

Midland Independent School District
Bunche Elementary
2024-2025 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Bunche Elementary is to educate the future by maximizing the potential of every Bunche Bear.

Vision

ALL Bears will grow through collaborative team practices producing:

LEARNERS who use risk-taking and self- reflection behaviors

THINKERS who are innovative and strategic problem solvers

POSITIVE MEMBERS of the COMMUNITY who build relationships through empathy and kindness

Value Statement

Bunche's Compelling Purpose is to empower others to initiate transformation toward our vision by working in unity.

Collaborative team efforts

Best teaching practice implementation

Risk taking, reflection seeking, and problem solving

Open mindsets

Productive struggle

Communication and feedback

Highlight success

We will create a culture of learning, practice, and growth that ultimately leads to the success of ALL
Bears!

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Goals

Goal 1: Board Goal: 1

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Performance Objective 1: GPM 1.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage phonological awareness assessment will increase from 86% to 89% by 2025.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
Strategy 1: The administrators and MCLs will lead PLCs in lesson development, internalization, and rehearsals using the instructional frameworks. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 5	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will use the Magnetic Reading Foundation daily to develop phonemic awareness. Strategy's Expected Result/Impact: Students scores will increase in phonemic awareness. Staff Responsible for Monitoring: Teachers, MCL, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Students will be pulled in small groups based on the CLI Results. Teachers will work with each group on phonemic awareness skills as needed. Strategy's Expected Result/Impact: Students' phonemic awareness will increase. Staff Responsible for Monitoring: Teachers, MCL, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5	Formative			Summative
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No Progress
 Accomplished
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Current data reveals that only 20.51% of students are receiving necessary academic interventions. Root Cause: Staff does not have a process to analyze data and identify students who need targeted assistance.
Problem Statement 3: Data shows that 65.09% of Bunche students are at Risk (retention, bilingual, homeless, CPS, low academic progress, incarcerated, failing grades, failing STAAR, DAEP) . Root Cause: Students meet one or more criteria for at Risk students set by the state of Texas.
Student Learning
Problem Statement 1: 3rd Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction.
Problem Statement 2: 4th Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction.
Problem Statement 3: 5th Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction.
Problem Statement 4: 6th Grade Math STAAR Scores continue to decrease at the Master's level. Root Cause: Lack of planning for high achievers
Problem Statement 5: 3rd Grade TELPAS Composite scores for Intermediate, Advanced, and Adv.High have decreased Root Cause: Lack of structure and processes for teaching and supporting Bilingual students.

Goal 1: Board Goal: 1





The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Performance Objective 2: GPM 1.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in reading, as measured by NWEA MAP, will increase from 49% to 55% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details		Reviews			
Strategy 1: The teachers will help students their own data and progress and set academic goals through data folders . Strategy's Expected Result/Impact: Teacher will pull out small groups based on data to provide student individualized instruction. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The administrators and MCLs will lead PLCs in lesson development, internalization, and rehearsals using the instructional frameworks. Strategy's Expected Result/Impact: Teachers will understand on how to deliver effective classroom reading instruction; therefore, enhancing student reading performance. Staff Responsible for Monitoring: Teachers, MCL, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will internalize and deliver the Amplify reading curriculum as Tier 1 instruction and supplement with Magnetic Reading Foundational Skills as the Tier 2 resource. Strategy's Expected Result/Impact: Students will be provided effective classroom instruction that enhances their reading skills. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5		Formative			Summative
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 No Progress
  Accomplished
  Continue/Modify
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Current data reveals that only 20.51% of students are receiving necessary academic interventions. Root Cause: Staff does not have a process to analyze data and identify students who need targeted assistance. Problem Statement 3: Data shows that 65.09% of Bunche students are at Risk (retention, bilingual, homeless, CPS, low academic progress, incarcerated, failing grades, failing STAAR, DAEP) . Root Cause: Students meet one or more criteria for at Risk students set by the state of Texas.
Student Learning
Problem Statement 1: 3rd Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction. Problem Statement 2: 4th Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction. Problem Statement 3: 5th Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction. Problem Statement 4: 6th Grade Math STAAR Scores continue to decrease at the Master's level. Root Cause: Lack of planning for high achievers Problem Statement 5: 3rd Grade TELPAS Composite scores for Intermediate, Advanced, and Adv.High have decreased Root Cause: Lack of structure and processes for teaching and supporting Bilingual students.

Goal 1: Board Goal: 1

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Performance Objective 3: GPM 1.3: The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase from 56% to 70% by 2025.

Strategy 1 Details		Reviews			
Strategy 1: The teachers will help students their own data and progress and set academic goals through data folders . Strategy's Expected Result/Impact: Teacher will pull out small groups based on data to provide student individualized instruction. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The administrators and MCLs will lead PLCs in lesson development, internalization, and rehearsals using the instructional frameworks. Strategy's Expected Result/Impact: Teachers will understand on how to deliver effective classroom reading instruction; therefore, enhancing student reading performance. Staff Responsible for Monitoring: Teachers, MCL, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will internalize and deliver the Amplify reading curriculum as Tier 1 instruction and supplement with Magnetic Reading Foundational Skills as the Tier 2 resource. Strategy's Expected Result/Impact: Students will be provided effective classroom instruction that enhances their reading skills. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5		Formative			Summative
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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Current data reveals that only 20.51% of students are receiving necessary academic interventions. Root Cause: Staff does not have a process to analyze data and identify students who need targeted assistance.
Problem Statement 3: Data shows that 65.09% of Bunche students are at Risk (retention, bilingual, homeless, CPS, low academic progress, incarcerated, failing grades, failing STAAR, DAEP) . Root Cause: Students meet one or more criteria for at Risk students set by the state of Texas.
Student Learning
Problem Statement 1: 3rd Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction.
Problem Statement 2: 4th Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction.
Problem Statement 3: 5th Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction.
Problem Statement 4: 6th Grade Math STAAR Scores continue to decrease at the Master's level. Root Cause: Lack of planning for high achievers
Problem Statement 5: 3rd Grade TELPAS Composite scores for Intermediate, Advanced, and Adv.High have decreased Root Cause: Lack of structure and processes for teaching and supporting Bilingual students.

Goal 1: Board Goal: 1





The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Performance Objective 4: GPM 1.4: The percentage of 3rd grade students whose STAAR proficiency is Meets and Masters, as measured by the winter NWEA MAP reading assessment, will increase from 35% to 50% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details		Reviews			
Strategy 1: The teachers will help students their own data and progress and set academic goals through data folders . Strategy's Expected Result/Impact: Teacher will pull out small groups based on data to provide student individualized instruction. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The administrators and MCLs will lead PLCs in lesson development, internalization, and rehearsals using the instructional frameworks. Strategy's Expected Result/Impact: Teachers will understand on how to deliver effective classroom reading instruction; therefore, enhancing student reading performance. Staff Responsible for Monitoring: Teachers, MCL, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will internalize and deliver the Amplify reading curriculum as Tier 1 instruction and supplement with IREADY concept checks and application lessons. Strategy's Expected Result/Impact: Students will be provided effective classroom instruction that enhances their reading skills. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5		Formative			Summative
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 No Progress
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Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Current data reveals that only 20.51% of students are receiving necessary academic interventions. Root Cause: Staff does not have a process to analyze data and identify students who need targeted assistance. Problem Statement 3: Data shows that 65.09% of Bunche students are at Risk (retention, bilingual, homeless, CPS, low academic progress, incarcerated, failing grades, failing STAAR, DAEP) . Root Cause: Students meet one or more criteria for at Risk students set by the state of Texas.
Student Learning
Problem Statement 1: 3rd Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction. Problem Statement 2: 4th Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction. Problem Statement 3: 5th Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction. Problem Statement 4: 6th Grade Math STAAR Scores continue to decrease at the Master's level. Root Cause: Lack of planning for high achievers Problem Statement 5: 3rd Grade TELPAS Composite scores for Intermediate, Advanced, and Adv.High have decreased Root Cause: Lack of structure and processes for teaching and supporting Bilingual students.

Goal 2: Board Goal: 2





The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Performance Objective 1: GPM 2.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will increase from 92% to 94% by 2025.

Evaluation Data Sources: CLI

Strategy 1 Details		Reviews			
Strategy 1: The teachers will follow district PreK Math Scope and Sequence daily. Strategy's Expected Result/Impact: Students will increase their math understanding and master Math objectives. Staff Responsible for Monitoring: Teachers, MCL, and Administrators. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will pull small group based on data to provide student individualized instruction. Strategy's Expected Result/Impact: Students will increase their knowledge and understanding of Math concepts. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5		Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in the PLC to increase their understanding on effective delivery of math instruction and unpack the district's math resource-- Stemscores. Strategy's Expected Result/Impact: Effective delivery of Math instruction resulting in enhancing students' Math performance. Staff Responsible for Monitoring: Teachers, MCL, and Administrators. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5	Formative			Summative
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Current data reveals that only 20.51% of students are receiving necessary academic interventions. Root Cause: Staff does not have a process to analyze data and identify students who need targeted assistance. Problem Statement 3: Data shows that 65.09% of Bunche students are at Risk (retention, bilingual, homeless, CPS, low academic progress, incarcerated, failing grades, failing STAAR, DAEP) . Root Cause: Students meet one or more criteria for at Risk students set by the state of Texas.
Student Learning
Problem Statement 1: 3rd Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction. Problem Statement 2: 4th Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction. Problem Statement 3: 5th Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction. Problem Statement 4: 6th Grade Math STAAR Scores continue to decrease at the Master's level. Root Cause: Lack of planning for high achievers Problem Statement 5: 3rd Grade TELPAS Composite scores for Intermediate, Advanced, and Adv.High have decreased Root Cause: Lack of structure and processes for teaching and supporting Bilingual students.

Goal 2: Board Goal: 2





The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Performance Objective 2: GPM 2.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in math, as measured by NWEA MAP, will increase from 57% to 62% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details		Reviews			
Strategy 1: Teachers will follow the district's Math Scope and Sequence to ensure students are being taught Math TEKS through StemScopes. Strategy's Expected Result/Impact: Students will increase their Math NWEA MAP goals. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will pull out small groups based on data to provide individualized Math instruction. Strategy's Expected Result/Impact: Students gaps will close and enhance their math skills. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5		Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Teachers will attend PLC to plan/be coached on effective classroom math instruction. Strategy's Expected Result/Impact: Teachers will increase their understanding on planning and delivering effective Math classroom instruction which will increase student Math performance. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
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  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Current data reveals that only 20.51% of students are receiving necessary academic interventions. Root Cause: Staff does not have a process to analyze data and identify students who need targeted assistance.
Problem Statement 3: Data shows that 65.09% of Bunche students are at Risk (retention, bilingual, homeless, CPS, low academic progress, incarcerated, failing grades, failing STAAR, DAEP) . Root Cause: Students meet one or more criteria for at Risk students set by the state of Texas.
Student Learning
Problem Statement 1: 3rd Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction.
Problem Statement 2: 4th Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction.
Problem Statement 3: 5th Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction.
Problem Statement 4: 6th Grade Math STAAR Scores continue to decrease at the Master's level. Root Cause: Lack of planning for high achievers
Problem Statement 5: 3rd Grade TELPAS Composite scores for Intermediate, Advanced, and Adv.High have decreased Root Cause: Lack of structure and processes for teaching and supporting Bilingual students.

Goal 2: Board Goal: 2





The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Performance Objective 3: GPM 2.3: The percentage of 3rd grade students whose STAAR projected proficiency is Meets and Masters, as measured by the winter NWEA MAP math assessment, will increase from 34% to 50% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: High-impact FEV tutoring for all students will be provided for at least 45 minutes daily. Strategy's Expected Result/Impact: Students will increase their understanding for Math concepts and skills and continue to advance their Math performance level. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will analyze data for Math MAP Growth, StemScopes, iReady to pull out small group and provided individualized targeted Math instruction. Strategy's Expected Result/Impact: Students' will expand their understanding on Math concepts and more students will perform at the meets and masters level. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: The teachers will plan, internalize, and rehearse their math lessons using the Stemscores scope and sequence and district-created instructional frameworks. Strategy's Expected Result/Impact: Teachers will enhance their understanding on how to teach Math conceptually which will increase students' Math understanding and performance. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
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Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Current data reveals that only 20.51% of students are receiving necessary academic interventions. Root Cause: Staff does not have a process to analyze data and identify students who need targeted assistance. Problem Statement 3: Data shows that 65.09% of Bunche students are at Risk (retention, bilingual, homeless, CPS, low academic progress, incarcerated, failing grades, failing STAAR, DAEP) . Root Cause: Students meet one or more criteria for at Risk students set by the state of Texas.
Student Learning
Problem Statement 1: 3rd Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction. Problem Statement 2: 4th Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction. Problem Statement 3: 5th Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction. Problem Statement 4: 6th Grade Math STAAR Scores continue to decrease at the Master's level. Root Cause: Lack of planning for high achievers Problem Statement 5: 3rd Grade TELPAS Composite scores for Intermediate, Advanced, and Adv.High have decreased Root Cause: Lack of structure and processes for teaching and supporting Bilingual students.

Goal 3: Board Goal :3

The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.





Performance Objective 1: GPM 3.1: The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 41% to 53% by 2025.

GPM 3.2: The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 40% to 53% by 2025.

GPM 3.3: The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 42% to 58% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Teachers will analyze student Reading assessments performance in NWEA, weekly assessments, and iReady and provide student individualized small group intervention to enhance their Reading skills and performance.</p> <p>Strategy's Expected Result/Impact: Students will close gaps and perform at a higher performance level in Reading MAP Growth.</p> <p>Staff Responsible for Monitoring: Teachers MCL, and Administrators.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 5</p>				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide differentiated weekly instruction through StemScopes and iReady Reading. Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will attend PLC to craft their Reading classroom instruction on how to plan and differentiate for high-performing students. Strategy's Expected Result/Impact: Teachers will know how to plan and differentiate for high performing students so they can increase their level of academic performance in Reading. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 5	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Current data reveals that only 20.51% of students are receiving necessary academic interventions. Root Cause: Staff does not have a process to analyze data and identify students who need targeted assistance.
Problem Statement 3: Data shows that 65.09% of Bunche students are at Risk (retention, bilingual, homeless, CPS, low academic progress, incarcerated, failing grades, failing STAAR, DAEP) . Root Cause: Students meet one or more criteria for at Risk students set by the state of Texas.

Student Learning

Problem Statement 5: 3rd Grade TELPAS Composite scores for Intermediate, Advanced, and Adv.High have decreased **Root Cause:** Lack of structure and processes for teaching and supporting Bilingual students.

Goal 4: Board Goal : 4
The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028.

Performance Objective 1: GPM 4.1: The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 33% to 53% by 2025.
GPM 4.2: The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 23% to 43% by 2025.
GPM 4.3: The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 38% to 53% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Teachers will analyze data from NWEA, CFUs, and iReady Math and pull out groups and provide individualized math instruction to close gaps and increase students' math skills and performance. Strategy's Expected Result/Impact: Students will enhance their understanding for Math concepts and skills. This will result in increasing NWEA MAP scores. Staff Responsible for Monitoring: Teachers, MCLs, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Current data reveals that only 20.51% of students are receiving necessary academic interventions. Root Cause: Staff does not have a process to analyze data and identify students who need targeted assistance. Problem Statement 3: Data shows that 65.09% of Bunche students are at Risk (retention, bilingual, homeless, CPS, low academic progress, incarcerated, failing grades, failing STAAR, DAEP) . Root Cause: Students meet one or more criteria for at Risk students set by the state of Texas.

Student Learning

Problem Statement 1: 3rd Grade Math STAAR Scores continue to decrease in all reporting categories. **Root Cause:** Lack of quality Tier 1 Instruction.

Problem Statement 2: 4th Grade Math STAAR Scores continue to decrease in all reporting categories. **Root Cause:** Lack of quality Tier 1 Instruction.

Problem Statement 3: 5th Grade Math STAAR Scores continue to decrease in all reporting categories. **Root Cause:** Lack of quality Tier 1 Instruction.

Problem Statement 4: 6th Grade Math STAAR Scores continue to decrease at the Master's level. **Root Cause:** Lack of planning for high achievers

Problem Statement 5: 3rd Grade TELPAS Composite scores for Intermediate, Advanced, and Adv.High have decreased **Root Cause:** Lack of structure and processes for teaching and supporting Bilingual students.





Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 1: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

Evaluation Data Sources: Accountability Ratings

Strategy 1 Details	Reviews			
Strategy 1: Amplify, a highly qualified instructional material (HQIM), will be utilized grades K-6th to provide to enhance students' reading skills. Strategy's Expected Result/Impact: Students will increase their understanding and performance in Reading. Staff Responsible for Monitoring: Teachers, MCL, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in PLC where Amplify (ELAR) and StemScopes (Math) framework and YAG will be implemented with fidelity. Strategy's Expected Result/Impact: Teachers will have an explicit structure and guide on delivering the ELAR and Math TEKS. This will enhance students' academic performance in ELAR and Math. Staff Responsible for Monitoring: Teachers, MCL, Math Strategist, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Students Kinder-6th Grade will receive Tier 1 instruction and participate in one-to-one small group intervention and tutoring weekly. Strategy's Expected Result/Impact: Students' ELAR and Math scores will increase. Staff Responsible for Monitoring: Teachers, MCLs, Math Strategist, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5	Formative			Summative
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Current data reveals that only 20.51% of students are receiving necessary academic interventions. Root Cause: Staff does not have a process to analyze data and identify students who need targeted assistance.
Problem Statement 3: Data shows that 65.09% of Bunche students are at Risk (retention, bilingual, homeless, CPS, low academic progress, incarcerated, failing grades, failing STAAR, DAEP) . Root Cause: Students meet one or more criteria for at Risk students set by the state of Texas.
Student Learning
Problem Statement 1: 3rd Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction.
Problem Statement 2: 4th Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction.
Problem Statement 3: 5th Grade Math STAAR Scores continue to decrease in all reporting categories. Root Cause: Lack of quality Tier 1 Instruction.
Problem Statement 4: 6th Grade Math STAAR Scores continue to decrease at the Master's level. Root Cause: Lack of planning for high achievers
Problem Statement 5: 3rd Grade TELPAS Composite scores for Intermediate, Advanced, and Adv.High have decreased Root Cause: Lack of structure and processes for teaching and supporting Bilingual students.





Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 2: 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.

Evaluation Data Sources: PLCs will demonstrate the ability to analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities that are tailored to individual student needs. This personalized approach to instruction will support student growth and achievement, leading to improved academic outcomes and increased student engagement and success.

PLC data scorecards will show improvement. Student Achievement.

Strategy 1 Details	Reviews			
Strategy 1: Based on data results, students will be provided individualized differentiated classroom instruction. Strategy's Expected Result/Impact: This is will improve teacher delivery of classroom instruction. Staff Responsible for Monitoring: Teachers, MCLs, Math Strategist, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Based on data results for AMPLIFY, StemScopes, i Ready, CFU, students will be grouped in one-to-one small group differentiated instruction, be provided intervention, and tutoring. Strategy's Expected Result/Impact: Students will gain understanding of ELAR and Math concepts which will increase students' academic performance. Staff Responsible for Monitoring: Teachers, MCLs, Math Strategist, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in PLC for effective planning, enhance classroom instruction, monitor goals, and reflect on self-growth. Strategy's Expected Result/Impact: Students scores will increase in ELAR and Math. Staff Responsible for Monitoring: Teachers, MCLs, Math Strategist, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Current data reveals that only 20.51% of students are receiving necessary academic interventions. Root Cause: Staff does not have a process to analyze data and identify students who need targeted assistance.
Problem Statement 3: Data shows that 65.09% of Bunche students are at Risk (retention, bilingual, homeless, CPS, low academic progress, incarcerated, failing grades, failing STAAR, DAEP) . Root Cause: Students meet one or more criteria for at Risk students set by the state of Texas.

Student Learning

Problem Statement 1: 3rd Grade Math STAAR Scores continue to decrease in all reporting categories. **Root Cause:** Lack of quality Tier 1 Instruction.

Problem Statement 2: 4th Grade Math STAAR Scores continue to decrease in all reporting categories. **Root Cause:** Lack of quality Tier 1 Instruction.

Problem Statement 3: 5th Grade Math STAAR Scores continue to decrease in all reporting categories. **Root Cause:** Lack of quality Tier 1 Instruction.

Problem Statement 4: 6th Grade Math STAAR Scores continue to decrease at the Master's level. **Root Cause:** Lack of planning for high achievers

Problem Statement 5: 3rd Grade TELPAS Composite scores for Intermediate, Advanced, and Adv.High have decreased **Root Cause:** Lack of structure and processes for teaching and supporting Bilingual students.

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 3: Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

Evaluation Data Sources: Students will experience a safer and more conducive learning environment, with increased opportunities for uninterrupted instruction and academic engagement.

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 4: 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Safety drills and Audits.





Strategy 1 Details	Reviews			
Strategy 1: The campus will conduct weekly audits, monthly drills, and the Centegix program. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Feb	Apr	June
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Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 1: Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

Evaluation Data Sources: Vacancy reports, District Accountability.

Strategy 1 Details	Reviews			
Strategy 1: PLCs will be designated for teachers to plan, internalize, and rehearse lessons using TLAC coding and strategies. Staff Responsible for Monitoring: Teachers and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure teachers and support staff are equipped with instructional support and materials by visiting and observing classrooms. Staff Responsible for Monitoring: Administrators Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
Strategy 3: Strategically place teachers on MCL coaching assignments to ensure all staff are supported and equipped to provide targeted Tier 1 instruction. Staff Responsible for Monitoring: Administrators Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 2: Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.

Evaluation Data Sources: Pipeline data, and retention reports.

Strategy 1 Details	Reviews			
Strategy 1: PLCs will be designated for teachers to plan, internalize, and rehearse lessons using TLAC coding and strategies. Staff Responsible for Monitoring: Teachers and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
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Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability.

Evaluation Data Sources: Committing to timely responses and transparent reporting of feedback outcomes holds the district accountable for addressing stakeholder concerns and implementing suggested improvements. This accountability reinforces trust in the district's leadership and ensures that actions are taken to address identified needs.

Strategy 1 Details	Reviews			
Strategy 1: The campus faculty will communicate with parents weekly regarding the classroom instructional focus, school-wide reminders, and important events via ClassDojo and newsletter. Strategy's Expected Result/Impact: Improved school culture and learning environment. Staff Responsible for Monitoring: Teachers and Administrators Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Bunche Elementary will send campus procedures, guidelines, and updates each month. Strategy's Expected Result/Impact: Improved school culture and learning environment. Staff Responsible for Monitoring: Administrators and Office Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 2: Amplify the narrative and impact of communication regarding performance and expectations, empowering stakeholders to effectively understand, engage with, and contribute to the shared story of success.

Evaluation Data Sources: DEIC Meeting, K-12 Insight Survey, ESSA Survey, ESSER Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will share student data with families two days before the testing window closes, and they will share student progress during parent-teacher conferences. Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will utilize social media, such as twitter, Facebook, and the website to highlight improvements and academic growth. Staff Responsible for Monitoring: Administrators, media specialist Title I: 4.1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The campus will communicate systems, processes, and procedures that maximize student learning and teacher effectiveness through messaging on Finals site and holding face-to-face parent meetings. Staff Responsible for Monitoring: Administrators Title I: 4.1, 4.2	Formative			Summative
	Nov	Feb	Apr	June
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