Midland Independent School District

Bunche Elementary

2024-2025 Campus Improvement Plan

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!

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The new Ralph Bunche Elementary campus opened in 2015. Bunche serves students in grades Prek-6th from the surrounding neighborhood. Bunche is a schoolwide Title 1 campus that serves monolingual and bilingual students. Hispanics students make up the largest student population group.

In 2019 Bunche Elementary became part of the REACH Network under an 1882 partnership with Midland ISD. Beginning in August 2024 Bunche will rejoin MISD and no longer be an 1887 campus.

As of June 2024, Bunche Elementary will have a new principal. This will be the principal's first year as a campus principal. Three out of four assistant principals will not be returning for the School Year 2024-2025.

Title 1: 1,014

Female 472 (46.55%) Male 542 (53.45%)

Ethnicity:

Hispanic-Latino 820 (80.87%) White 93 (9.17%) Black-African American 78 (7.69%) Asian 9 (0.89%) Native Hawaiian-Pacific Islander 1 (0.10%)

Attendance:	**2021-2022**	**2022-2023**	**23-24**
	89.5%	91.6%	91.9%

Student Programs:

Bilingual/ESL:

Emergent Bilingual (EB) 341 (33.63%)

Bilingual 233 (22.98%)

ESL: 105 (10.36%)

Gifted and Talented: 1

Student Indicators:

At-Risk: 660 (65.09%)

Foster Care: 3 (0.30%)

Immigrant: 92 (9.07%)

Intervention Indicator: 208 (20.51%)

Military Connected: 4 (0.39%)

Transfer In Students 2 (0.1972%)

Economic Disadvantage

Economic Disadvantage Total 850 (83.83%)

Free Meals 784 (77.32%)

Reduced-Price Meals 65 (6.41%)

Homeless and Unaccompanied Youth

Homeless Status Total 7 (0.69%)

Shelter 3 (0.30%)

Double Up 3 ((0.30%)

Hotel/Motel 1 (0.10%)

Discipline Referrals:

2021-2022	2022-2023	2023-2024
65	102	133

Staff:

	2021-2022	**2022-2023**	**23-24**
Beginning Teachers:	7.3 (14.4%)	8.5 (16.9%)	6.3 (11.9%)
1 - 5 Years Experience	17.5 (34.4%)	14.1 (28.1%)	18.8 (35.6%)
6 - 10 Years Experience	12.0 (23.6%)	11.1 (22.1%)	9.6 (18.2%)
11 - 20 Years Experience	7.9 (15.6%)	9.6 (19.1%)	11.5 (21.8%)
Over 20 Years Experience	6.0 (11.8%)	6.8 (13.5%)	6.6 (12.5%)

1st Grade: 4 Monolingual 1 Bilingual

Teacher:	Teacher Certification	Student Enrollment
Mary Adam		18
Kimberly Campbell		21
Shannon Loustalot		19
Susan Farmer		20
Silvia Ochoa Gamboa		23

Demographics Strengths

Student attendance rate continues to increase each year. Regular attendance is linked to higher academic achievement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): GT students are under identified.
Root Cause: Teachers and parents are not referring students for GT.

Problem Statement 2 (Prioritized): 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 (Prioritized): 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.

Problem Statement 4 (Prioritized): The number of student discipline referrals have increased the past three years.
Root Cause: Lack of common campus behavioral expectations and process for referrals.

Student Learning

Student Learning Summary

3rd STAAR Math

May 2024 107 Students

Approaches	Meets	Masters
48.60%	20.56%	6.54%

May 2023 86 Students

Approaches	Meets	Masters
56.98%	32.56%	8.14%

May 2022 86 Students

Approaches	Meets	Masters
61.63%	36.05%	15.12%

3rd STAAR Math Spanish

May 2024 42 Students

Approaches	Meets	Masters
78.57%	42.86%	7.14%

May 2023 39 Students

Approaches	Meets	Masters
74.36%	46.15%	5.13%

May 2023 29 Students

Approaches	Meets	Masters
79.31%	48.28%	17.24%

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3rd STAAR Reading

May 2022 83 Students

Approaches	Meets	Masters
53.01%	20.48%	15.66%

3rd STAAR Reading Spanish

May 2022 32 Students

Approaches	Meets	Masters
50%	25%	6.25%%

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3rd TELPAS Composite Rating

March 2024 53 Students

Beginning	Intermediate	Advanced	Adv.High
32.08%	54.72%	13.21%	0%

March 2023 41 Students

Beginning   Intermediate   Advanced   Adv.High

29.72%   48.78%   21.95%   0%

March 2022 35 Students

Beginning   Intermediate   Advanced   Adv.High

2.86%   57.14%   25.71%   11.43%

3rd TELPAS LISTENING

March 2024 *53* Students

Beginning   Intermediate   Advanced   Advanced High

3.77%   26.42%   37.74%   32.08%

March 2023   41 Students

Beginning   Intermediate   Advanced   Advanced High

21.95%   34.15%   19.51%   24.39%

March 2022   35 Students

Beginning   Intermediate   Advanced   Adv.High

2.86%   17.14%   45.71%   34.29%

3rd TELPAS SPEAKING

March 2024 *53* Students

Beginning   Intermediate   Advanced   Advanced High

45.28%   54.72%   0%   0%

March 2023   41 Students

Beginning   Intermediate   Advanced   Advanced High

43.9%   51.22%   4.88%   0%

March 2022   35 Students

Beginning   Intermediate   Advanced   Adv.High

22.86%   45.71%   28.57%   2.86%

3rd TELPAS WRITING

March 2024 *53* Students

Beginning	Intermediate	Advanced	Advanced High
60.38%	37.74%	0%	1.89%

March 2023 41 Students

Beginning	Intermediate	Advanced	Advanced High
63.41%	31.71%	4.88%	0%

March 2022 35 Students

Beginning	Intermediate	Advanced	Adv.High
5.71%	34.29%	40%	17.14%

3rd TELPAS READING

March 2024 *53* Students

Beginning	Intermediate	Advanced	Advanced High
49.06%	33.96%	11.32%	5.66%

March 2023 41 Students

Beginning	Intermediate	Advanced	Advanced High
41.46%	31.71%	19.51%	7.32%

March 2022 35 Students

Beginning	Intermediate	Advanced	Adv.High
34.29%	40%	11.43%	14.29%

3rd Grade Teachers T-TESS 23-24 ??

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4th STAAR Math

May 2024 113 Students

Approaches	Meets	Masters
53.1%	30.09%	10.62%

4th STAAR Math Spanish

May 2024 23 Students

Approaches	Meets	Masters
39.13%	21.74%	4.35%

May 2023 108 Students			*May 2023* 10 Students		
Approaches	Meets	Masters	Approaches	Meets	Masters
58.33%	34.26%	11.11%	40%	20%	0%

May 2022 95 Students			*May 2022* 17 Students		
Approaches	Meets	Masters	Approaches	Meets	Masters
57.89%	24.21%	13.68%	82.35%	35.29%	11.76%

4th Grade Teachers T-TESS 23-24 ??

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4th STAAR Reading			**4th S TAAR Reading Spanish**		
May 2022 97 Students			*May 2022* 14 Students		
Approaches	Meets	Masters	Approaches	Meets	Masters
58.76%	24.74%	7.22%	42.86%	28.57%	0%

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5th STAAR Math

May 2024 117 Students

Approaches	Meets	Masters
54.7%	26.5%	5.98%

May 2023 113 Students

Approaches	Meets	Masters
52.21%	13.27%	0.88%

May 2022 106 Students

Approaches	Meets	Masters
64.15%	29.25%	14.15%

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<u>5th STAAR Reading</u>

May 2022   106 Students

Approaches   Meets   Masters

66.98%   26.42%   13.21%

5th Grade Teachers T-TESS 23-24 ??

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6<u>th STAAR Math</u>

May 2024   111 Students

Approaches   Meets   Masters

51.35%   18.92%   1.8%

May 2023   106 Students

Approaches   Meets   Masters

55.66%   12.26%   2.83%%

May 2022   74 Students

Approaches   Meets   Masters

44.59%   14.86%   1.35%

<u>6th STAAR Reading</u>

May 2022   74 Students

Approaches   Meets   Masters

32.43%   12.16%   2.7%

6th Grade Teachers T-TESS 23-24 ??

Student Learning Strengths

MATH:

6th Grade Math STAAR scores has increased at the Approaches and Meets categories.

TELPAS:

3rd - Composite scores for 3rd grade increased the past three years.

Problem Statements Identifying Student Learning Needs

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

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

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

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

Problem Statement 5 (Prioritized): 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.

School Processes & Programs

School Processes & Programs Summary

This school year the district has adopted the following supplemental aids for curriculum (TEKS) support.

List of Adopted Materials:

Amplify ELAR

- K-5
- 6th Grade

Amplify SLAR

- K-5

StemScopes (K-5 Math)

- Kits

Carnegie (6th Grade)

SAVVAS (K-6 Science)

- Kits

SAVVAS (PreK)

Magnetic Reading Foundations (K-2)

McGraw Hill: Social Studies

Quaver ED Health and PE

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Opportunity Culture

Opportunity Culture is

Priority Problem Statements

Problem Statement 1: GT students are under identified.
Root Cause 1: Teachers and parents are not referring students for GT.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Current data reveals that only 20.51% of students are receiving necessary academic interventions.
Root Cause 2: Staff does not have a process to analyze data and identify students who need targeted assistance.
Problem Statement 2 Areas: Demographics

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 3: Students meet one or more criteria for at Risk students set by the state of Texas.
Problem Statement 3 Areas: Demographics

Problem Statement 4: The number of student discipline referrals have increased the past three years.
Root Cause 4: Lack of common campus behavioral expectations and process for referrals.
Problem Statement 4 Areas: Demographics

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

Problem Statement 6: 4th Grade Math STAAR Scores continue to decrease in all reporting categories.
Root Cause 6: Lack of quality Tier 1 Instruction.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: 5th Grade Math STAAR Scores continue to decrease in all reporting categories.
Root Cause 7: Lack of quality Tier 1 Instruction.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: 6th Grade Math STAAR Scores continue to decrease at the Master's level.

Root Cause 8: Lack of planning for high achievers

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 3rd Grade TELPAS Composite scores for Intermediate, Advanced, and Adv.High have decreased

Root Cause 9: Lack of structure and processes for teaching and supporting Bilingual students.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Other PreK - 2nd grade assessment 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 data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data

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.

Campus goal: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 15% to 44% by 2025.

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.	Formative			Summative
	Nov	Feb	Apr	June
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	No Progress	Some Progress		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use the Magnetic Reading Foundation daily to develop phonemic awareness.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students scores will increase in phonemic awareness.	**Nov**	**Feb**	**Apr**	**June**
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	Some Progress	Considerable		

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students' phonemic awareness will increase.	**Nov**	**Feb**	**Apr**	**June**
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	Some Progress	Some Progress		

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 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.

Campus goal: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 15% to 44% by 2025.

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 .	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher will pull out small groups based on data to provide student individualized instruction.	**Nov**	**Feb**	**Apr**	**June**
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	Some Progress	Considerable		

Strategy 2 Details	Reviews			
Strategy 2: The administrators and MCLs will lead PLCs in lesson development, internalization, and rehearsals using the instructional frameworks.	Formative			Summative
	Nov	Feb	Apr	June
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	Some Progress	Some Progress		

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.	Formative			Summative
	Nov	Feb	Apr	June
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	Some Progress	Some Progress		

○ No Progress   ○ Accomplished   ➡ 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.

Demographics
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.

Campus goal: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 15% to 44% by 2025.

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 .	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher will pull out small groups based on data to provide student individualized instruction.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, MCL, and Administrators	Some Progress	Considerable		
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				

Strategy 2 Details	Reviews			
Strategy 2: The administrators and MCLs will lead PLCs in lesson development, internalization, and rehearsals using the instructional frameworks.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will understand on how to deliver effective classroom reading instruction; therefore, enhancing student reading performance.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, MCL, Administrators	Some Progress	Some Progress		
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				

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.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
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	Some Progress	Considerable		

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.

Campus goal: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 15% to 44% by 2025.

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 .	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher will pull out small groups based on data to provide student individualized instruction.	**Nov**	**Feb**	**Apr**	**June**
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	Some Progress	Considerable		

Strategy 2 Details	Reviews			
Strategy 2: The administrators and MCLs will lead PLCs in lesson development, internalization, and rehearsals using the instructional frameworks.	Formative			Summative
	Nov	Feb	Apr	June
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	Some Progress	Some Progress		

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.	Formative			Summative
	Nov	Feb	Apr	June
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	Some Progress	Considerable		

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

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.

Demographics
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.

Campus Goal: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 29% to 40% by 2025.

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase their math understanding and master Math objectives.	**Nov**	**Feb**	**Apr**	**June**
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	Some Progress	Considerable		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will pull small group based on data to provide student individualized instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase their knowledge and understanding of Math concepts.	**Nov**	**Feb**	**Apr**	**June**
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	Some Progress	Some Progress		

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-- Stemscopes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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	Some Progress	Considerable		

○ 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.

Campus Goal: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 29% to 40% by 2025.

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.	**Formative**			**Summative**
	Nov	Feb	Apr	June
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	Some Progress	Considerable		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will pull out small groups based on data to provide individualized Math instruction.	**Formative**			**Summative**
	Nov	Feb	Apr	June
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	Some Progress	Considerable		

Strategy 3 Details	Reviews			
Strategy 3: Teachers will attend PLC to plan/be coached on effective classroom math instruction.	**Formative**			**Summative**
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	**Nov**	**Feb**	**Apr**	**June**
	Some Progress	Considerable		

○ No Progress   ◯ Accomplished   ➡ 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.

Campus Goal: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 29% to 40% by 2025.

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase their understanding for Math concepts and skills and continue to advance their Math performance level.	**Nov**	**Feb**	**Apr**	**June**
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	Some Progress	Some Progress		

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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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	Some Progress	Some Progress		

Strategy 3 Details	Reviews			
Strategy 3: The teachers will plan, internalize, and rehearse their math lessons using the Stemscopes scope and sequence and district-created instructional frameworks.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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	Some Progress	Considerable		

○ 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.

Demographics
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.

Campus goal: The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 47% to 59% by 2025.

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			
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.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will close gaps and perform at a higher performance level in Reading MAP Growth. **Staff Responsible for Monitoring:** Teachers MCL, and Administrators. **Title I:** 2.4, 2.5, 2.6, 4.1 - **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		Some Progress	Some Progress		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide differentiated weekly instruction through StemScopes and iReady Reading.	Formative			Summative

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
	Nov	Feb	Apr	June

	No Progress	Some Progress		

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.	Formative			Summative
	Nov	Feb	Apr	June

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
	Some Progress	Some Progress		

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 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.

Campus goal: The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 53% to 65% by 2025.

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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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	Some Progress	Some Progress		

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.

Demographics
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

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
	Some Progress	Some Progress		

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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

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
	Some Progress	Some Progress		

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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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	No Progress	Some Progress		

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 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This is will improve teacher delivery of classroom instruction.	**Nov**	**Feb**	**Apr**	**June**
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	No Progress	Some Progress		

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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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	No Progress	Some Progress		

Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in PLC for effective planning, enhance classroom instruction, monitor goals, and reflect on self-growth.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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	Some Progress	Some Progress		

No Progress   Accomplished   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 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.

High Priority

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.

> **High Priority**

> **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.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administrators	**Nov**	**Feb**	**Apr**	**June**
	Some Progress	Considerable		
No Progress Accomplished Continue/Modify Discontinue				

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 5: To support the Student Experience pillar and build a post-secondary mindset at Bunche Elementary, the campus staff will participate in the School Action Fund Grant College and Career Preparation Model led by Ed Elements-- a TEA service provider.

> **High Priority**

> **HB3 Goal**

> **Evaluation Data Sources:** Surveys, campus and district benchmarks

Strategy 1 Details	Reviews			
Strategy 1: The campus will create the house system, which will cultivate a sense of belongingness, collaboration, and leadership skills through weekly house meetings, house points celebrations, daily house instructional challenges, and quarterly house pep rallies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The students will be able to communicate and form relationships with teachers and peers in order to advocate for themselves and work well with others. **Staff Responsible for Monitoring:** Teachers, Campus Staff, Administrators, School Improvement Coordinator **Title I:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy** **Funding Sources:** - SAF , - 211 Title 1	No Progress	Some Progress		

Strategy 2 Details	Reviews			
Strategy 2: The students will participate in RCA-inspired classroom transformations where teachers learn how to craft lessons and decorate their classroom environment, so the instruction is rigorous, TEKS-based, and engaging; moreover, teachers will attend RCA professional development in order to enhance their instructional practice and student engagement.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student growth and achievement on CFUs and district benchmarks **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.4, 2.51, 2.52, 2.53, 2.532, 2.533, 2.534, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** - SAF , - 199 Local	No Progress	Some Progress		

Strategy 3 Details	Reviews			
Strategy 3: The campus staff will support and implement a college and career readiness environment by providing and displaying college paraphernalia.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: A positive college and career culture **Title I:** 2.53, 2.532, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** - SAF	No Progress	Some Progress		

Strategy 4 Details	Reviews			
Strategy 4: The campus staff will maximize instructional time and hold students accountable through organizational, instructional, and time management strategies and materials through AVID professional development.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Instructional time will be maximized **Staff Responsible for Monitoring:** Staff, Teachers, Administrators **Title I:** 2.4, 2.5, 2.51, 2.52, 2.53, 2.532, 2.533, 2.534, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - SAF , - 199 Local	No Progress	Some Progress		

Strategy 5 Details	Reviews			
Strategy 5: The campus staff will be trained in PBIS/CHAMPS strategies to support school-wide and classroom expectations and Multi-tiered Systems of Support.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Consistent campus behavior expectations and maximized instructional time **Staff Responsible for Monitoring:** Staff, Teachers, and Administrators **Title I:** 2.53, 2.532, 2.533, 2.534 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - SAF , - 199 Local, - 211 Title 1	No Progress	Some Progress		

No Progress   Accomplished   Continue/Modify   Discontinue

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.		**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers and Administrators		**Nov**	**Feb**	**Apr**	**June**
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		Some Progress	Considerable		

Strategy 2 Details		Reviews			
Strategy 2: Ensure teachers and support staff are equipped with instructional support and materials by visiting and observing classrooms.		**Formative**			**Summative**
Staff Responsible for Monitoring: Administrators		**Nov**	**Feb**	**Apr**	**June**
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		Some Progress	Some Progress		

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
	Nov	**Feb**	**Apr**	**June**
	Some Progress	Considerable		

No Progress ⭘   Accomplished ⭘   ➡ Continue/Modify   ✖ Discontinue

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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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	Some Progress	Some Progress		

Strategy 2 Details	Reviews			
Strategy 2: Ensure teachers and support staff are equipped with instructional support and materials by visiting and observing classrooms.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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	Some Progress	Some Progress		

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.	Formative			Summative
Staff Responsible for Monitoring: Administrators	Nov	Feb	Apr	June
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	Some Progress	Considerable		

No Progress   Accomplished   Continue/Modify   Discontinue

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:	**Formative**			**Summative**
The campus faculty will communicate with parents weekly regarding the classroom instructional focus, school-wide reminders, and important events via ClassDojo and newsletter.	**Nov**	**Feb**	**Apr**	**June**
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	Some Progress	Considerable		

Strategy 2 Details	Reviews			
Strategy 2: Bunche Elementary will send campus procedures, guidelines, and updates each month.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved school culture and learning environment. **Staff Responsible for Monitoring:** Administrators and Office Staff	**Nov**	**Feb**	**Apr**	**June**
ESF Levers: Lever 3: Positive School Culture	Some Progress	Considerable		

○ No Progress ◎ Accomplished → Continue/Modify ✕ Discontinue

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**
		Some Progress	Some Progress		

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**
		Some Progress	Considerable		

Strategy 3 Details		Reviews			

Strategy 3: The campus will communicate systems, processes, and procedures that maximize student learning and teacher effectiveness through messaging on Finalsite and holding face-to-face parent meetings.
    Staff Responsible for Monitoring: Administrators
 	
    Title I:
    4.1, 4.2
		Formative			**Summative**

		Nov	**Feb**	**Apr**	**June**
		Some Progress	Some Progress		

Strategy 4 Details		Reviews		
Strategy 4: A goal at Bunche Elementary is to create a campus culture of parent involvement. Research states that parent		**Formative**		**Summative**

	Nov	Feb	Apr	June

engagement results in improved academic achievement for students, enhances better behavior and social skills on students, builds a stronger school-community partnership, increases parent satisfaction, and empowers parents.

Strategy's Expected Result/Impact: 1. Improved Academic Performance

Higher Grades and Test Scores: Students whose parents are involved in their education tend to have higher academic achievement, including better grades, standardized test scores, and graduation rates.

Better Understanding of the Curriculum: Parents who engage with teachers and school activities gain a better understanding of what their children are learning, allowing them to support them more effectively at home.

Increased Motivation to Learn: When parents show interest in their children's education, it boosts students' motivation and engagement in their own learning.

2. Better School Behavior

Fewer Behavioral Problems: Engaged parents can reinforce positive behavior and discipline at home, resulting in fewer behavior problems at school.

Improved Attitudes Toward School: Students are more likely to have a positive attitude toward school when their parents are involved, leading to fewer absences and tardiness.

Higher Self-Esteem: When students see that their parents care about their education, it positively impacts their self-esteem and confidence, which is reflected in their behavior.

3. Stronger Social and Emotional Development

Improved Social Skills: Parent involvement helps children develop better social skills, as parents can model effective communication, empathy, and relationship-building.

Better Emotional Regulation: Students with involved parents often show better emotional regulation and are more resilient to stress, as they have a strong support system at home.

Stronger Family-School Partnerships: Parent engagement fosters a positive relationship between families and educators, contributing to a supportive school environment for the child.

4. Higher Graduation Rates and School Retention

Increased Graduation Rates: Studies show that students whose parents are actively engaged in their education are more likely to graduate high school and pursue higher education.

Lower Dropout Rates: When parents are involved, students are less likely to drop out of school because they have a stronger support system and are more motivated to succeed academically.

5. Increased Parental Satisfaction and Confidence

Stronger Parent-School Connection: When parents are involved, they develop a stronger sense of connection to the school and its goals, which enhances overall satisfaction with the educational experience.

Empowered Parents: Parents who are engaged feel more knowledgeable and confident in supporting their child's education, leading to a sense of empowerment and satisfaction in their role as educational partners.

6. Enhanced School Climate and Community Engagement

Positive School Culture: A high level of parent engagement contributes to a positive, inclusive school culture, where all stakeholders (parents, students, teachers, and staff) work together for the success of students.

Strengthened Community Ties: Parent engagement creates a sense of community within the school, making the school a more welcoming and collaborative place for students and families.

Increased School Resources and Support: Engaged parents are more likely to volunteer, donate, or help organize events, which can provide additional resources or support for the school.

7. Higher Levels of Student Attendance

Fewer Absences: Students with involved parents tend to attend school more regularly. This is partly because involved parents emphasize the importance of attending school and make efforts to ensure their child is there on time.

Better Retention: Students who attend regularly are more likely to retain the knowledge they are learning, leading to better academic outcomes.

8. Increased Parental Learning and Growth

Nov: No Progress

Feb: Some Progress

Parents Become Better Educators: As parents engage in their children's education, they often gain new skills and knowledge themselves. Workshops and events at schools help parents learn how to support their children academically and socially.

Cultural and Linguistic Competence: Parent engagement activities, especially in diverse communities, can help bridge gaps in language and cultural differences, helping parents become more confident in supporting their children's learning.

Staff Responsible for Monitoring: Principal, assistant principals, teachers. counselors,

Title I:
2.4, 2.5, 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.6, 4.1, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Parent engagement supplies and materials - 211 Title 1

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

Campus Funding Summary

			211 Title 1		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	5	1			$0.00
5	5	5			$0.00
7	2	4	Parent engagement supplies and materials		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$15,000.00
				+/- Difference	$15,000.00
			199 Local		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	5	2			$0.00
5	5	4			$0.00
5	5	5			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,000.00
				+/- Difference	$10,000.00
			SAF		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	5	1			$0.00
5	5	2			$0.00
5	5	3			$0.00
5	5	4			$0.00
5	5	5			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$80,000.00
				+/- Difference	$80,000.00
				Grand Total Budgeted	$105,000.00
				Grand Total Spent	$0.00

SAF					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$105,000.00