences, etc.</p>

SLACK EL

Goal 1. (Academic Growth & Achievement) Demonstrate sustained growth in student academic achievement

Objective 2. Improve, sustain, and support student attendance and decrease truancy

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Attendance Reinforcement/Incentive Programs: Implement attendance rewards for students with excellent attendance records while also promoting student awareness of attendance across the classes and grade level. Our aim is to monitor, encourage, and recapture our prior 97% attendance rate prior to COVID. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4,5,5.4)</p>	<p>Assistant Principal(s), Behavior Paraprofessional, Core Subject Teachers, Counselor(s), Paraprofessional(s), Peer Tutors, Principal</p>	<p>May 21, 2025</p>	<p>(F)Title III Bilingual / ESL, (L)Local Funds, (O)Activity Funds</p>	<p>Criteria: Attendance Improvement: Measure the percentage increase in overall attendance rates compared to the previous period.</p> <p>Reward Engagement: Track the number of students actively participating in the incentive program and receiving rewards.</p> <p>Parent Involvement: Evaluate the turnout and engagement of parents in attendance-related workshops and meetings.</p>
<p>2. When students accumulate excessive absences, contact will be made from the front office and classroom teachers. If needs are identified, they will be relayed to counselor, social worker, or appropriate support team member. (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,5,5.1)</p>	<p>Assistant Principal(s), Behavior Paraprofessional, Core Subject Teachers, Counselor(s), Paraprofessional(s), Peer Tutors, Principal</p>	<p>May 21, 2025</p>	<p>(F)Title III Bilingual / ESL, (L)Local Funds, (O)Activity Funds</p>	<p>Criteria: Truancy Reduction: Measure the decrease in the number of students classified as chronically truant over a defined period.</p> <p>Timely Interventions: Evaluate the effectiveness of early interventions by tracking how many students return to regular attendance after receiving support.</p> <p>Student Well-being: Assess the impact of mentoring and counseling on students' overall well-being and attitudes towards school attendance.</p>

SLACK EL

Goal 1. (Academic Growth & Achievement) Demonstrate sustained growth in student academic achievement

Objective 3. Improve, sustain, and support the graduation rate and prepare college/career-ready students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide opportunities for students to explore various career options through real life instructional connections, guest speakers, and connections to local commerce. (Title I SW Elements: 2.1,2.5,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 3,4) (ESF: 1,1.1,1.2,3,3.1,3.3,3.4)</p>	<p>All Staff Members</p>	<p>May 21, 2025</p>	<p>(L)Local Funds, (O)Activity Funds</p>	<p>Criteria: Engagement Levels: Assess student engagement in career exploration activities and utilization of counseling services for academic and career planning.</p> <p>District Promotional Participation: Incorporate district level participation for College Week and C2G (Commitment to Graduate) with LHS.</p>
<p>2. Teach essential soft skills, such as communication, problem-solving, and time management, to enhance students' interpersonal skills and workforce preparedness. (Title I SW Elements: 2.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,1.1,1.2,3.1,3.2,5,5.1)</p>	<p>All Staff Members</p>	<p>May 21, 2025</p>	<p>(F)Title III Bilingual / ESL, (L)Local Funds, (O)Activity Funds</p>	<p>Criteria: Skill Proficiency: Assess students' acquisition and application of soft skills through practical assessments and real-world scenarios. Cover "Essential 55" in morning assembly and provide social emotional lessons on Wednesdays.</p>

SLACK EL

Goal 2. (Safe, Healthy, Supportive Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 1. (Safety & Security) Provide a safe and secure environment for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Implement and monitor comprehensive security measures to protect the premises and individuals within (including controlled & secured access points, surveillance systems, alarm systems, and secure fencing). By implementing these measures, the campus can monitor and control who enters the premises, deter potential threats, and respond quickly to any incidents. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,3,3.1)</p>	<p>Assistant Principal(s), Principal, SRO Officer</p>	<p>May 21, 2025</p>	<p>(L)Local Funds</p>	<p>Criteria: Completion of weekly door audit logs, quick submission of maintenance and technology requests, etc.</p>
<p>2. Develop, practice, and monitor emergency protocols (regular drills to prepare students and staff for various scenarios, such as natural disasters, intruders, or medical emergencies). Provide training and practice sessions ensure that everyone knows their roles and responsibilities during emergencies, enhancing overall safety. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,3,3.1)</p>	<p>All Staff Members</p>	<p>May 21, 2025</p>	<p>(L)Local Funds, (O)Activity Funds</p>	<p>Criteria: Regular practice and upkeep of state Required Safety Drill Log and Campus Emergency Drill Log (outlined in Emergency Operations Plan).</p>

SLACK EL

Goal 2. (Safe, Healthy, Supportive Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 2. (Instruction, Prevention, and Intervention (PBIS)) Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide professional development to teachers on implementing SEL techniques in the classroom and supporting students' emotional well-being--while also implementing SEL techniques in the classroom. (Title I SW Elements: 1.1,2.2,2.4,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4,5.2)</p>	<p>All Staff Members</p>	<p>May 21, 2025</p>	<p>(F)Title I, (L)Local Funds, (O)Activity Funds, (S)State Compensatory</p>	<p>Criteria: Student Behavior Improvement: Measure changes in student behavior, such as reduced disciplinary incidents and improved interactions with peers and staff.</p> <p>Teacher Implementation: Assess the extent to which teachers incorporate SEL strategies into their teaching methods through classroom observations and feedback.</p>
<p>2. Establish clear behavioral expectations for students across all areas of the school, emphasizing positive behaviors while also implementing a tiered approach to behavior support, providing different levels of intervention based on students' needs. (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4,4.1)</p>	<p>All Staff Members</p>	<p>May 21, 2025</p>	<p>(F)Title I, (L)Local Funds, (O)Activity Funds, (S)State Compensatory</p>	<p>Criteria: Behavioral Data: Analyze disciplinary data to track trends in student behavior and identify areas of improvement or concern.</p> <p>Tiered Success: Evaluate the effectiveness of tiered interventions by measuring how many students respond positively to each level of support and experience behavior improvements.</p>

SLACK EL

Goal 2. (Safe, Healthy, Supportive Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 3. (Guidance Program) Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Develop systematic screening processes to identify students who may be struggling academically, socially, or emotionally--and create teams to review screening results and implement early intervention plans, involving relevant stakeholders. (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)</p>	<p>Assistant Principal(s), Behavior Paraprofessional, Core Subject Teachers, Counselor(s), Paraprofessional(s), Peer Tutors, Principal, School Nurse, Special Ed Teachers, SRO Officer</p>	<p>May 21, 2025</p>	<p>(F)Title I, (L)Local Funds, (O)Activity Funds</p>	<p>Criteria: Screening Effectiveness: Evaluate the accuracy of screening tools in identifying students who require additional support.</p> <p>Intervention Impact: Measure the progress of identified students after receiving early interventions in terms of academic performance, behavior, and emotional well-being.</p> <p>Evaluative sources might include after-school program, RTI B tiered identification systems, mentoring support, and check ins.</p>
<p>2. Organize time in student schedules to raise awareness about mental health, stress management, and coping strategies through counseling availability, classroom lessons, and morning assembly programming. (Title I SW Elements: 2.2,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4,5,5.1)</p>	<p>Assistant Principal(s), Behavior Paraprofessional, Core Subject Teachers, Counselor(s), Paraprofessional(s)</p>	<p>May 21, 2025</p>	<p>(L)Local Funds, (O)Activity Funds, (S)State Compensatory</p>	<p>Criteria: Participation Rates: Measure the number of students attending mental health awareness workshops and utilizing counseling services.</p> <p>Student Feedback: Collect feedback from students to gauge the effectiveness of the workshops and their perceived impact on their well-being.</p>

SLACK EL

Goal 3. (Fostering Professional Growth, Teamwork, & Morale) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 1. Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Organize activities that teach students about leadership skills, teamwork, communication, and ethical decision-making and engage students in projects that allow them to apply leadership skills and contribute positively to their community. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3.1,3.2,3.3,3.4,5,5.1)</p>	<p>All Staff Members</p>	<p>May 21, 2025</p>	<p>(F)Title III Bilingual / ESL, (L)Local Funds, (O)Activity Funds, (S)State Compensatory</p>	<p>Criteria: Participation and Engagement: Measure the number of students participating in leadership workshops and service projects, as well as their active involvement. Students will also model their learning on learning journeys and in their school community.</p> <p>Project Impact: Assess the impact of service learning projects on both the community and the students involved, considering the value of leadership skills developed.</p>
<p>2. Establish a student government that provides students with opportunities to take on leadership roles--and encourage the creation of clubs/groups that focus on different interests. (Title I SW Elements: 2.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4,5,5.1)</p>	<p>All Staff Members</p>	<p>May 21, 2025</p>	<p>(F)Title III Bilingual / ESL, (L)Local Funds, (O)Activity Funds, (S)State Compensatory</p>	<p>Criteria: Student Engagement: Measure the level of student engagement in student government activities, events, and club meetings (including after school programs).</p> <p>Leadership Development: Evaluate how students' participation in student government and clubs contributes to their leadership skills and overall personal growth.</p>

SLACK EL

Goal 3. (Fostering Professional Growth, Teamwork, & Morale) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 2. Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Establish consistent communication channels (campus notification systems, newsletters, emails, campus events, etc.) to keep parents informed about school activities, student progress, and upcoming events. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4,4,4.1)</p>	<p>All Staff Members</p>	<p>May 21, 2025</p>	<p>(F)Title III Bilingual / ESL, (L)Local Funds, (O)Activity Funds</p>	<p>Criteria: Parent Participation: Measure the engagement of parents in school events, workshops, and communication platforms.</p> <p>Feedback Collection: Gather feedback from parents to assess the usefulness and impact of the communication channels and workshops.</p>
<p>2. Organize programs that encourage parents to come to the school during and after school hours to support their child's learning at school and home, such as through family bonding events and educational programming for parents. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)</p>	<p>Assistant Principal(s), Core Subject Teachers, Counselor(s), Instructional Coach, Peer Tutors, Principal, PTA</p>	<p>May 21, 2025</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (O)Activity Funds, (S)State Compensatory</p>	<p>Criteria: Parent Participation: Measure the attendance and engagement of parents in school events, workshops, and communication platforms.</p>

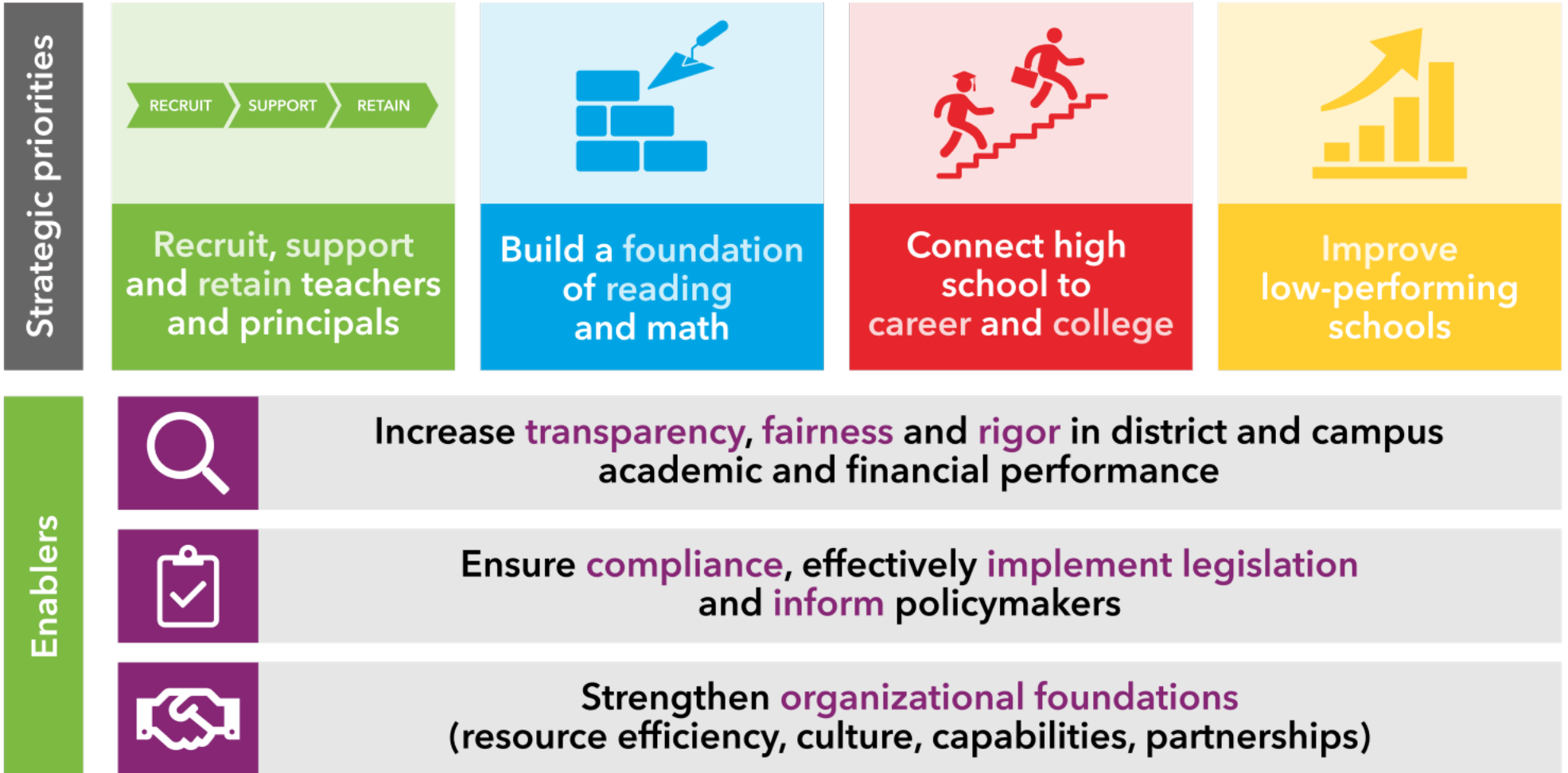
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Goal 3. (Fostering Professional Growth, Teamwork, & Morale) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 3. Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Arrange regular meetings where staff collaboratively analyze student performance data, identify areas for improvement, and develop action plans through the PLC. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>All Staff Members</p>	<p>May 21, 2025</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory</p>	<p>Criteria: Meeting Attendance: Monitor staff participation in PLC meetings to ensure consistent engagement and collaboration.</p> <p>Action Plan Implementation: Assess the effectiveness of PLCs by evaluating the successful implementation of action plans and subsequent improvements in student performance.</p>
<p>2. Pair experienced educators with newer staff members for mentorship and coaching, facilitating knowledge sharing and professional development--along with campus and district support networks. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal(s), Core Subject Teachers, Counselor(s), Instructional Coach, Instructional Facilitator, Lead Teacher, Principal, Special Ed Teachers, Teacher(s)</p>	<p>May 21, 2025</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory</p>	<p>Criteria: Mentoring Relationships: Assess the quality and frequency of interactions between mentors and mentees to ensure effective knowledge transfer.</p> <p>Implementation of Feedback: Evaluate how educators apply feedback received from observations to enhance their teaching practices and student outcomes.</p>

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Required Components for Title I School-Wide

ESSA Components: A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency" Section 1114 (b)(6)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators..." Section 1114 (b)(2)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand" Section 1114 (b)(4)

REQUIRED. A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)" Section 1114 (b)(5)

REQUIRED. A schoolwide program shall develop a comprehensive plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards" Section 1114 (b)(7)(A)(i-iii)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards" Section 1114 (b)(3)

There are specific Title I, Part A staffing requirements for paraprofessionals and teachers. [Section 1112 (e)] All paraprofessionals assigned to Title I, Part A schoolwide campuses must continue to meet federal standards; Teachers assigned to Title I, Part A school campuses must meet applicable state certification requirements.

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3:50pm

5/15/24 A.P.E., CNA, & ASST. PRINCIPAL

DISTRICT

EVALUATION

Name	Position
Whisenant, Danny	Campus Administrator <i>D. Whisenant</i>
Palacios, Angelica	Asst. Principal <i>A.P.</i>
Oliphant, Jennifer	Counselor <i>Jennifer Oliphant</i>
Cowan, Laura	Instructional Coach <i>Laura Cowan</i>
Luna, Celia	Bilingual Instructional Coach <i>Celia Luna</i>
Turner, Mayra	Lead Teacher <i>Mayra Turner</i>
Riley, Carol	2nd Grade Teacher <i>Carol Riley</i>
Hidrogo, Maria	3rd Grade Teacher <i>Maria Hidrogo</i>
Henson, Amanda	4th Grade Teacher <i>Amanda Henson</i>
Waters, Hilari	4th Grade Teacher <i>Hilari Waters</i>
Acker, Becky	Deaf Education Teacher <i>Becky Acker</i>
Gamboa, Evita	Paraprofessional <i>Evita Gamboa</i>
Kuykendall, Robbie	Parent <i>Robbie Kuykendall</i>
Jones, Kerry	4th Grade Teacher <i>Kerry Jones</i>
Campos, Daniel	Community Member <i>Daniel Campos</i>
Murphy, Curtis	Community Member <i>Curtis Murphy</i>
Wallace, Danna	Parent <i>Danna Wallace</i>