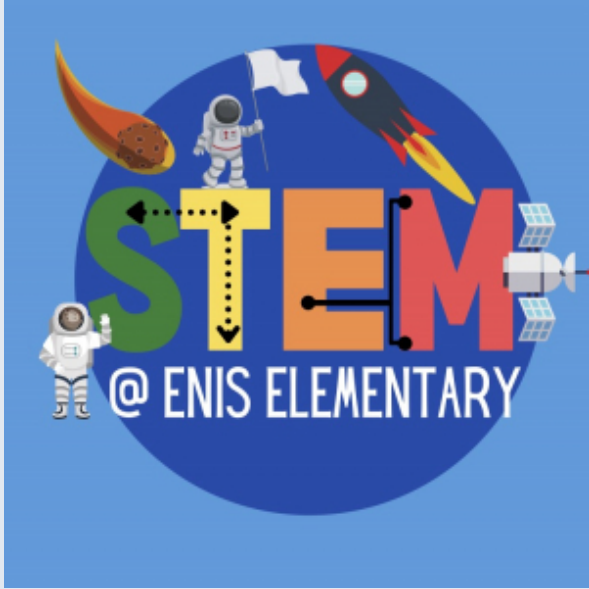


# Decatur Independent School District



## Enis Elementary

## 2026-2027 Campus Improvement Plan

# Mission Statement

*The STEM Academy at Enis Elementary will equip and empower independent thinkers through real-world problem-solving, collaboration, creativity, and communication so that every child can reach their full potential and make a positive impact on the future.*

# Vision

Guided by our traditions. Inspired by our possibilities. Committed to excellence.

# Value Statement

We want to be a campus where all children succeed, feel safe, and have their curiosity cultivated.

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# **Comprehensive Needs Assessment**

# Demographics

## Summary

Enis Elementary is a K-5 campus located in Decatur, Texas, and serves approximately 384 students. The campus is part of Decatur ISD and provides a unique learning environment with an emphasis on STEM education, innovation, and hands-on learning experiences.

Enis Elementary operates as a STEM-focused campus and serves students through the district's transfer/open enrollment process. Families choose Enis because of its STEM opportunities, innovative learning environment, strong sense of community, and commitment to meeting the individual needs of students. As a result, the campus serves students from a variety of neighborhoods and backgrounds.

Our campus culture is centered around the belief that students come first and that success is achieved through collaboration among students, staff, families, and the community. Our campus motto, **"Building Better Together,"** reflects our commitment to continuous improvement and shared responsibility for student success.

The campus has experienced stable enrollment over the past 5 years. This enrollment pattern impacts staffing, class size, scheduling, intervention services, and the allocation of campus resources. As the campus continues to grow and evolve, Enis Elementary remains committed to providing a supportive, innovative, and academically challenging environment for all students.

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### Who Are Our Stakeholders and How Are They Included?

The stakeholders of Enis Elementary include students, parents and families, teachers, campus and district administrators, support staff, community members, business partners, the PTO, and the Decatur ISD Board of Trustees.

Stakeholders are actively included in the development, implementation, and evaluation of the Campus Improvement Plan through multiple opportunities for input and collaboration. These opportunities include:

- Parent and family surveys
- Staff surveys and feedback
- Campus Improvement Team meetings
- Grade-level and PLC meetings
- Leadership Team meetings
- PTO involvement
- Student performance and progress data
- Attendance and behavior data
- Parent and teacher conferences
- Community partnerships and events

Campus leadership and staff review multiple sources of quantitative and qualitative data to identify strengths, areas for improvement, and student needs. Input from stakeholders is considered throughout the planning process and is used to develop strategies and action steps designed to improve student outcomes.

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### Student Population and Demographics

The student population at Enis Elementary reflects the diversity of the Decatur ISD community. The campus serves students representing multiple racial and ethnic groups.

Current student demographic information includes:

- **Total Enrollment:** 384
- **White:** 78%
- **Hispanic/Latino:** 16%
- **African American:** 3 students
- **Asian:** 1 student
- **Two or More Races:** 4%

- **Male:** 198
- **Female:** 186

The campus continues to monitor demographic trends to ensure that programs, services, staffing, and instructional practices meet the changing needs of the student population.

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### **Student Groups and Special Populations**

Enis Elementary serves students with a wide range of academic, linguistic, social, emotional, and learning needs. The campus monitors the enrollment and performance of all student groups to ensure equitable access to high-quality instruction, intervention, enrichment, and support services.

Current student group enrollment includes:

- **Economically Disadvantaged:** 20%
- **Emergent Bilingual/English Learners:** 4 students
- **Special Education:** 16%
- **Section 504:**
- **At-Risk:**
- **Gifted and Talented:**
- **Students Experiencing Homelessness:** 0

The campus uses multiple data sources to identify student needs and determine appropriate supports. These include academic assessment data, classroom performance, progress monitoring, attendance, behavior data, language proficiency data, and teacher and parent input.

The campus provides targeted services and support through special education, Section 504 accommodations, dyslexia services, intervention, gifted and talented programming, and services for Emergent Bilingual students.

Campus leadership continues to monitor whether students in special populations have equitable access to campus programs and enrichment opportunities. Data is disaggregated by student group to identify potential gaps in participation, achievement, attendance, discipline, and growth.

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### **Special Programs and Alignment With Student and Community Needs**

Enis Elementary provides programs and services designed to meet the academic and developmental needs of its students while supporting the interests and expectations of families and the community.

As a STEM-focused campus, Enis provides opportunities for students to engage in hands-on learning, problem-solving, innovation, technology, and collaborative learning experiences. Additional programming and services include:

- STEM and innovation learning opportunities
- Gifted and Talented services
- Special Education services
- Dyslexia services
- Intervention and acceleration
- Emergent Bilingual services
- Fine Arts and enrichment opportunities
- Technology integration
- Library and literacy programming

The campus regularly evaluates programs and services through student performance data, stakeholder feedback, participation rates, and student needs. Campus programs are aligned with the philosophy and beliefs of the staff and administration, which emphasize student-centered learning, collaboration, innovation, high expectations, and continuous improvement.

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### **Attendance, Tardiness, and Truancy**

Student attendance is a campus priority because consistent attendance is directly connected to student learning and academic success.

The campus attendance rate for 2025-2026 was 96.8%. Current attendance trends indicate stability, when compared to previous years.

The campus monitors:

**Enis Elementary** Campus #

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- Daily attendance
- Chronic absenteeism
- Tardiness
- Truancy concerns
- Attendance by grade level

Enis Elementary has implemented procedures to promote positive attendance habits and address attendance concerns. These strategies include communication with families, attendance incentives and recognition, campus monitoring of attendance data, parent contact, intervention meetings, and district procedures for addressing excessive absences.

The campus has recently demonstrated positive attendance performance, including achieving the highest attendance rate in the district for two consecutive weeks during the 2026–2027 school year. This reflects the collaborative efforts of students, families, and staff and demonstrates the campus's continued focus on improving student attendance.

The campus will continue monitoring attendance trends by student group to identify disparities and provide targeted support when needed.

---

### Student Behavior and Discipline Trends

The campus reviews discipline and behavior data regularly to identify trends by grade level, student group, location, behavior type, and time of year.

The campus monitors:

- Office discipline referrals
- Classroom behavior concerns
- In-school suspension
- Out-of-school suspension
- Behavior trends among student groups

Behavior data is reviewed to determine whether discipline practices disproportionately impact any student group and to identify opportunities for prevention and intervention.

The campus emphasizes proactive behavior instruction through clearly defined **Eagle Expectations**. Students are explicitly taught behavioral expectations for the classroom, hallway, restroom, cafeteria, recess, and other common areas. Staff members reinforce expectations consistently and work collaboratively to provide students with opportunities to learn, practice, and demonstrate appropriate behaviors.

The campus will continue to analyze behavior data to determine how discipline trends impact instructional time and student learning. Reducing disruptions and increasing instructional time remain important priorities.

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### Student Mobility

Because Enis Elementary serves students through the district's transfer/open enrollment process, student mobility may be influenced by changes in family residence, transportation needs, family circumstances, and transfer decisions.

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### Staff Profile and Capacity

Enis Elementary is supported by teachers, instructional support staff, administrators, counselors, special education personnel, interventionists, paraprofessionals, and other campus support staff.

The campus reviews staff demographics and professional capacity, including:

- Years of experience
- Certifications
- Advanced degrees
- ESL and bilingual certifications
- Special Education certifications
- Gifted and Talented training
- Dyslexia training
- STEM and technology integration experience

- Teacher retention rates
- Staff diversity

Staff professional learning is aligned to student and campus needs. Professional development and instructional coaching focus on strengthening teacher capacity and improving student outcomes.

The campus emphasizes collaboration through Professional Learning Communities, grade-level planning, leadership team meetings, and ongoing professional learning.

Staff retention data is monitored to identify trends and ensure continuity of high-quality instruction and services for students.

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### **Class Size and Staffing Ratios**

The average class size at Enis Elementary is 22 students. The student-to-teacher ratio is approximately 22/1.

Class size and staffing needs are monitored annually based on student enrollment, grade-level needs, student services, and program requirements.

The campus recognizes that appropriate staffing and manageable class sizes support individualized instruction, student engagement, intervention, and academic growth.

---

### **Community Profile**

Enis Elementary serves families from Decatur and the surrounding community. The community includes families with a variety of professional, educational, and economic backgrounds.

The community demonstrates strong support for the campus through family involvement, PTO participation, volunteerism, school events, and community partnerships.

Community resources and relationships contribute to the success of Enis Elementary. The campus continues to seek opportunities to strengthen partnerships with families, local businesses, organizations, and community members.

As the community continues to grow and change, the campus will monitor demographic and economic trends to ensure programs and services remain responsive to student and family needs.

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### **Summary of Demographic Needs and Priorities**

Based on demographic data, stakeholder feedback, student performance data, attendance trends, behavior data, and staff capacity, Enis Elementary will continue to focus on the following priorities:

1. **Maintaining high expectations and academic growth for all student groups.**
2. **Providing targeted intervention and acceleration based on student needs.**
3. **Ensuring equitable access to programs, services, and enrichment opportunities.**
4. **Improving and maintaining strong student attendance.**
5. **Reducing behavior disruptions and maximizing instructional time.**
6. **Supporting students receiving special education, dyslexia, Emergent Bilingual, Section 504, and other specialized services.**
7. **Building teacher capacity through targeted professional learning and collaboration.**
8. **Strengthening family and community partnerships.**
9. **Continuing to provide innovative STEM learning opportunities.**
10. **Monitoring student outcomes by demographic group to identify and address achievement or opportunity gaps.**

Through ongoing data analysis, stakeholder involvement, and continuous improvement, Enis Elementary will remain focused on meeting the needs of every student and ensuring that all Eagles have the opportunity to succeed.

**Together, we are Building Better Together!**

## **Strengths**

As a STEM Academy, Enis provides a specialized educational program focused on science, technology, engineering, and mathematics. The campus attracts families who value innovative, hands-on learning and provides students with opportunities beyond the traditional classroom experience. Recent academic data indicates strong performance among multiple student populations, demonstrating the campus's ability to support student success across diverse groups. We also create opportunities

for families to actively choose and engage with Enis. This can contribute to a strong sense of investment and partnership among families, students, and the campus.

# Problem Statements Identifying Demographics Needs

| Problem Statement                                                                                                                                                                                                                                                                                                                                                    | Root Cause                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div data-bbox="151 275 204 426"><div>1</div><div>★</div></div> <p data-bbox="274 268 850 449">Student achievement and growth data indicate that some students continue to have specific academic skill gaps. Intervention time needs to be more consistently and intentionally used to provide targeted instruction based on individual student needs and data.</p> | <p data-bbox="902 268 1490 388">A campus-wide process for connecting student data to specific skill gaps, targeted intervention groups, progress monitoring, and instructional adjustments is not consistently implemented.</p> |

★ = Priority

# Student Learning

## Summary

Enis Elementary monitors student learning through multiple measures, including STAAR results, MAP Growth assessments, classroom assessments, curriculum-based assessments, progress-monitoring data, and teacher observations. Student performance data is regularly disaggregated by grade level, subject area, and student group to identify strengths, areas for improvement, and opportunities to provide targeted support.

Overall, recent STAAR performance demonstrates areas of significant strength while also identifying opportunities for continued growth. Student Achievement has been a particular area of strength for the campus, with a score of **79**, which was one point away from a B rating. Student Achievement was also the strongest of the campus accountability domains and served as a significant component of the overall accountability rating.

One notable area of academic strength was **4th Grade Reading Language Arts**. Students demonstrated strong performance, with **93% achieving Approaches Grade Level or Above, 78% achieving Meets Grade Level or Above, and 38% achieving Masters Grade Level**.

Performance among several student groups in 4th Grade RLA was also a significant strength. Hispanic students demonstrated **100% Approaches, 83% Meets, and 50% Masters**. Economically disadvantaged students demonstrated **100% Approaches and 80% Meets**. Students receiving Section 504 services demonstrated **100% Approaches, 100% Meets, and 38% Masters**. Gifted and Talented students demonstrated **100% Meets and 79% Masters**.

These results demonstrate that, in identified areas of strength, Enis Elementary students and student groups are achieving at high levels. The campus will continue to analyze disaggregated data to ensure that strong performance is sustained across all grade levels, subjects, and student populations.

Additional strengths include **5th Grade RLA, where 84% of students achieved Approaches Grade Level or Above**. While these results reflect positive academic performance, the campus recognizes the importance of increasing the percentage of students achieving at the Meets and Masters levels and ensuring consistent performance across all tested subjects.

The campus will continue comparing its performance to district and state performance, as well as to similar campuses when comparison data is available. This analysis will help identify areas in which Enis is exceeding comparable schools and areas where additional strategies and resources are needed.

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### Student Group Performance

Student performance is analyzed by race and ethnicity, gender, economic status, English proficiency, special education status, Section 504 status, and other applicable student groups.

The campus recognizes that overall performance does not always reflect the experience of every student group. Therefore, data is regularly disaggregated to identify achievement gaps and ensure that all students have access to rigorous instruction and appropriate intervention.

The strong performance of several student groups in 4th Grade RLA demonstrates that targeted instruction, effective classroom practices, and appropriate accommodations can result in high levels of student achievement.

The campus will continue to monitor:

- Race and ethnicity
- Gender
- Economically disadvantaged students
- Emergent Bilingual students
- Students receiving Special Education services
- Students receiving Section 504 accommodations
- Gifted and Talented students
- At-risk students

- Students with attendance concerns

Data analysis will focus not only on Approaches Grade Level performance, but also on increasing the percentage of students achieving Meets and Masters Grade Level expectations.

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### **Student Growth and Longitudinal Data**

Individual student growth is monitored through multiple sources of data, including MAP Growth, STAAR results, classroom assessments, intervention progress monitoring, and curriculum-based measures.

Teachers and campus leaders use longitudinal data to identify individual student learning patterns and determine whether students are making sufficient academic growth. Particular attention is given to students who are performing below grade level, students whose growth is below expectations, and students who demonstrate inconsistent academic performance.

Growth data is used to:

- Identify students needing intervention or acceleration
- Establish individual student learning goals
- Monitor the effectiveness of interventions
- Adjust instructional strategies
- Identify students needing additional support
- Determine appropriate placement in intervention or enrichment programs
- Monitor progress over time

The campus will continue strengthening the use of individual student growth data to ensure that all students demonstrate meaningful progress regardless of their beginning level of performance.

---

### **Formative and Local Assessment Data**

In addition to summative STAAR assessments, Enis Elementary uses formative and locally developed assessments to monitor student learning throughout the school year.

These assessments may include:

- MAP Growth assessments
- Classroom formative assessments
- Curriculum-based assessments
- Unit and benchmark assessments
- Progress-monitoring probes
- Reading assessments
- Writing samples
- Teacher-created assessments

Formative assessment data provides teachers with timely information that can be used to adjust instruction before students participate in summative assessments.

The campus compares formative assessment results with STAAR performance to determine whether local assessments accurately identify student strengths and needs. When formative results indicate areas of concern, teachers use the data to reteach standards, provide small-group instruction, adjust pacing, and implement targeted interventions.

PLC meetings provide structured opportunities for teachers to analyze student data, discuss instructional practices, identify students needing additional support, and develop plans for intervention and enrichment.

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The academic progress of younger learners is closely monitored to ensure students develop strong foundational skills in literacy and mathematics.

Early literacy instruction emphasizes foundational reading skills, including phonological awareness, phonics, fluency, vocabulary, and comprehension. Programs and instructional practices such as **UFLI**, **Heggerty**, **HMH Into Reading**, and **Rigby Reading** are used to support student literacy development.

Students in the early grades are monitored through classroom assessments, reading assessments, progress monitoring, and other local measures. Data is used to identify students who are below grade level and provide targeted intervention as early as possible.

Mathematics performance is also monitored through classroom assessments, formative assessments, and MAP Growth data. Teachers use this information to identify unfinished learning and provide targeted instruction.

Data is disaggregated by student group to ensure that students receiving special education services, Section 504 accommodations, Emergent Bilingual services, and other interventions are making appropriate progress.

The campus recognizes that early identification and intervention are critical to preventing academic gaps from increasing as students progress through grade levels.

---

### **Programs and Support for Struggling and At-Risk Students**

Enis Elementary provides multiple layers of support for students who are struggling academically or who are identified as at-risk.

Support may include:

- Tiered intervention
- Small-group instruction
- Individualized intervention plans
- Dyslexia services
- Special Education services
- Section 504 accommodations
- Emergent Bilingual services
- Targeted reading and mathematics intervention
- Progress monitoring
- Extended or additional learning opportunities
- Attendance interventions
- Individual student conferences
- Collaboration with families

The campus works to ensure that intervention services meet the needs of students receiving special education services, students receiving Section 504 accommodations, general education students who need additional academic support, and students whose attendance may negatively impact learning.

The effectiveness of interventions is monitored through progress-monitoring data and student performance. Interventions are adjusted when students are not demonstrating sufficient progress.

---

### **Support for Students Who Persistently Struggle**

Students who demonstrate persistent academic difficulty receive additional support through targeted interventions and individualized planning.

The campus reviews multiple data points to determine student needs and avoids relying on a single assessment measure. Teachers and support staff collaborate to identify the specific skills students need to develop and provide targeted instruction.

For students who are failing or at risk of retention, the campus considers:

- Classroom performance
- Assessment results
- Intervention participation and progress
- Attendance
- Student growth data
- Teacher recommendations
- Parent input

Students who are retained receive continued support through targeted instruction and progress monitoring. The campus recognizes that retention alone does not address learning gaps; therefore, individualized intervention and ongoing monitoring are essential.

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### **Response to Intervention and MTSS**

Enis Elementary implements a tiered system of support to identify student needs and provide interventions based on data.

Teachers use formative and summative data to identify students requiring additional support. Students receive increasingly targeted interventions based on their individual academic needs.

The effectiveness of the intervention process is evaluated through progress-monitoring data. Students who demonstrate sufficient progress may require less intensive support, while students who do not demonstrate expected progress may require adjustments to interventions, increased intensity, or additional evaluation.

The campus will continue strengthening the consistency of intervention documentation, progress monitoring, and data-based decision-making to ensure interventions are implemented with fidelity.

---

### **Academic Success and Local Educational Programs**

Academic success at Enis Elementary is measured using multiple indicators rather than a single assessment. These indicators include:

- STAAR performance
- Student growth
- MAP Growth
- Local assessments
- Progress monitoring
- Classroom performance
- Reading levels and literacy assessments
- Intervention data

The campus uses these measures to evaluate the effectiveness of instructional programs and identify opportunities for improvement.

As a STEM-focused campus, Enis Elementary also values student engagement, problem-solving, collaboration, innovation, and application of learning. These skills are developed through hands-on learning experiences and integrated into the campus educational philosophy.

---

### **Graduation, College, and Career Readiness**

Because Enis Elementary serves elementary-aged students, graduation rates, dropout rates, ACT, SAT, PSAT, Advanced Placement, and International Baccalaureate participation are not directly applicable to the campus.

However, Enis Elementary recognizes its responsibility to prepare students for long-term academic success by developing strong foundational skills in literacy, mathematics, science, social studies, problem-solving, collaboration, and critical thinking.

Early academic success and consistent student growth provide the foundation for future college and career readiness. The campus's STEM focus supports the development of skills that students will need throughout their educational and professional careers.

---

### **Classroom Instruction and Teacher Effectiveness**

Classroom observations and walkthroughs provide additional information regarding the relationship between instructional practices and student learning.

The campus uses the T-TESS framework, classroom walkthroughs, student performance data, and teacher feedback to identify effective instructional practices and areas for professional growth.

Current instructional priorities include:

- Strong standards-aligned instruction
- Academic discourse and student communication
- Student engagement
- Checks for understanding
- Small-group instruction
- Data-driven instruction
- Differentiation
- Effective questioning
- Timely feedback

Campus walkthroughs provide opportunities to identify trends in instructional practice and determine whether students are actively engaged in meaningful learning.

The campus recognizes that effective teaching has a significant impact on student achievement. Professional learning, PLC

## Summary of Student Learning Needs

Based on available summative, formative, growth, and classroom data, Enis Elementary has identified the following priorities:

1. **Maintain and build upon strong student achievement in identified areas of success.**
2. **Increase the percentage of students performing at the Meets and Masters Grade Level standards.**
3. **Ensure consistent academic performance across all grade levels and tested subject areas.**
4. **Continue monitoring and addressing achievement gaps among student groups.**
5. **Strengthen the use of formative and growth data to adjust instruction.**
6. **Provide timely and targeted interventions for students who are not meeting grade-level expectations.**
7. **Strengthen foundational literacy and mathematics skills in early grades.**
8. **Monitor intervention effectiveness through consistent progress monitoring.**
9. **Continue developing teacher capacity through PLCs, professional learning, coaching, and feedback.**
10. **Increase opportunities for rigorous student thinking, communication, and academic discourse.**

Enis Elementary will continue using a comprehensive system of data analysis, instructional planning, intervention, and progress monitoring to ensure that every student has access to high-quality instruction and the support necessary to achieve academic success. The campus remains committed to continuous improvement and to ensuring that all Enis Eagles are prepared for success in future grades and beyond.

## Strengths

Student performance data reflects areas of academic success across multiple grade levels and student groups, including strong performance in Reading Language Arts. The campus has also demonstrated the ability to support success among diverse student populations, including economically disadvantaged students, Hispanic students, students served through Section 504, and Gifted and Talented students.

# Problem Statements Identifying Student Learning Needs

|   | Problem Statement                                                                                                                                                                                                                                                                                                                                                                | Root Cause                                                                                                                                                                                                                                                                                                                                                                                                     |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Student learning data indicates that some students continue to have specific skill gaps that impact their ability to demonstrate expected growth and reach higher levels of academic achievement. There is a need to strengthen the consistency with which individual student data is used to identify specific skill gaps, provide targeted intervention, and monitor progress. | A consistent campus-wide system for moving from data analysis to identification of specific skill gaps, targeted intervention, progress monitoring, and instructional adjustments is still being strengthened. Intervention groups and instructional supports may vary in consistency and specificity, and student progress may not always be monitored frequently enough to ensure interventions are adjusted |

 = Priority

# School Processes & Programs

## Summary

Enis Elementary and Decatur ISD are committed to recruiting, hiring, developing, and retaining high-quality educators who are committed to student success. The campus works collaboratively with district leadership throughout the hiring process to identify candidates who demonstrate strong instructional knowledge, a student-centered mindset, effective communication skills, and a willingness to collaborate as part of a professional learning community.

When vacancies occur, campus and district leadership review the needs of the position, student demographics, certification requirements, and campus priorities. Candidates are evaluated through an interview and selection process designed to identify individuals whose skills and experiences align with the needs of students and the campus.

Roles and responsibilities are communicated through job descriptions, campus expectations, staff meetings, leadership team meetings, grade-level PLCs, and ongoing communication from campus leadership. Staff members are expected to understand their individual responsibilities while also recognizing their shared responsibility for student success.

Campus leadership works to match educator strengths, certifications, experience, and areas of expertise with classroom and instructional assignments whenever possible. Staffing decisions also consider student needs, grade-level data, student group populations, and the need for targeted expertise, including special education, dyslexia, intervention, and other specialized services.

---

### Professional Learning and Staff Development

Professional learning at Enis Elementary is aligned with campus improvement priorities, student performance data, teacher needs, and district initiatives. Professional development is designed to strengthen teacher capacity and support powerful teaching and learning.

Professional learning opportunities include:

- District and campus professional development
- Professional Learning Communities (PLCs)
- Grade-level collaboration
- Data analysis and data-driven instruction
- Instructional coaching and feedback
- T-TESS goal setting and professional growth
- Curriculum and instructional training
- Intervention and progress-monitoring training
- Specialized training for programs and student services
- Leadership development opportunities

Campus professional learning focuses on strengthening instructional practices that have the greatest impact on student learning. Current areas of emphasis include standards-aligned instruction, student engagement, data-driven decision-making, academic discourse, effective questioning, formative assessment, differentiation, intervention, and small-group instruction.

The campus recognizes that teacher development is an ongoing process. New teachers and teachers needing additional support receive assistance through campus leadership, grade-level teams, mentoring, collaborative planning, walkthrough feedback, instructional coaching, and targeted professional learning.

---

### Supporting New and Struggling Teachers

Enis Elementary has systems in place to support teachers throughout their professional development journey. New teachers receive support through campus orientation, mentoring, collaboration with grade-level teams, access to curriculum resources, and regular communication with campus leadership.

Teachers who need additional instructional support receive targeted assistance based on walkthrough observations, T-TESS evaluation data, student performance data, and individual professional growth needs.

Support may include:

- Additional coaching and feedback
- Collaborative lesson planning
- Classroom observations
- Modeling and co-planning
- Data analysis support
- Professional learning opportunities
- Increased communication and check-ins with campus leadership
- Collaboration with instructional leaders and support staff

The purpose of these systems is to build teacher capacity and ensure that every classroom provides students with high-quality instruction.

---

### **Continuous Improvement and Comprehensive Needs Assessment**

Continuous improvement is a shared responsibility at Enis Elementary. Staff members participate in the analysis of student data, campus systems, instructional practices, and stakeholder feedback.

The Comprehensive Needs Assessment and Campus Improvement Plan development process includes the review of:

- STAAR performance
- MAP Growth data
- Formative and local assessment data
- Student growth data
- Attendance data
- Discipline and behavior data
- Student group performance
- Intervention effectiveness
- Teacher and staff feedback
- Parent and stakeholder input

Campus leadership and staff use these data sources to identify strengths and areas for improvement. When areas of low performance are identified, the campus works to determine contributing factors and root causes rather than simply responding to surface-level data.

The Campus Improvement Plan is developed through collaboration among campus leadership, teachers, staff members, families, and other stakeholders. Goals, strategies, action steps, and performance objectives are designed to address identified needs and are aligned with district priorities and the campus vision and mission.

---

### **Monitoring Progress Toward Improvement Goals**

Enis Elementary uses multiple systems to monitor progress toward campus goals and intended outcomes.

Progress is monitored through:

- PLC meetings
- Grade-level data meetings
- Leadership Team meetings
- Campus Improvement Team meetings
- Walkthrough observations
- T-TESS data
- MAP Growth assessments
- STAAR and state assessment data
- Formative assessments
- Intervention progress-monitoring data
- Attendance and behavior data

Campus leaders and teachers review data throughout the year to determine whether strategies are producing the intended results. When progress is not occurring at the expected rate, instructional practices, interventions, and action steps are adjusted.

This ongoing monitoring process allows the campus to remain responsive to student needs rather than waiting until the end of the year to evaluate success.

## **Curriculum, Instruction, Intervention, Enrichment, and Acceleration**

Enis Elementary is committed to ensuring that all students, including students who are at risk, have access to a rigorous, well-rounded curriculum aligned to the Texas Essential Knowledge and Skills.

Instruction is designed to provide students with opportunities to engage in:

- Reading and language arts
- Mathematics
- Science
- Social studies
- STEM learning
- Technology
- Fine arts and enrichment
- Physical education and wellness
- Library and literacy experiences
- Problem-solving and collaboration

The campus provides multiple levels of support for students who need additional assistance. Academic interventions are based on student data and are designed to address specific skill gaps.

Students may receive support through:

- Small-group instruction
- Intervention and acceleration
- Specialized services
- Dyslexia services
- Special education services
- Section 504 accommodations
- Emergent Bilingual services
- Progress monitoring
- Individualized instructional support

Students who demonstrate advanced academic performance are provided opportunities for enrichment and acceleration. The campus monitors access to enrichment opportunities to ensure that students from all backgrounds have equitable access to challenging learning experiences.

As a STEM-focused campus, Enis Elementary provides students with opportunities to engage in hands-on learning, critical thinking, collaboration, innovation, and real-world problem-solving.

---

### **Lesson Planning and Data-Driven Instruction**

Lesson planning at Enis Elementary is collaborative and data-driven. Teachers use state standards, curriculum resources, student performance data, formative assessment results, and intervention data to plan instruction.

Grade-level teams collaborate through PLCs and planning opportunities to:

- Identify priority standards
- Analyze student data
- Plan rigorous instruction
- Develop formative assessments
- Identify student misconceptions
- Plan small-group instruction
- Develop intervention and enrichment opportunities
- Monitor student progress

Formative assessments are used throughout instruction to determine student understanding and guide instructional decisions. Teachers are expected to adjust instruction based on student performance and provide timely reteaching or intervention when students demonstrate gaps in learning.

---

### **Protecting and Maximizing Instructional Time**

Enis Elementary recognizes that maximizing instructional time is essential to improving student outcomes.

Campus schedules are developed to prioritize core instruction and provide dedicated time for intervention and enrichment. The campus works to minimize unnecessary interruptions to instruction and carefully considers the impact of meetings, events, services, and student pull-outs on instructional time.

The campus continually reviews schedules and services to ensure students have access to core instruction while receiving required specialized support. When scheduling conflicts arise, campus leadership works collaboratively with teachers and service providers to find solutions that protect students' access to grade-level instruction.

Attendance is also a significant component of protecting instructional time. The campus monitors attendance and promotes consistent student attendance through communication, recognition, incentives, and intervention when needed.

---

### **Equity of Services**

Enis Elementary is committed to ensuring equitable access to high-quality instruction, interventions, enrichment opportunities, and campus programs.

Student data is disaggregated to identify differences in achievement, growth, attendance, discipline, and program participation among student groups.

The campus provides appropriate accommodations, modifications, interventions, and support based on individual student needs. Campus leaders and teachers work to ensure that students receiving special education services, Section 504 accommodations, dyslexia services, Emergent Bilingual services, and other supports have access to rigorous instruction and meaningful learning experiences.

Equity does not mean providing every student with the same support; rather, it means ensuring students receive the resources and services necessary to successfully access grade-level learning.

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### **Student Transitions**

The campus recognizes that transitions between grade levels and campuses can impact academic progress and student well-being.

Enis Elementary supports student transitions through communication and collaboration among teachers, campus staff, families, and receiving campuses.

Transition procedures may include:

- Transfer and enrollment meetings
- Student records review
- Communication between sending and receiving teachers
- Review of academic and intervention data
- Review of special education and Section 504 needs
- Parent communication
- Student orientation opportunities
- Grade-level transition planning

Students transitioning to the next grade level are supported through teacher collaboration and the sharing of relevant academic, behavioral, and intervention information.

The campus also works with receiving campuses to support students transitioning from elementary school to middle school.

---

### **Student Behavior and Discipline**

Enis Elementary emphasizes proactive behavior instruction and the creation of a safe, structured, and positive learning environment.

The campus has established **Eagle Expectations** to provide students with clear behavioral expectations across the school environment. Expectations are explicitly taught and reinforced in areas including:

- Classrooms
- Hallways
- Restrooms
- Cafeteria
- Recess

- Common areas

Behavior data and discipline referrals are reviewed to identify trends by grade level, student group, behavior type, and location.

The campus works to reduce discipline referrals by emphasizing:

- Explicit teaching of behavioral expectations
- Consistent routines and procedures
- Positive reinforcement
- Proactive communication
- Restorative conversations and problem-solving
- Classroom management support
- Parent communication
- Targeted interventions for students with repeated behavior concerns

Campus leadership monitors discipline data to identify whether particular student groups are disproportionately represented in disciplinary referrals and to determine whether additional supports are needed.

The campus recognizes that reducing classroom disruptions increases instructional time and supports improved student learning.

---

### **Bullying, Violence, and Student Well-Being**

Enis Elementary is committed to providing a safe and supportive environment for all students.

The campus follows district procedures and state requirements related to bullying prevention, harassment, violence prevention, child abuse and maltreatment reporting, suicide prevention and awareness, and other student safety concerns.

Student concerns are addressed through established reporting procedures, investigation protocols, parent communication, counseling support, and collaboration with district personnel and community agencies when appropriate.

The campus monitors relevant data and reports related to bullying, physical or verbal aggression, harassment, violence, and other safety concerns. This information is reviewed to identify trends and determine whether additional prevention or intervention strategies are necessary.

Age-appropriate prevention instruction and staff training support the campus's commitment to student safety and well-being.

---

### **Alignment of Programs With Campus Vision and Values**

The programs and processes at Enis Elementary are designed to align with the campus mission, vision, beliefs, and goals.

The campus emphasizes:

- Student success
- High expectations
- Collaboration
- Innovation
- STEM learning
- Continuous improvement
- Positive relationships
- Student safety
- Equity and access

Campus programs and initiatives are regularly evaluated to determine whether they are producing the intended outcomes and supporting student needs.

The campus motto, "**Building Better Together**," reflects the belief that student success is strengthened through collaboration among educators, students, families, and the community.

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### **School Safety**

Student and staff safety is a priority at Enis Elementary. The campus maintains procedures and systems designed to prevent, prepare for, respond to, and recover from safety concerns.

Safety practices include:

- Controlled access to the building
- Secure exterior doors
- Regular safety audits
- Emergency drills and procedures
- Staff safety training
- Collaboration with district safety personnel and emergency responders
- Monitoring and reporting safety concerns
- Established procedures for addressing emergencies

The campus regularly reviews safety procedures and makes adjustments based on audit findings, drills, campus needs, and district guidance.

Enis Elementary recently demonstrated success in campus safety procedures by passing a safety audit that included door and building security expectations. The campus will continue to reinforce consistent implementation of safety procedures and maintain a strong culture of shared responsibility for the safety of students and staff.

---

## Summary of Processes and Program Needs

Based on the review of campus systems, programs, data, and stakeholder feedback, Enis Elementary will continue to prioritize the following:

1. **Recruiting, developing, and retaining high-quality educators.**
2. **Providing targeted professional learning based on student and teacher needs.**
3. **Strengthening teacher capacity through PLCs, coaching, feedback, and collaboration.**
4. **Using data consistently to drive instruction, intervention, and continuous improvement.**
5. **Monitoring Campus Improvement Plan strategies and adjusting practices based on results.**
6. **Protecting and maximizing instructional time for all students.**
7. **Ensuring equitable access to rigorous instruction, intervention, and enrichment.**
8. **Strengthening proactive classroom management and reducing behavior disruptions.**
9. **Supporting students through transitions between grade levels and campuses.**
10. **Maintaining strong school safety systems and a secure learning environment.**

Through intentional systems, collaborative planning, ongoing data analysis, and continuous monitoring, Enis Elementary will continue to strengthen its processes and programs to ensure that every student receives the support, instruction, and opportunities needed to succeed.

## Strengths

The campus provides regular opportunities for teachers and staff to collaborate through Professional Learning Communities (PLCs), grade-level planning, leadership team meetings, data discussions, and professional development.

Enis also has established programs and support systems to meet the diverse needs of students, including intervention and enrichment opportunities, special education services, dyslexia services, Section 504 accommodations, and STEM learning experiences. Campus leadership and staff demonstrate a willingness to collaborate, problem-solve, and adjust practices in the best interest of students.

# Problem Statements Identifying School Processes & Programs Needs

| Problem Statement                                                                                                                                                                                                                                                                                                            | Root Cause                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div data-bbox="151 275 206 426">1★</div> <p data-bbox="272 268 857 422">Staff members may benefit from continued clarity and consistency regarding processes, expectations, and accountability measures so that campus systems are implemented with fidelity and have the greatest possible impact on student learning.</p> | <p data-bbox="902 268 1477 422">Although effective processes and programs are in place, the campus does not yet have a consistently implemented, campus-wide system for monitoring the fidelity and effectiveness of key instructional processes.</p> |

★ = Priority

# Perceptions

## Summary

Enis Elementary strives to create a positive, welcoming, student-centered learning environment where students, staff, families, and community members feel valued and connected. The campus culture is built around strong relationships, high expectations, collaboration, innovation, and a shared commitment to doing what is best for students.

As a STEM-focused campus, Enis Elementary provides students with opportunities to engage in hands-on learning, problem-solving, collaboration, and innovative experiences. The campus strives to create classrooms where students are actively engaged in learning and challenged academically while receiving the support necessary to be successful.

The campus motto, **"Building Better Together,"** reflects the belief that the success of the school depends on collaboration among staff, students, families, and the community. Stakeholder relationships and a strong sense of teamwork continue to be important components of the campus culture.

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### Student and Staff Sense of Safety and Belonging

Creating a safe and supportive learning environment is a priority at Enis Elementary. The campus works to ensure that students and staff feel physically and emotionally safe and have a strong sense of belonging.

Safety procedures are consistently communicated and reinforced with staff and students. The campus has established procedures related to building access, door security, emergency response, and safety drills. Enis Elementary recently passed a campus safety audit, including expectations related to door and building security. This success reflects the shared responsibility of staff members in maintaining a secure learning environment.

The campus also recognizes that students must feel emotionally safe and connected in order to be successful academically. Staff members work to build positive relationships with students, communicate clear expectations, and provide support when students experience academic, behavioral, social, or emotional challenges.

The campus will continue monitoring stakeholder perceptions regarding safety, belonging, and school climate to identify areas for continued improvement.

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### Staff Support and Workplace Culture

Enis Elementary recognizes that a positive staff culture directly impacts teacher effectiveness and student success. Campus leadership works to create an environment in which teachers and staff members feel supported, respected, and valued.

Staff collaboration is supported through:

- Grade-level PLCs
- Collaborative planning
- Leadership Team meetings
- Professional learning
- Data meetings
- Staff meetings
- Informal collaboration and peer support
- Instructional feedback and coaching

Teachers are encouraged to work together to solve problems, share successful practices, and support one another. Campus leadership recognizes the importance of celebrating staff accomplishments and regularly provides opportunities for staff recognition.

The campus continues to focus on creating an environment in which educators want to teach and remain. Staff retention and turnover are monitored to identify trends and potential contributing factors. When turnover occurs, the campus considers factors such as staffing needs, career opportunities, personal circumstances, certification requirements, and changes in professional responsibilities.

---

## Supporting New and Developing Teachers

Enis Elementary provides support to new teachers and teachers who need additional assistance through a combination of mentoring, collaboration, coaching, feedback, and professional learning.

New teachers are supported through:

- Campus orientation
- Grade-level team collaboration
- Access to curriculum resources
- Campus and district professional development
- Regular communication with campus leadership
- Informal mentoring and peer support
- Instructional feedback

Teachers who need additional support receive assistance based on individual needs and may receive additional coaching, walkthrough feedback, collaborative lesson planning, data analysis support, classroom management assistance, and targeted professional learning.

The campus recognizes that mentoring and professional support must be responsive to individual teacher needs. Campus leadership will continue evaluating the effectiveness of these systems through teacher feedback, classroom observations, professional growth, and student learning data.

---

## Student Engagement, Attendance, and Support

Enis Elementary strives to create an environment where students want to attend school each day. Student engagement is supported through meaningful instruction, STEM experiences, enrichment opportunities, positive relationships, celebrations, incentives, and extracurricular and school-wide activities.

Attendance is viewed as a shared responsibility among students, families, and staff. The campus has demonstrated recent success in promoting student attendance, earning the highest attendance rate in the district for two consecutive weeks during the current school year.

The campus recognizes that consistent attendance is essential to academic success and continues to promote regular attendance through family communication, student recognition, incentives, and intervention when attendance concerns arise.

Attendance, discipline, and academic data are reviewed by grade level and student group. The campus recognizes that differences among student groups may indicate a need for additional support or adjustments to campus practices. Disaggregated data is used to identify potential barriers and ensure that all students have equitable access to learning opportunities and support.

---

## Student Academic, Emotional, and Physical Support

Enis Elementary has systems in place to support students academically, emotionally, and physically.

Academic support includes:

- High-quality classroom instruction
- Small-group instruction
- Intervention and acceleration
- Progress monitoring
- Dyslexia services
- Special education services
- Section 504 accommodations
- Emergent Bilingual services
- Enrichment opportunities

Students also receive support through counseling services, positive relationships with trusted adults, behavioral interventions, and collaboration with families.

The campus recognizes that students have different needs and that support systems must be regularly evaluated. Student performance, attendance, behavior data, parent communication, and staff observations are used to determine whether current systems are effectively meeting student needs.

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## Student Behavior, Conflict Resolution, and Bullying Prevention

**Enis Elementary** Campus #

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Enis Elementary works to create a positive and respectful school environment by proactively teaching behavioral expectations and supporting students in resolving conflicts.

The campus has established **Eagle Expectations**, which are explicitly taught and reinforced in classrooms and throughout the school. Clear expectations are provided for common areas, including hallways, restrooms, the cafeteria, recess, and other shared spaces.

Strategies used to address student behavior include:

- Explicit teaching of expectations
- Consistent routines and procedures
- Positive reinforcement
- Parent communication
- Restorative conversations
- Problem-solving and conflict resolution
- Counseling support when appropriate
- Individualized behavior interventions

The campus also follows district procedures related to bullying prevention, investigation, reporting, and intervention. Students are encouraged to report concerns, and staff members respond according to established procedures.

Behavior and discipline data are reviewed to identify trends and determine whether interventions are reducing repeated behavior concerns and improving the learning environment.

---

### **Parent and Community Perceptions**

Enis Elementary values strong partnerships with families and community stakeholders. The campus strives to create an environment where parents and visitors feel welcomed, informed, and encouraged to participate in their children's education.

Families have opportunities to engage with the campus through activities such as:

- Parent and teacher conferences
- Open House
- STEM events
- Family engagement activities
- PTO
- School celebrations
- Volunteer opportunities
- Campus programs and special events
- Parent communication and feedback opportunities

The campus recognizes that family involvement positively impacts student achievement and will continue seeking opportunities to increase meaningful engagement.

The school also benefits from a supportive community and seeks to build relationships with local businesses, organizations, volunteers, and community leaders. Community partnerships provide opportunities to support student learning, campus programs, family engagement, and school improvement.

Participation rates, volunteer involvement, event attendance, parent feedback, and stakeholder surveys can be used to monitor the level of community support and engagement.

---

### **Communication With Families and Stakeholders**

Effective communication is essential to building trust and maintaining strong partnerships with families and the community.

Enis Elementary communicates with families and stakeholders through multiple methods, including:

- Parent newsletters
- Staff newsletters
- Email
- Phone calls
- Campus and district communication platforms
- Social media
- Parent conferences

- Campus events
- PTO communication
- Individual teacher communication

Communication includes information regarding student performance, academic expectations, campus activities, safety, attendance, school events, and opportunities for family involvement.

The campus continues to evaluate the effectiveness of communication methods and seeks to ensure that families receive timely, understandable, and relevant information.

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## **Stakeholder Involvement in Vision, Mission, and Campus Improvement**

Enis Elementary believes that stakeholders are important partners in creating and sustaining a positive school culture.

Teachers, staff, students, families, and community members contribute to the development and implementation of campus priorities through feedback, surveys, meetings, PLCs, leadership opportunities, parent involvement, and ongoing communication.

The campus vision, mission, values, and improvement priorities emphasize:

- Student safety
- High academic expectations
- Student growth
- Collaboration
- Innovation
- Positive relationships
- Equity and access
- Continuous improvement

The campus recognizes that barriers to stakeholder involvement may include work schedules, transportation, childcare, language differences, and limited availability. Enis Elementary will continue exploring flexible and accessible opportunities for families and community members to participate in the school.

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## **Dropout and Long-Term Student Success**

Because Enis Elementary serves elementary-aged students, the traditional student dropout rate is not applicable.

However, the campus recognizes that early experiences with academic success, attendance, belonging, and engagement contribute to long-term student success. The campus works to identify students who demonstrate attendance concerns, persistent academic struggles, or behavioral difficulties and provide early support.

The campus believes that creating positive early school experiences helps establish the foundation for continued engagement and successful transitions into secondary education.

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## **Summary of Perception Needs and Priorities**

Based on stakeholder input, campus practices, and available climate and perception information, Enis Elementary will continue to focus on the following priorities:

1. **Maintaining a safe, welcoming, and supportive school environment for students and staff.**
2. **Strengthening students' sense of belonging and connection to the school.**
3. **Supporting teachers through collaboration, professional learning, coaching, and recognition.**
4. **Maintaining a positive staff culture and improving staff retention.**
5. **Providing strong support systems for new and developing teachers.**
6. **Increasing student engagement and promoting consistent attendance.**
7. **Monitoring differences in attendance, discipline, and academic performance among student groups.**
8. **Strengthening proactive behavior instruction, conflict resolution, and bullying prevention.**
9. **Ensuring students have access to academic, emotional, behavioral, and physical supports.**
10. **Increasing meaningful parent and community involvement.**
11. **Maintaining clear, consistent, and accessible communication with all stakeholders.**
12. **Reducing barriers that may prevent families from participating in their children's education.**

Enis Elementary will continue to use stakeholder feedback, student data, staff input, and ongoing reflection to strengthen the climate and culture of the campus. By maintaining a safe environment, building positive relationships, supporting staff, engaging

families, and maintaining high expectations for students, Enis Elementary will continue **Building Better Together** for every student, staff member, and family.

## Strengths

STEM Academy has a strong, student-centered culture built on positive relationships, collaboration, and a shared commitment to doing what is best for students. Staff members demonstrate a willingness to support one another, problem-solve, and work collaboratively to meet the academic, behavioral, and individual needs of students.

The campus also demonstrates a commitment to creating a safe, welcoming, and supportive environment for students, staff, and families. Clear campus expectations, positive relationships, safety procedures, and ongoing communication contribute to a learning environment where students are supported and encouraged to succeed. Enis Elementary benefits from dedicated staff members, supportive families, and community partnerships that contribute to a positive school culture.

# Problem Statements Identifying Perceptions Needs

| Problem Statement                                                                                                                                                                                                                                                                                                                                                                                                | Root Cause                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <p>The campus needs to continue developing consistent processes for ensuring that all stakeholders feel informed, welcomed, supported, and included in campus decisions and improvement efforts. Additionally, there is an opportunity to more intentionally collect and analyze perception data to identify differences in the experiences and needs of students, staff members, and families.</p> | <p>Additionally, communication and engagement opportunities may not always reach or be accessible to every family or stakeholder in the same way, creating a need for more intentional systems to ensure all voices are represented.</p> |

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Student achievement and growth data indicate that some students continue to have specific academic skill gaps. Intervention time needs to be more consistently and intentionally used to provide targeted instruction based on individual student needs and data.

A campus-wide process for connecting student data to specific skill gaps, targeted intervention groups, progress monitoring, and instructional adjustments is not consistently implemented.

2  
★

Staff members may benefit from continued clarity and consistency regarding processes, expectations, and accountability measures so that campus systems are implemented with fidelity and have the greatest possible impact on student learning.

Although effective processes and programs are in place, the campus does not yet have a consistently implemented, campus-wide system for monitoring the fidelity and effectiveness of key instructional processes.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

## Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain

## Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Local benchmark or common assessments data
- ☒ Intervention data

## Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data

- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ STEM and/or STEAM data

## Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ School safety data

## Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Professional development needs assessment data
- ☒ T-TESS data
- ☒ T-P ESS data
- ☒ Staff mobility/stability
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

## Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent and community partnership data

## **Support Systems and Other Data**

- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices and high yield strategies
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



# Priorities

# Priority 1 Nurture learning to ensure high performance

## Performance Objective 1

Students will be Safe and Secure

### Key Strategic Action 1

Sustain and enhance school emergency operation procedures

**Strategy's Expected Result/Impact:** 100% of required emergency drills (fire, lockdown, evacuation, severe weather) will be completed and documented by district deadlines each semester. 100% of staff will receive annual training on the campus Emergency Operations Plan and safety protocols.

**Staff Responsible for Monitoring:** admin and staff

#### Formative Reviews

November

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June

### Key Strategic Action 2

Provide clear reporting systems and review safety, discipline, bullying, and student-perception data

**Strategy's Expected Result/Impact:** Student surveys, incident reports, response times

**Staff Responsible for Monitoring:** admin and staff

#### Formative Reviews

November

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June

### Key Strategic Action 3

Teach Eagle Expectations and ensure active adult supervision during arrival, dismissal, transitions, recess, and common areas.

**Strategy's Expected Result/Impact:** Walkthroughs, duty schedules, behavior data

**Staff Responsible for Monitoring:** admin and staff

## Formative Reviews

November

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## Performance Objective 2

Yearly Student Academic Growth

### Key Strategic Action 1

Use disaggregated data to drive instruction

**Strategy's Expected Result/Impact:** At least 80% of students will meet or exceed yearly MAP growth, including economically disadvantaged and special education students.

**Staff Responsible for Monitoring:** admin, classroom teachers, and special education department

## Formative Reviews

November

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### Key Strategic Action 2

Provide targeted intervention and progress monitoring

**Strategy's Expected Result/Impact:** Identified student groups will improve achievement by at least 5 percentage points, and fewer students will perform below grade level.

**Staff Responsible for Monitoring:** admin, classroom teachers, and special education department

## Formative Reviews

November

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### Key Strategic Action 3

Teachers will consistently provide standards-aligned, grade-level instruction using explicit modeling, checks for understanding, differentiated small groups, and appropriate accommodations. PLCs will review student-group data and adjust instruction based on identified needs. Implement data-driven, research-based practices in Tier 1 instruction in all content areas (e.g., gradual release, guided practice, explicit vocabulary instruction) during Tier 1 instruction.

Walkthrough data will show increased consistency and alignment of Tier 1 practices across all

**Strategy's Expected Result/Impact:** All teachers will consistently implement research-based instructional strategies such as gradual release, guided practice, and explicit vocabulary instruction in daily lessons. Walkthrough and observation data will reflect a noticeable increase in instructional consistency, rigor, and alignment to campus and district expectations for Tier 1 instruction.

## Formative Reviews

## June

## Students will be College and Career Ready

Implement student goal setting through, progress tracking, and reflection through individual data folders. Students will set academic and personal goals, monitor progress during regular teacher conferences, and connect their strengths and interests to future college and career opportunities.

Student goal-setting reflections and data trackers will show increased ownership of learning and self awareness of academic progress.

## Formative Reviews

## June

Implement a consistent, campus-wide STEM instructional framework in which every grade level teaches standards-aligned STEM challenges using the design thinking process. Provide teachers with common planning time, professional learning, instructional resources, and clear STEM look-fors to ensure fidelity.

**Strategy's Expected Result/Impact:** Classroom observations and project artifacts will show increased student collaboration, innovation and application of science, engineering, and coding concepts. Students will demonstrate measurable growth in STEM-related knowledge and skills, as evidenced by project assessments, rubrics, and teacher evaluations. Participation in STEM activities will foster curiosity and interest in future STEM careers, laying a foundation for college and career readiness.

**Staff Responsible for Monitoring:** admin and teachers

**Formative Reviews**

NovemberFebruaryAprilJune

**Key Strategic Action 3**

Provide students with age-appropriate college and career exploration through guest speakers, STEM career connections, community partnerships, career days, and college or workplace learning experiences.

**Strategy's Expected Result/Impact:** Students will develop a broader understanding of college and career pathways, identify careers that align with their interests and strengths, and make meaningful connections between classroom learning and future opportunities.

**Staff Responsible for Monitoring:** admin and teachers

**Formative Reviews**

NovemberFebruaryAprilJune

# Priority 2

Invests in faculty & staff growth to ensure a highly engaged staff

## Performance Objective 1

Staff will be Safe and Secure

### Key Strategic Action 1

Strength/Establish consistent staff voice and shared decision-making through weekly faculty/PLC meetings and monthly team-leader meetings.

**Strategy's Expected Result/Impact:** Increased staff ownership, collaboration, morale, and retention, resulting in stronger communication, more effective problem-solving, and a positive campus culture.

**Staff Responsible for Monitoring:** admin and teachers

#### Formative Reviews

November

February

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June

### Key Strategic Action 2

Strengthen campus safety through ongoing staff training, emergency drills, and consistent implementation of safety protocols.

**Strategy's Expected Result/Impact:** Staff will respond confidently and effectively during emergencies, resulting in a safer, prepared, and supportive campus environment.

**Staff Responsible for Monitoring:** staff

#### Formative Reviews

November

February

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June

## Performance Objective 2

Faculty/Staff Professional Development to Build Capacity

### Key Strategic Action 1

Develop a plan for all staff that will focus on Tier 1 instruction, best practices, utilizing resources with fidelity, deconstructing TEKS to improve academic achievement for all students

**Strategy's Expected Result/Impact:** Teachers will implement district-approved resources with fidelity, ensuring alignment with TEKS and campus instructional goals. Build staff capacity to deconstruct TEKS and design rigorous, standards-aligned lessons will increase rigor resulting in improved academic achievement for all students. Instructional consistency across grade levels and content areas will improve, as reflected in lesson plans, walkthrough observations, and student performance data.

**Staff Responsible for Monitoring:** afmin and interventionist

**Formative Reviews**

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Key Strategic Action 2

Provide ongoing, targeted professional development to strengthen instructional practices, support data-driven decision making, and build leadership capacity across all grade levels.

**Strategy's Expected Result/Impact:** Grade-level teams will use data-driven decision-making to guide instruction, interventions, and enrichment opportunities. Teachers will consistently implement research-based instructional strategies, resulting in improved student engagement and achievement.

**Staff Responsible for Monitoring:** admin and interventionist

**Formative Reviews**

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Performance Objective 3

Faculty/Staff Engagement and Culture

Key Strategic Action 1

Strengthen faculty and staff engagement by fostering a positive, collaborative school culture that supports retention, professional satisfaction, and shared leadership.

**Strategy's Expected Result/Impact:** Staff will actively participate in collaborative decision-making and shared leadership opportunities, resulting in stronger engagement and ownership of campus initiatives. A positive, supportive work environment will be maintained, promoting teamwork, open communication, and innovation

**Staff Responsible for Monitoring:** admin

Formative Reviews

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Key Strategic Action 2

Provide staff with leadership opportunities to share their strengths, lead campus initiatives, and collaborate on solutions that support students and campus goals.

**Strategy's Expected Result/Impact:** Staff ownership, teamwork, and commitment will increase, strengthening morale, retention, and Enis's student-centered culture.

**Staff Responsible for Monitoring:** admin

Formative Reviews

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Priority 3

Fosters a culture of excellence with family & community support

Performance Objective 1

Parent and Family/Community Engagement

Key Strategic Action 1

Strengthen family and community partnerships through consistent two-way communication, meaningful volunteer opportunities, and engaging campus events such as STEM Night, Open House, and WatchDOGS.

**Strategy's Expected Result/Impact:** Family participation, trust, and connection to the school will increase, creating stronger support for student learning and success.

**Staff Responsible for Monitoring:** admin and teachers

Formative Reviews

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Performance Objective 2

Community Partnerships

Key Strategic Action 1

Establish and enhance opportunities for community and business stakeholders to connect with Enis Elementary

**Strategy's Expected Result/Impact:** Community and business stakeholders will actively engage with Enis Elementary through partnerships, volunteer opportunities, sponsorships, and school events.Stronger relationships with local organizations will enhance the school's visibility, reputation, and community support.

**Staff Responsible for Monitoring:** admin and teachers

Formative Reviews

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# Performance Objective 3

Stakeholder Communication and Feedback

## Key Strategic Action 1

Utilize ParentSquare as the primary platform for timely, consistent, and two-way communication through announcements, reminders, surveys, and feedback opportunities.

**Strategy's Expected Result/Impact:** Families will feel informed, heard, and connected, resulting in increased engagement, improved response rates, and quicker resolution of concerns.

## Formative Reviews

|          |          |       |      |
|----------|----------|-------|------|
| November | February | April | June |
|----------|----------|-------|------|

# Priority 4

## Fiscal responsibility & transparency & maximize community investment

### Performance Objective 1

Ensure Strong Financial Stewardship

#### Key Strategic Action 1

Ensure responsible, transparent, and efficient management of campus funds and resources to maximize support for student learning and staff development.

**Strategy's Expected Result/Impact:** Resource allocation decisions will be data-informed and strategic, supporting equitable opportunities for all students.

**Staff Responsible for Monitoring:** admin

#### Formative Reviews

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June

### Performance Objective 2

Processes and Planning for Well-Maintained Facilities

#### Key Strategic Action 1

Maintain a clean, safe, and well-functioning campus environment that supports teaching, learning, and community engagement.

**Strategy's Expected Result/Impact:** The campus environment will be consistently clean, safe, and fully operational, supporting effective teaching, learning, and community engagement. A well-maintained and welcoming campus will enhance school culture, foster community pride, and build stakeholder confidence.

**Staff Responsible for Monitoring:** admin

#### Formative Reviews

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### Performance Objective 3

Provide Operational Efficiency, Effectiveness, and Transparency

#### Key Strategic Action 1

Establish clear and consistent systems for campus procedures, scheduling, communication, resource use, and decision-making, with defined responsibilities and regular progress updates.

**Strategy's Expected Result/Impact:** Campus operations will be more efficient, consistent, and transparent, reducing confusion while strengthening accountability and stakeholder trust.

**Staff Responsible for Monitoring:** admin

#### Formative Reviews

|          |          |       |      |
|----------|----------|-------|------|
| November | February | April | June |
|----------|----------|-------|------|