

Midland Independent School District

Scharbauer Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: C



Mission Statement

To provide a safe and inclusive environment that encourages collaboration and growth for all.

Vision

To create a community of learners who achieve at their highest potential socially, emotionally, and academically.

Core Beliefs

We are Safe!

We are Respectful!

We are Responsible!

We are Wranglers!

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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: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 20% to 44% by 2025.	51
Goal 2: Board Goal: 2 The percentage of 3rd grade students who score meets grade level or above on the Math STAAR assessment will increase from 38% to 50% by 2028. Campus: The percentage of 3rd grade students who score meets grade level or above on the Math STAAR assessment will increase from 26% to 40% by 2025.	59
Goal 3: Board Goal :3 The percentage of 4th-6th grade students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028. Campus: The percentage of 4th-6th grade students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 61% to 66% by 2025.	65
Goal 4: Board Goal : 4 The percentage of 4th-6th grade students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028. Campus: The percentage of 4th-6th grade students who MEET or EXCEED their Math STAAR Annual Growth will increase from 60% to 65% by 2025.	67
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.	69
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.	75
Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.	79
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Scharbauer Elementary opened its doors in 1985 and is named after Ruth Cowden Scharbauer, matriarch of the Scharbauer family that has influenced Midland for more than a century. Scharbauer Elementary is located in Northwest Midland in the Grassland Estates Subdivision. Scharbauer Elementary serves students from Pre-Kindergarten through 6th grade. It provides learning opportunities for students with indicators including: gifted & talented services, dyslexia services, speech services, 504 services, counseling & behavioral support services, and special education services. At Scharbauer Elementary, we focus on developing the whole student including academic, social, and emotional growth. Students are their own competition. Teachers at Scharbauer are focusing on planning, differentiating, scaffolding, and supporting all of our students' needs. We are dedicated to professional growth and development to fill in student gaps and increase student achievement.

For the 2023-2024 school year, enrollment at Scharbauer Elementary School was 518 for snapshot. Scharbauer ES draws from a very large attendance zone spanning from Briarwood Avenue on the north side to 1788 and the Ector County line on the west side, down to the Upton County Line in the south, and over to Highway 349 in the east. These areas include established neighborhoods, a children's foster care facility, and rental properties. The graphics below identify the student population breakdown by grade level:

School Population:

School Population (2023 - 2024 Fall PEIMS file loaded 05/08/2024)		
	Count	Percent
Student Total	518	100%
Pre-Kindergarten Grade	22	4.25%
Kindergarten Grade	64	12.36%
1st Grade	67	12.93%
2nd Grade	79	15.25%
3rd Grade	56	10.81%
4th Grade	74	14.29%
5th Grade	75	14.48%
6th Grade	81	15.64%

School Population (2022 - 2023 Fall PEIMS file loaded 01/17/2023)

	Count	Percent
Student Total	696	100%
Early Education Grade	1	0.14%
Pre-Kindergarten Grade	34	4.89%
Kindergarten Grade	89	12.79%
1st Grade	113	16.24%
2nd Grade	72	10.34%
3rd Grade	91	13.07%
4th Grade	92	13.22%
5th Grade	95	13.65%
6th Grade	109	15.66%

School Population (2021 - 2022 Fall PEIMS file loaded 03/02/2022)

	Count	Percent
Student Total	636	100%
Pre-Kindergarten Grade	32	5.03%
Kindergarten Grade	98	15.41%
1st Grade	87	13.68%
2nd Grade	77	12.11%
3rd Grade	93	14.62%
4th Grade	79	12.42%
5th Grade	91	14.31%
6th Grade	79	12.42%

School Population (2020 - 2021 Fall PEIMS file loaded 01/13/2021)

	Count	Percent
Student Total	676	100%
Pre-Kindergarten Grade	27	3.99%
Kindergarten Grade	96	14.20%
1st Grade	86	12.72%
2nd Grade	94	13.91%
3rd Grade	88	13.02%
4th Grade	95	14.05%
5th Grade	85	12.57%
6th Grade	105	15.53%

School Population (2019 - 2020 Fall PEIMS file loaded 04/15/2023)

	Count	Percent
Student Total	721	100%
Early Education Grade	1	0.14%
Pre-Kindergarten Grade	19	2.64%
Kindergarten Grade	98	13.59%
1st Grade	102	14.15%
2nd Grade	103	14.29%
3rd Grade	102	14.15%
4th Grade	91	12.62%
5th Grade	109	15.12%
6th Grade	96	13.31%

Our largest student ethnicity group is Hispanic-Latino at 66.80%. The campus demographic breakdown for Scharbauer ES is below:

Demographics:

Student Demographics (2023 - 2024 Fall PEIMS file loaded 05/08/2024)			Count	Percent
Gender				
Female			253	48.84%
Male			265	51.16%
Ethnicity				
Hispanic-Latino			346	66.80%
Race				
American Indian - Alaskan Native			0	0.00%
Asian			3	0.58%
Black - African American			17	3.28%
Native Hawaiian - Pacific Islander			0	0.00%
White			133	25.68%
Two-or-More			19	3.67%

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/17/2023)			Count	Percent
Gender				
Female			356	51.15%
Male			340	48.85%
Ethnicity				
Hispanic-Latino			471	67.67%
Race				
American Indian - Alaskan Native			0	0.00%
Asian			2	0.29%
Black - African American			23	3.30%
Native Hawaiian - Pacific Islander			0	0.00%
White			179	25.72%
Two-or-More			21	3.02%

Student Demographics (2021 - 2022 Fall PEIMS file loaded 03/02/2022)

	Count	Percent
Gender		
Female	338	53.14%
Male	298	46.86%
Ethnicity		
Hispanic-Latino	420	66.04%
Race		
American Indian - Alaskan Native	1	0.16%
Asian	7	1.10%
Black - African American	18	2.83%
Native Hawaiian - Pacific Islander	0	0.00%
White	168	26.42%
Two-or-More	22	3.46%

Student Demographics (2020 - 2021 Fall PEIMS file loaded 01/13/2021)

	Count	Percent
Gender		
Female	344	50.89%
Male	332	49.11%
Ethnicity		
Hispanic-Latino	438	64.79%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	4	0.59%
Black - African American	19	2.81%
Native Hawaiian - Pacific Islander	0	0.00%
White	199	29.44%
Two-or-More	16	2.37%

Student Demographics (2019 - 2020 Fall PEIMS file loaded 04/15/2023)	Count	Percent
Gender		
Female	361	50.07%
Male	360	49.93%
Ethnicity		
Hispanic-Latino	446	61.86%
Race		
American Indian - Alaskan Native	2	0.28%
Asian	6	0.83%
Black - African American	12	1.66%
Native Hawaiian - Pacific Islander	0	0.00%
White	240	33.29%
Two-or-More	15	2.08%

Scharbauer ES has 65.64% economically disadvantaged students. We are a school-wide Title I campus. We serve 15.44% of our students with special education services. Student programs, student indicators, and special education services are referenced below:

Student Programs:

Student Programs (2023 - 2024 Fall PEIMS file loaded 05/08/2024)

	Count	Percent
Dyslexia	13	2.51%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	5	0.97%
Special Education (SPED)	80	15.44%
Bilingual/ESL		
Emergent Bilingual (EB)	32	6.18%
Bilingual	0	0.00%
English as a Second Language (ESL)	29	5.60%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	518	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Programs (2022 - 2023 Fall PEIMS file loaded 01/17/2023)

	Count	Percent
Dyslexia	25	3.59%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	16	2.30%
Special Education (SPED)	100	14.37%
Bilingual/ESL		
Emergent Bilingual (EB)	63	9.05%
Bilingual	0	0.00%
English as a Second Language (ESL)	55	7.90%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	696	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Programs (2021 - 2022 Fall PEIMS file loaded 03/02/2022)

	Count	Percent
Dyslexia	15	2.36%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	15	2.36%
Special Education (SPED)	71	11.16%
Bilingual/ESL		
Emergent Bilingual (EB)	49	7.70%
Bilingual	0	0.00%
English as a Second Language (ESL)	9	1.42%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	35	5.50%
Title I Part A		
Schoolwide Program	636	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student by Program (2020 - 2021 Fall PEIMS file loaded 01/13/2021)

	Count	Percent
Emergent Bilingual (EB)	47	6.95%
Bilingual	0	0.00%
English as a Second Language (ESL)	39	5.77%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Gifted and Talented	0	0.00%
Special Education (SPED)	76	11.24%
Title I Participation	676	100.00%
Dyslexia	25	3.70%
Economic Disadvantage		
Economic Disadvantage Total	381	56.36%
Free Meals	357	52.81%
Reduced-Price Meals	22	3.25%
Other Economic Disadvantage	2	0.30%
Homeless Statuses		
Homeless Status Total	12	1.78%
Shelter	6	0.89%
Doubled Up	3	0.44%
Unsheltered	3	0.44%
Hotel/Motel	0	0.00%

Student by Program (2019 - 2020 Fall PEIMS file loaded 04/15/2023)

	Count	Percent
Emergent Bilingual (EB)	41	5.69%
Bilingual	1	0.14%
English as a Second Language (ESL)	30	4.16%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Career and Technical Education (CTE)	0	0.00%
Gifted and Talented	0	0.00%
Special Education (SPED)	87	12.07%
Title I Participation	721	100.00%
Dyslexia	30	4.16%
Economic Disadvantage		
Economic Disadvantage Total	344	47.71%
Free Meals	313	43.41%
Reduced-Price Meals	23	3.19%
Other Economic Disadvantage	8	1.11%
Homeless Statuses		
Homeless Status Total	5	0.69%
Shelter	0	0.00%
Doubled Up	5	0.69%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Student Indicators:

Student Indicators (2023 - 2024 Fall PEIMS file loaded 05/08/2024)

	Count	Percent
At-Risk	203	39.19%
Foster Care	5	0.97%
IEP Continuer	0	0.00%
Immigrant	1	0.19%
Intervention Indicator	172	33.20%
Migrant	0	0.00%
Military Connected	7	1.35%
Transfer In Students	6	1.1583%
Unschooler Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	340	65.64%
Free Meals	298	57.53%
Reduced-Price Meals	41	7.92%
Other Economic Disadvantage	1	0.19%
Homeless and Unaccompanied Youth		
Homeless Status Total	8	1.54%
Shelter	5	0.97%
Doubled Up	1	0.19%
Unsheltered	0	0.00%
Hotel/Motel	2	0.39%
Not Unaccompanied Youth	8	1.54%
Is Unaccompanied Youth	0	0.00%

Student Indicators (2022 - 2023 Fall PEIMS file loaded 01/17/2023)

	Count	Percent
At-Risk	419	60.20%
Foster Care	3	0.43%
IEP Continuer	0	0.00%
Immigrant	4	0.57%
Intervention Indicator	89	12.79%
Migrant	0	0.00%
Military Connected	14	2.01%
Transfer In Students	4	0.5747%
Unschool'd Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	483	69.40%
Free Meals	431	61.93%
Reduced-Price Meals	51	7.33%
Other Economic Disadvantage	1	0.14%
Homeless and Unaccompanied Youth		
Homeless Status Total	3	0.43%
Shelter	0	0.00%
Doubled Up	3	0.43%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	2	0.29%
Is Unaccompanied Youth	1	0.14%

Student Indicators (2021 - 2022 Fall PEIMS file loaded 03/02/2022)

	Count	Percent
At-Risk	319	50.16%
Foster Care	7	1.10%
IEP Continuer	0	0.00%
Immigrant	3	0.47%
Intervention Indicator	159	25.00%
Migrant	0	0.00%
Military Connected	9	1.42%
Transfer In Students	1	0.1572%
Unschool'd Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	413	64.94%
Free Meals	289	45.44%
Reduced-Price Meals	8	1.26%
Other Economic Disadvantage	116	18.24%
Homeless and Unaccompanied Youth		
Homeless Status Total	5	0.79%
Shelter	3	0.47%
Doubled Up	2	0.31%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	2	0.31%
Is Unaccompanied Youth	3	0.47%

Other Student Information (2020 - 2021 Fall PEIMS file loaded 01/13/2021)

	Count	Percent
At-Risk	337	49.85%
Title I Homeless	0	0.00%
Immigrant	0	0.00%
Migrant	0	0.00%
Military Connected	19	2.81%
Foster Care	5	0.74%
Section 504	27	3.99%
Intervention Indicator	78	11.54%
IEP Continuer	0	0.00%
Transfer In Students	0	0%

Other Student Information (2019 - 2020 Fall PEIMS file loaded 04/15/2023)

	Count	Percent
At-Risk	305	42.30%
Title I Homeless	0	0.00%
Immigrant	2	0.28%
Migrant	0	0.00%
Military Connected	19	2.64%
Foster Care	12	1.66%
Section 504	31	4.30%
Intervention Indicator	102	14.15%
IEP Continuer	0	0.00%
Transfer In Students	0	0%

Special Education Services:

Special Education Services (2023 - 2024 Fall PEIMS file loaded 05/08/2024)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	9	11.25%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	7	8.75%
Emotional disturbance	2	2.50%
Learning disability	17	21.25%
Speech impairment	25	31.25%
Autism	18	22.50%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	2	2.50%
Instructional Settings		
Speech Therapy	25	31.25%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	10	12.50%
Resource Room	28	35.00%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	14	17.50%
Full-Time Early Childhood	3	3.75%
Nonpublic Day School	0	0.00%

Special Education Services (2022 - 2023 Fall PEIMS file loaded 01/17/2023)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	1	1.00%
Other health impairment	8	8.00%
Auditory impairment	1	1.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	13	13.00%
Emotional disturbance	3	3.00%
Learning disability	27	27.00%
Speech impairment	29	29.00%
Autism	16	16.00%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	2	2.00%
Instructional Settings		
Speech Therapy	29	29.00%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	13	13.00%
Resource Room	40	40.00%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	17	17.00%
Full-Time Early Childhood	1	1.00%
Nonpublic Day School	0	0.00%

Special Education Services (2021 - 2022 Fall PEIMS file loaded 03/02/2022)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	7	9.86%
Auditory impairment	1	1.41%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	8	11.27%
Emotional disturbance	1	1.41%
Learning disability	15	21.13%
Speech impairment	22	30.99%
Autism	14	19.72%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	3	4.23%
Instructional Settings		
Speech Therapy	20	28.17%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	6	8.45%
Resource Room	28	39.44%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	16	22.54%
Full-Time Early Childhood	1	1.41%
Nonpublic Day School	0	0.00%

Special Education Services (2020 - 2021 Fall PEIMS file loaded 01/13/2021)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	1	1.32%
Other health impairment	6	7.89%
Auditory impairment	1	1.32%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	10	13.16%
Emotional disturbance	1	1.32%
Learning disability	13	17.11%
Speech impairment	27	35.53%
Autism	16	21.05%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	1	1.32%
Instructional Settings		
Speech Therapy	25	32.89%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	9	11.84%
Resource Room	24	31.58%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	18	23.68%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Special Education Services (2019 - 2020 Fall PEIMS file loaded 04/15/2023)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	2	2.30%
Other health impairment	12	13.79%
Auditory impairment	1	1.15%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	10	11.49%
Emotional disturbance	2	2.30%
Learning disability	5	5.75%
Speech impairment	39	44.83%
Autism	16	18.39%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	39	44.83%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	8	9.20%
Resource Room	23	26.44%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	17	19.54%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

For the 2023-2024 school year, the attendance rate increased from 91.7% to 92.53%. The fourth six weeks was our lowest attendance rate at 89.7%. The first six weeks was our highest attendance rate at 94.7%. The attendance breakdown by six weeks is below:

Attendance:

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
23-24	Sixth six weeks	92.5%		80%	1,352	↑
23-24	Fifth six weeks	92.4%		80%	1,026	↓
23-24	Fourth six weeks	89.7%		80%	1,474	↑
23-24	Third six weeks	91.6%		80%	1,243	↑
23-24	Second six weeks	93.2%		80%	960	↑
23-24	First six weeks	94.7%		80%	805	↓

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
22-23	Sixth six weeks	91.7%		80%	1,749	↑
22-23	Fifth six weeks	91.9%		80%	1,654	↓
22-23	Fourth six weeks	91.8%		80%	1,714	↓
22-23	Third six weeks	89.8%		80%	2,083	↑
22-23	Second six weeks	92.2%		80%	1,580	↑
22-23	First six weeks	92.7%		80%	1,404	↓

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
21-22	Sixth six weeks	92.1%		80%	1,722	↑
21-22	Fifth six weeks	91.8%		80%	1,567	↓
21-22	Fourth six weeks	88.8%		80%	1,914	↑
21-22	Third six weeks	90.8%		80%	1,744	↑
21-22	Second six weeks	92.4%		80%	1,410	↓
21-22	First six weeks	90.7%		80%	1,590	↓

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
20-21	Sixth six weeks	92.8%		80%	1,852	↑
20-21	Fifth six weeks	92.8%		80%	1,078	↓
20-21	Fourth six weeks	92.4%		80%	1,316	↓
20-21	Third six weeks	90%		80%	1,655	↑
20-21	Second six weeks	91.4%		80%	1,400	↓
20-21	First six weeks	90.7%		80%	1,491	↑

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
19-20	Sixth six weeks	Covid-19 100%		80%	0	—
19-20	Fifth six weeks	Covid-19 100%		80%	0	↓
19-20	Fourth six weeks	94.6%		80%	1,442	↑
19-20	Third six weeks	94.7%		80%	1,114	↑
19-20	Second six weeks	94.5%		80%	1,051	↑
19-20	First six weeks	95.5%		80%	820	↓

For the 2023-2024 school year, we decreased our discipline incidents for the year from 172 the previous school year down to 25 incidents. Our discipline maintained below the 1% threshold then entire school year. The discipline breakdown by six weeks is below:

Discipline:

Year	Discipline	Status	Flag	Goal	Incidents	Incidents Trend
23-24	Sixth six weeks	0.93%		5%	6	↑
23-24	Fifth six weeks	0.18%		5%	1	↓
23-24	Fourth six weeks	0.92%		5%	6	↑
23-24	Third six weeks	0.56%		5%	4	↓
23-24	Second six weeks	0.95%		5%	5	↑
23-24	First six weeks	0.58%		5%	3	↓

Year	Discipline	Status	Flag	Goal	Incidents	Incidents Trend
22-23	Sixth six weeks	5.09%	🚩	5%	46	↑
22-23	Fifth six weeks	3.84%		5%	41	↑
22-23	Fourth six weeks	1.79%		5%	18	↓
22-23	Third six weeks	2.96%		5%	37	↑
22-23	Second six weeks	1.98%		5%	26	↑
22-23	First six weeks	0.43%		5%	4	↓

Year	Discipline	Status	Flag	Goal	Incidents	Incidents Trend
21-22	Sixth six weeks	2.69%		5%	25	↑
21-22	Fifth six weeks	2.22%		5%	21	↓
21-22	Fourth six weeks	3.01%		5%	23	↑
21-22	Third six weeks	1.66%		5%	16	↓
21-22	Second six weeks	2.14%		5%	19	↑
21-22	First six weeks	1.37%		5%	12	↓

Year	Discipline	Status	Flag	Goal	Incidents	Incidents Trend
20-21	Sixth six weeks	1.66%		5%	16	↑
20-21	Fifth six weeks	0.59%		5%	4	↓
20-21	Fourth six weeks	0.86%		5%	6	↓
20-21	Third six weeks	1%		5%	9	↑
20-21	Second six weeks	0.29%		5%	2	↑
20-21	First six weeks	0%		5%		↓

Year	Discipline	Status	Flag	Goal	Incidents	Incidents Trend
19-20	Sixth six weeks	0%		5%		—
19-20	Fifth six weeks	0%		5%		↓
19-20	Fourth six weeks	1.94%		5%	28	↑
19-20	Third six weeks	2.06%		5%	20	↓
19-20	Second six weeks	2.41%		5%	24	↑
19-20	First six weeks	0.53%		5%	8	↓

Scharbauer ES continues to have a large turnover of teachers. For the 2023-2024 school year, 10 teachers either transferred within district or moved to a neighboring district. For the upcoming school year, we will have 5 MCLs and 3 TRTs. We are focusing our Opportunity Culture on our upper grade levels to help us fill academic gaps. The staff demographic information is as follows:

Staff Information:

Staff Information (2023 - 2024 Fall PEIMS file loaded 05/08/2024)

	Count	Percent
Administrative Support	17	26.56%
Teacher	32	50.00%
Educational Aide	15	23.44%
Auxiliary	0	0.00%

Staff Information (2022 - 2023 Fall PEIMS file loaded 01/17/2023)

	Count	Percent
Administrative Support	12	19.05%
Teacher	39	61.90%
Educational Aide	12	19.05%
Auxiliary	0	0.00%

Staff Information (2021 - 2022 Fall PEIMS file loaded 03/02/2022)

	Count	Percent
Administrative Support	10	16.67%
Teacher	41	68.33%
Educational Aide	9	15.00%
Auxiliary	0	0.00%

Staff Information (2020 - 2021 Fall PEIMS file loaded 01/13/2021)

	Count	Percent
Administrative Support	10	11.49%
Teacher	66	75.86%
Educational Aide	11	12.64%
Auxiliary	0	0.00%

Staff Information (2019 - 2020 Fall PEIMS file loaded 04/15/2023)

	Count	Percent
Administrative Support	9	14.06%
Teacher	48	75.00%
Educational Aide	7	10.94%
Auxiliary	0	0.00%

Demographics Strengths

For the 2023-2024 school year, our overall student enrollment declined to roughly 520 students due to district rezoning.

Scharbauer ES will continue to be a part of Opportunity Culture this year. We will have five Multi-Classroom Leaders and three Team Reach Teachers distributed among the varying grade levels. The MCLs in the upper grades (3rd-6th) will focus on vertical alignment planning, teacher coaching and support, and instructional support. The lower grade MCLs (K-2nd) will focus on planning horizontally as a grade level and provide instructional support and coaching to grade level teachers.

This year, Scharbauer ES will be utilizing Relay Graduate School of Education services to train our teachers in planning, lesson delivery, checking for understanding, having exemplars in hand, and teaching high quality Tier I instruction. Scharbauer ES will focus on implementing the professional learning communities framework using the data driven instruction processes to include standard breakdowns, exemplar student work, reteaching strategies, academic vocabulary, and to create and assess students according to the rigor and specificity of the state standards. Through checking for understanding, we will focus on providing immediate support to our students to clarify any misconceptions and to fill in academic gaps.

Scharbauer ES has completed year two of school-wide implementation of positive behavior interventions and supports. Last year, the team presented at the TMSS training on how the implementation process went in Phase I and what the next steps are in Phase II. PBIS will continue to be at the center of student expectations and doing things the "Wrangler Way." Students are modeling the expectations of being safe, respectful, and responsible. Scharbauer ES is celebrating the successes of our students academically and behaviorally. We will use positive incentives such as Wrangler Bucks, Wrangler Way Certificates, Student of the Month, and the Wrangler Roundup to encourage our students in all areas.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback.

Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.

Problem Statement 2 (Prioritized): Scharbauer ES had an attendance rate of 92.53%. This falls below the district expectations of 95%.

Root Cause: Scharbauer ES has a high student population without transportation.

Problem Statement 3 (Prioritized): Teacher retention is a continuous struggle for Scharbauer ES.

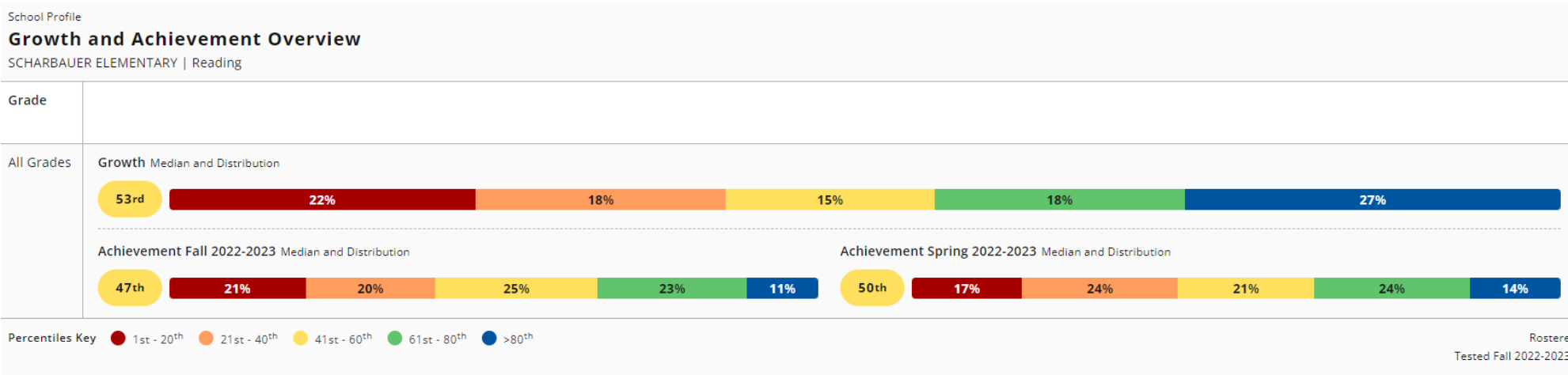
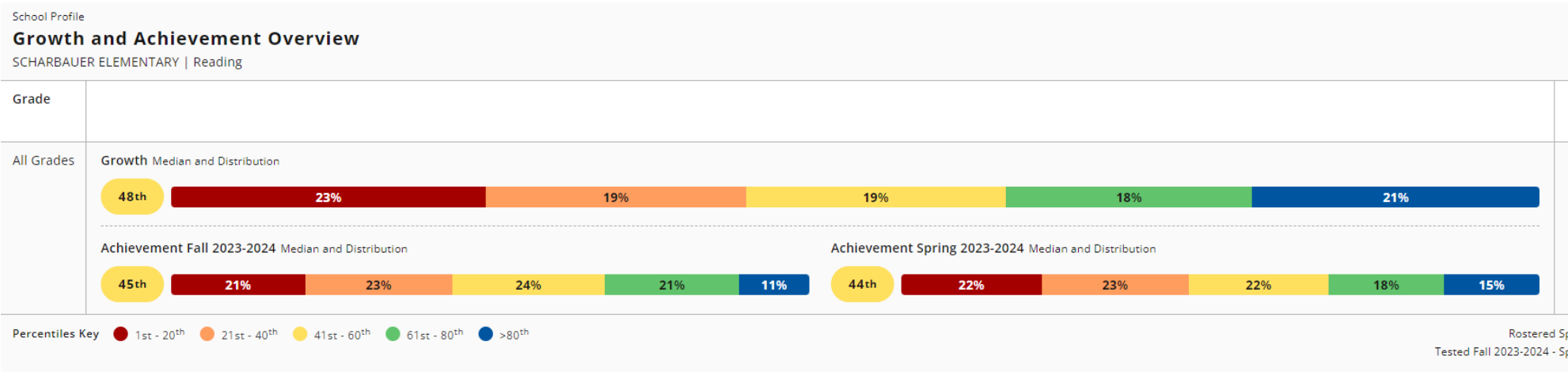
Root Cause: There is a teacher shortage- promotion of teachers, funding, changing professions, and/or retiring.

Student Learning

Student Learning Summary

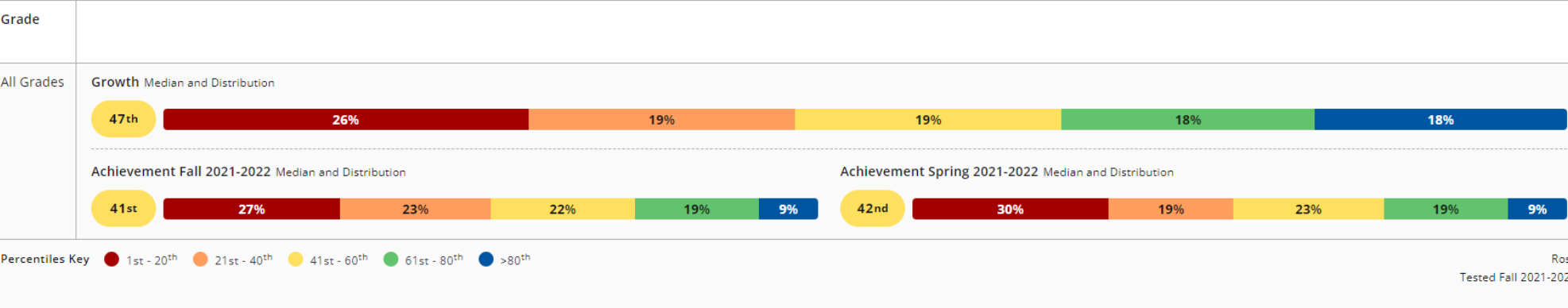
For the 2023-2024 school year, Scharbauer ES declined in their growth for MAP ELAR scores to the 48th percentile of schools. We scored better than 48 percent of other schools like our across the country that took this same assessment. Last year, we were in the 53rd percentile. There is a breakdown of MAP ELAR data below:

MAP ELAR Growth & Achievement:



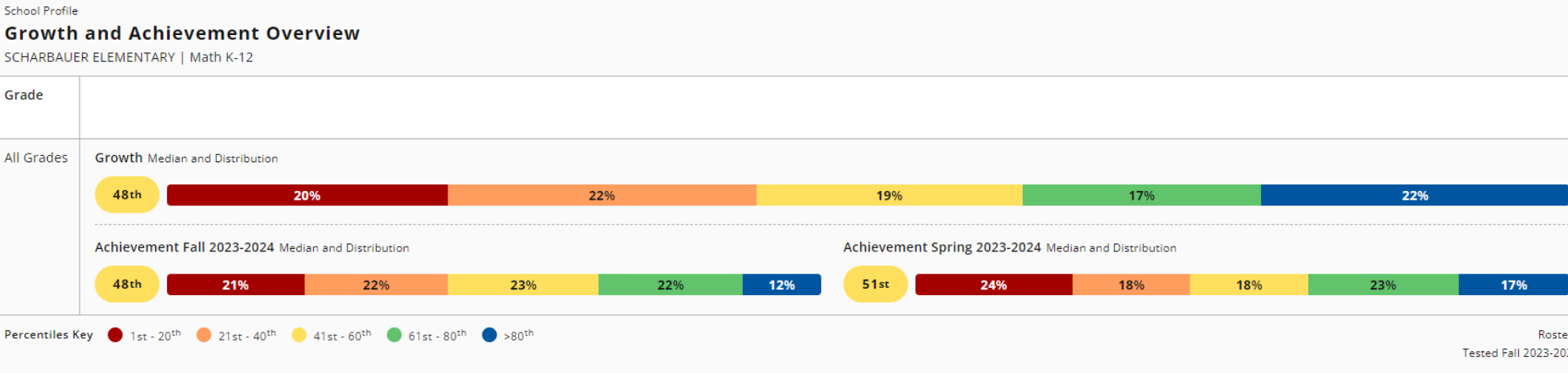
Growth and Achievement Overview

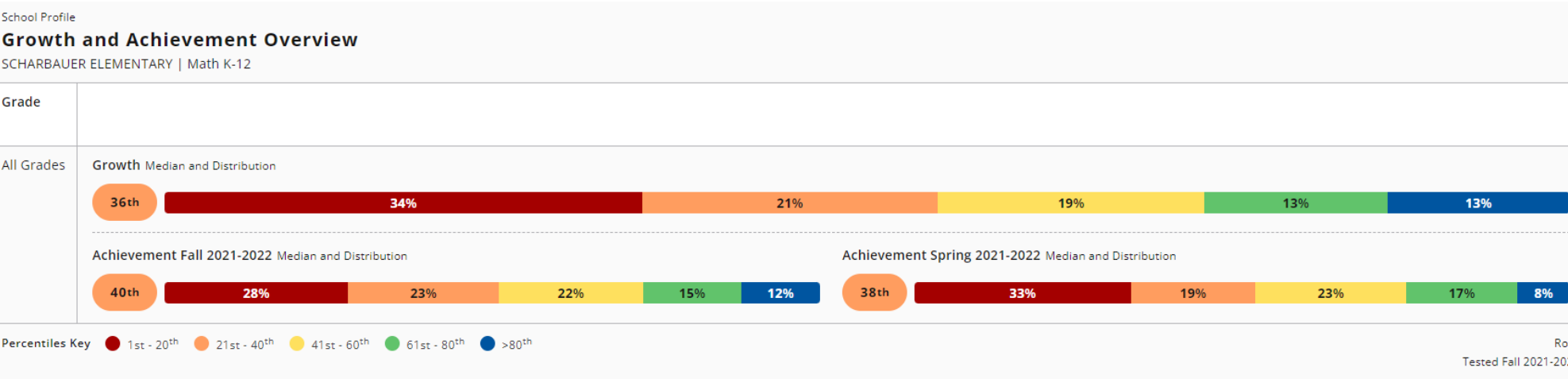
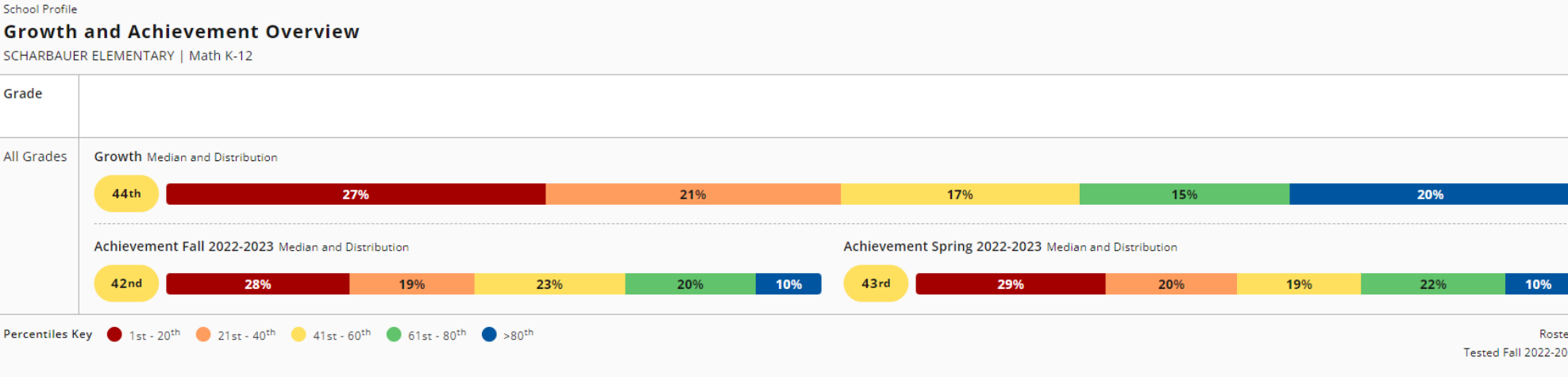
SCHARBAUER ELEMENTARY | Reading



For the 2023-2024 school year, Scharbauer ES improved their growth MAP Math scores to the 48th percentile of schools. We scored better than 48 percent of other schools like our across the country that took this same assessment. We increased our percentile from the 44th to the 48th percentile. We have continuously improved our MAP Math growth over the last three years. Our achievement has followed that same path as well. The breakdown for MAP Math is below:

MAP Math Growth & Achievement:

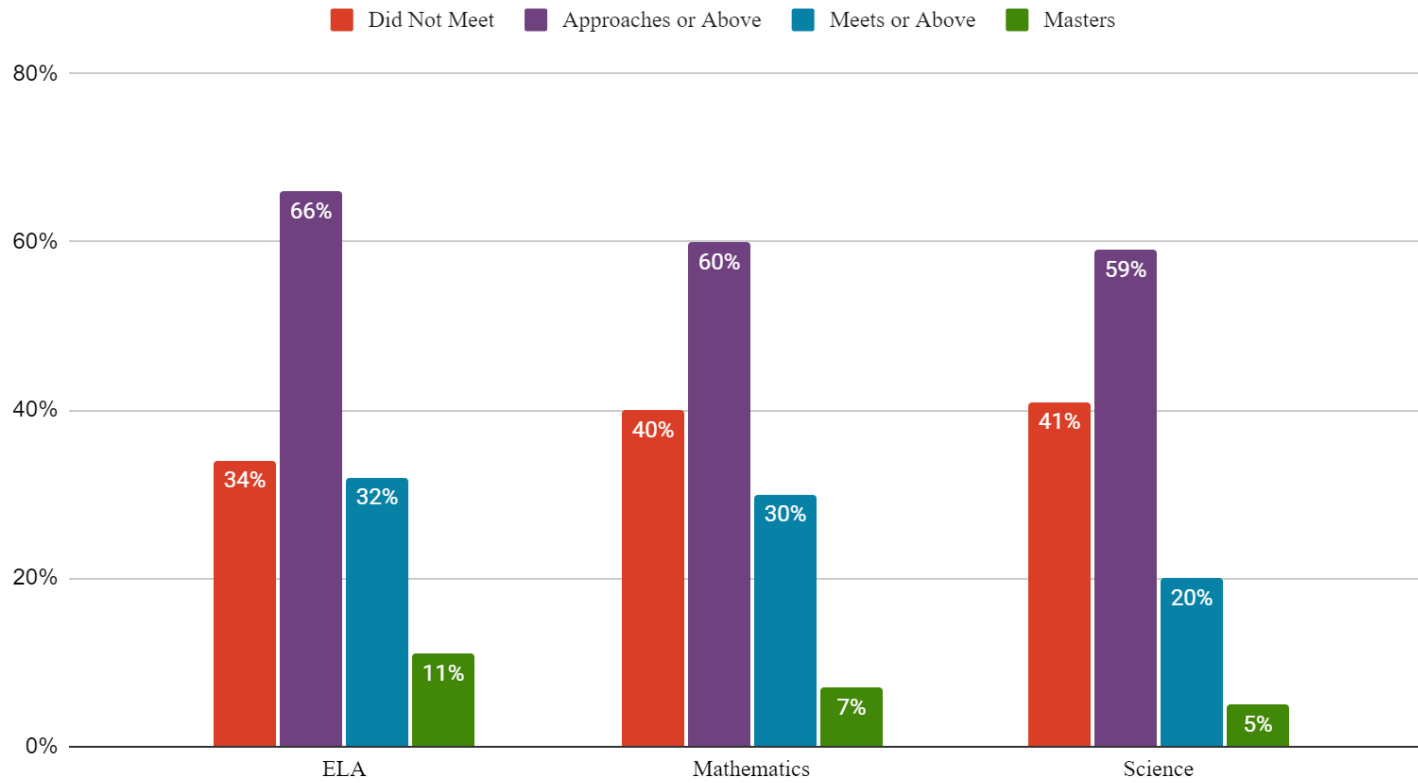




For the 2023-2024 school year, Scharbauer ES improved in performance in Math, ELAR, and Science STAAR for the areas of Approaches, Meets, and Masters (not Science). The only area that we declined was for Science Masters from 7% to 5%. We grew in every other area. Also, our overall accountability increased to a **C** from an F due to our growth scores and our closing the gap scores. Below are STAAR comparisons:

STAAR Performance

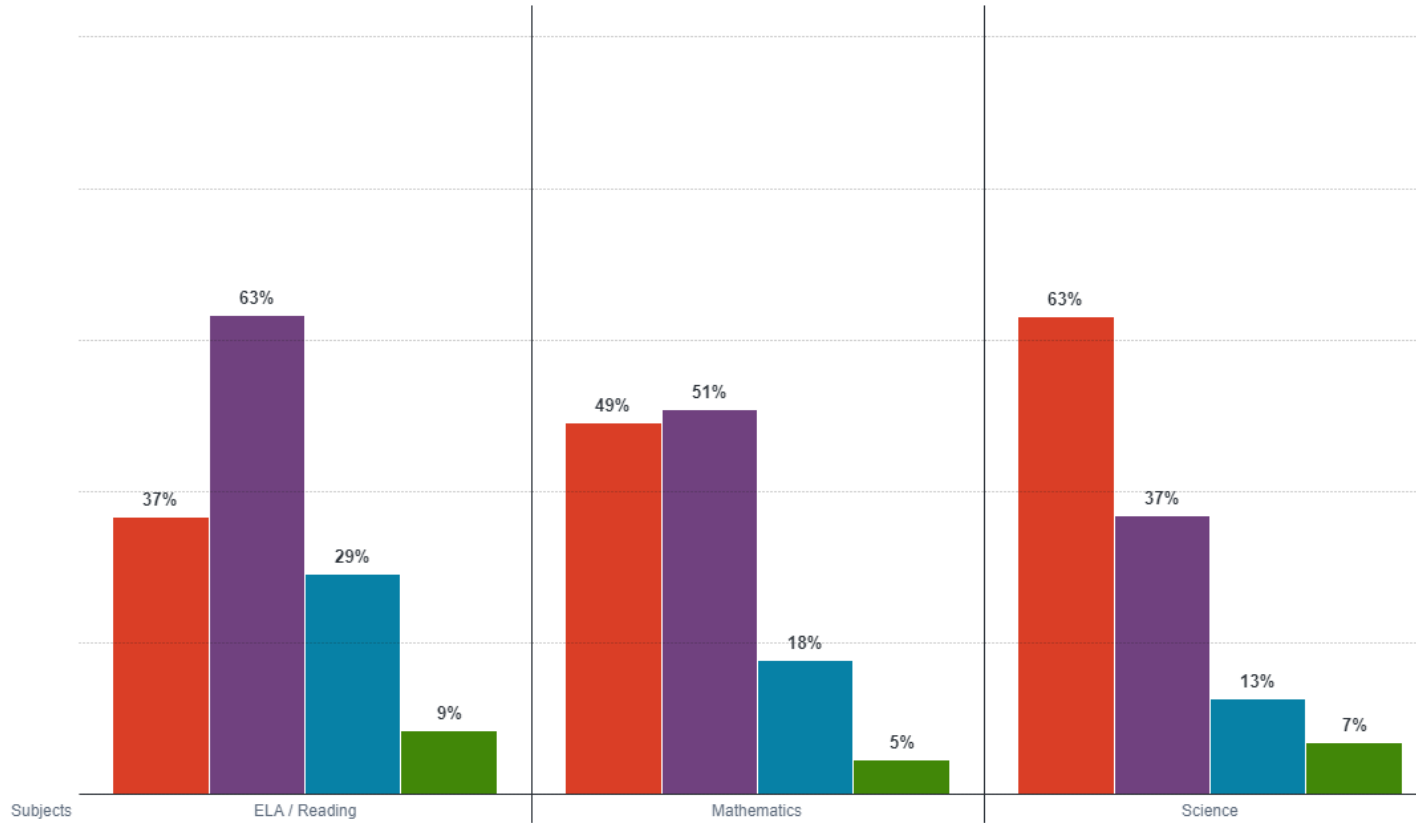
Scharbauer EL for 2023-2024



STAAR Performance
SCHARBAUER EL || MIDLAND ISD (165901125) for 2022-23

■ Did Not Meet ■ Approaches or Above ■ Meets or Above ■ Masters

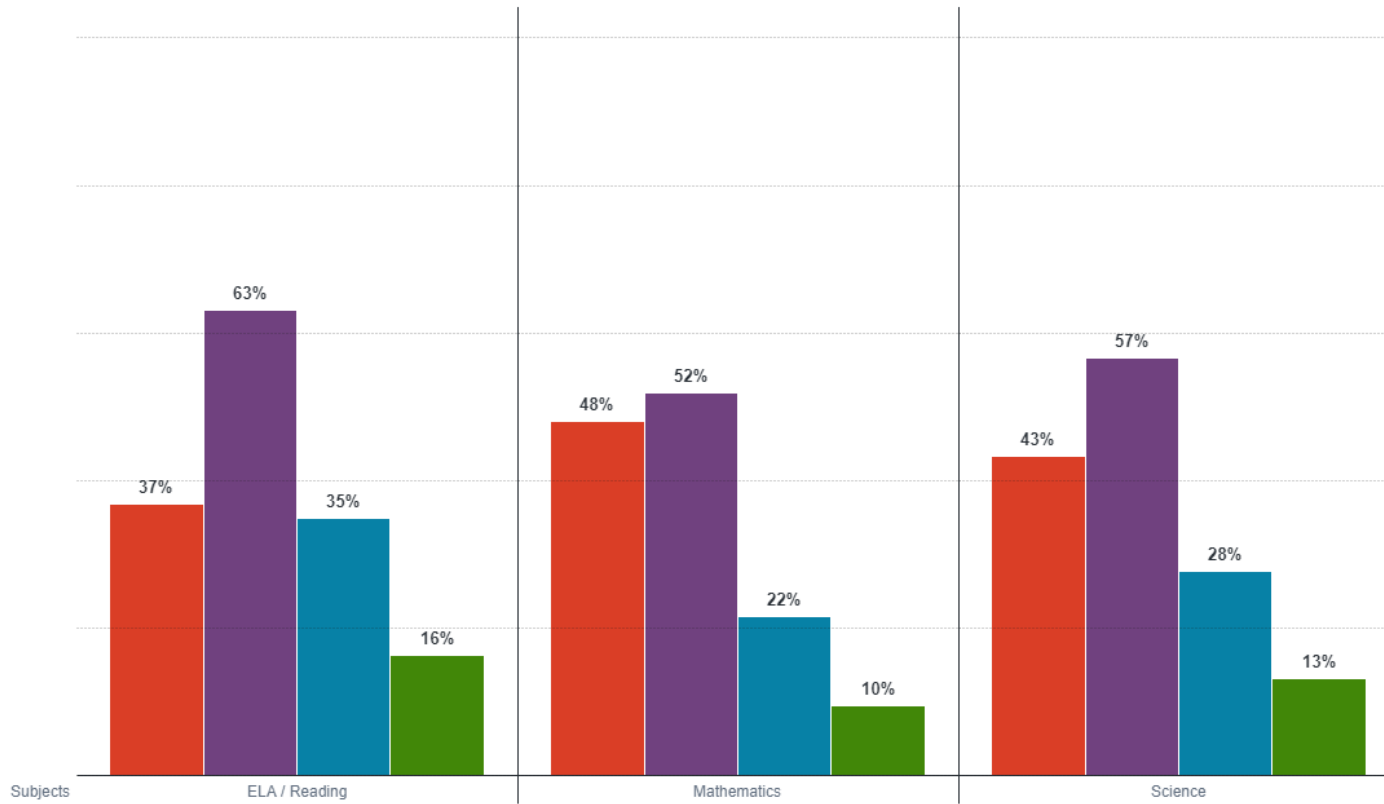
All Grades by Subjects



STAAR Performance
SCHARBAUER EL || MIDLAND ISD (165901125) for 2021-22

Did Not Meet Approaches or Above Meets or Above Masters

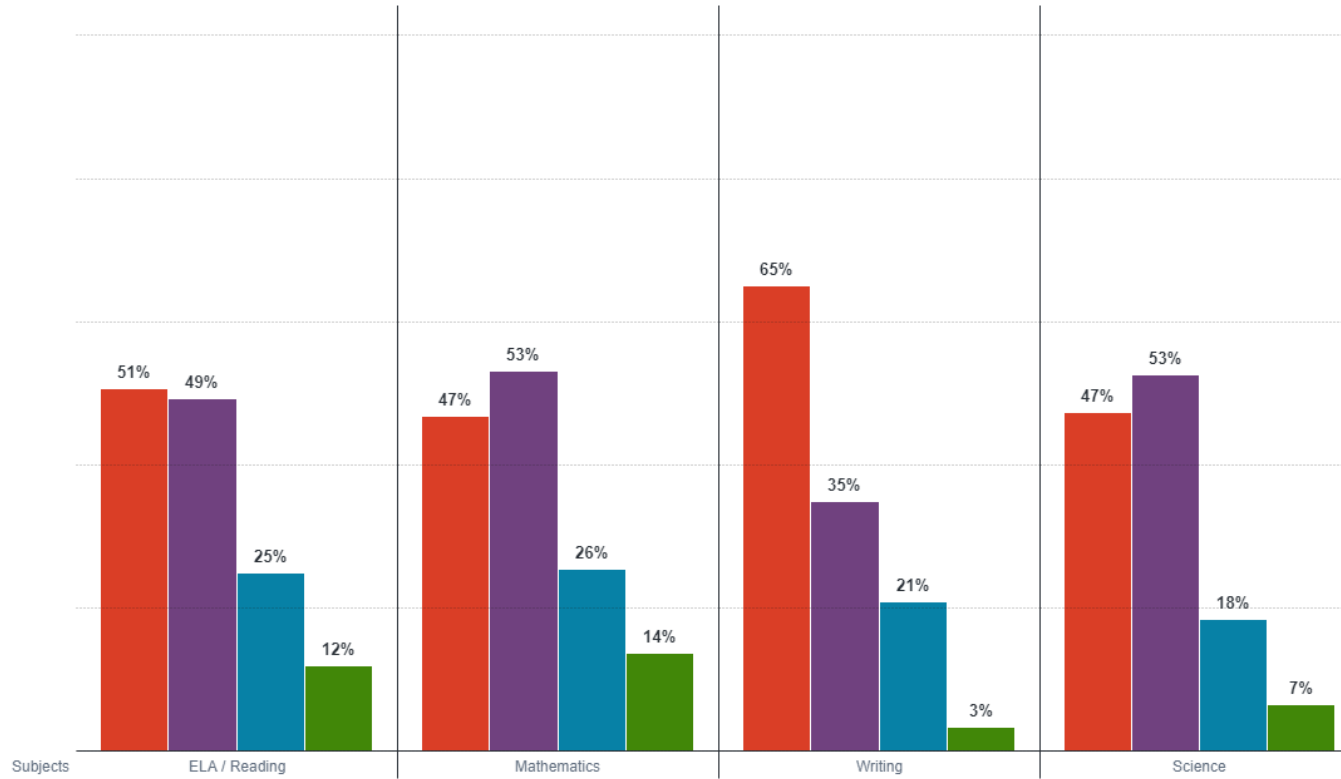
All Grades by Subjects



STAAR Performance
SCHARBAUER EL || MIDLAND ISD (165901125) for 2020-21

■ Did Not Meet ■ Approaches or Above ■ Meets or Above ■ Masters

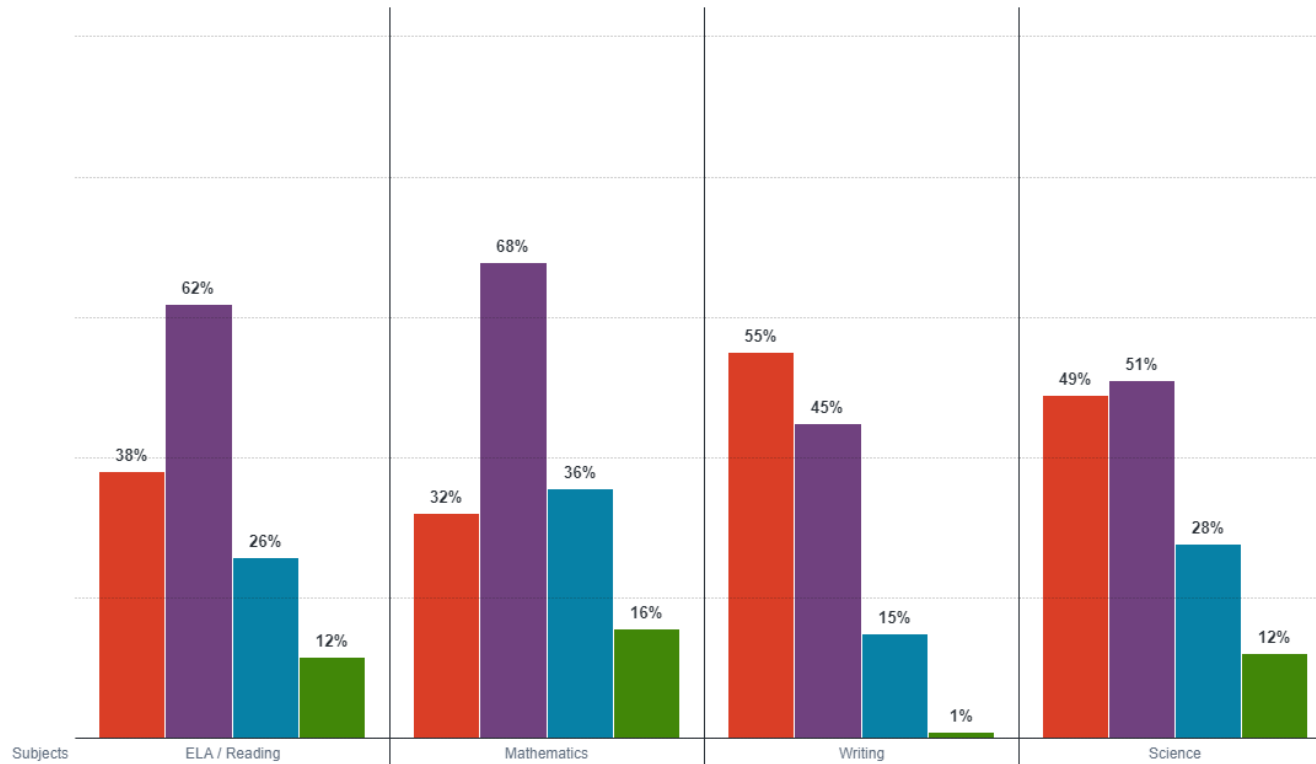
All Grades by Subjects



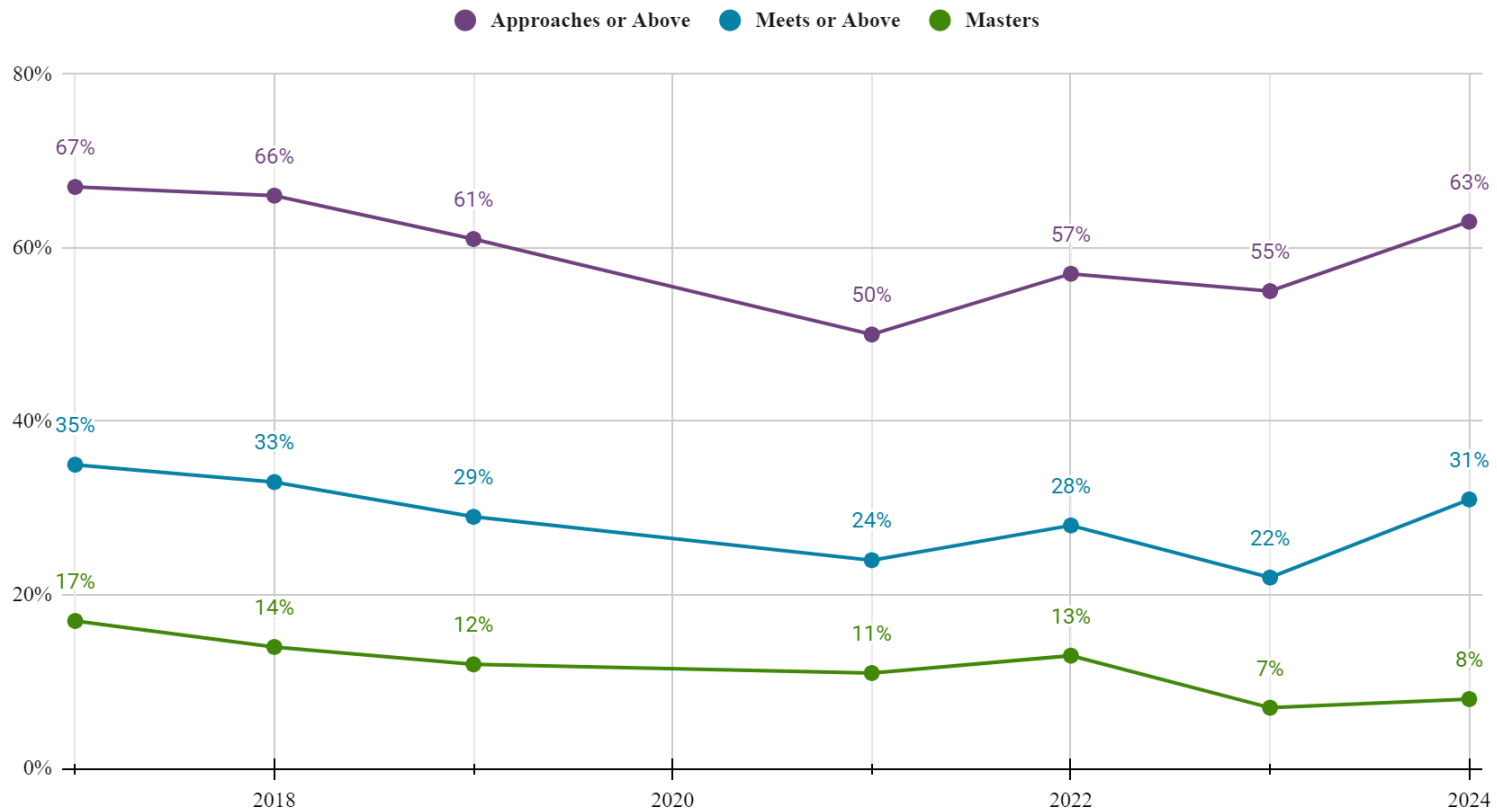
STAAR Performance
SCHARBAUER EL || MIDLAND ISD (165901125) for 2018-19

■ Did Not Meet ■ Approaches or Above ■ Meets or Above ■ Masters

All Grades by Subjects

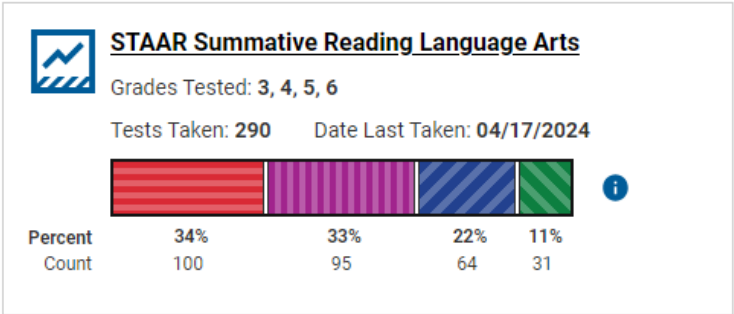
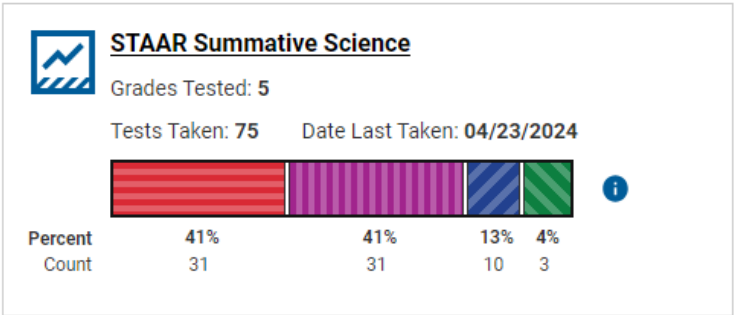
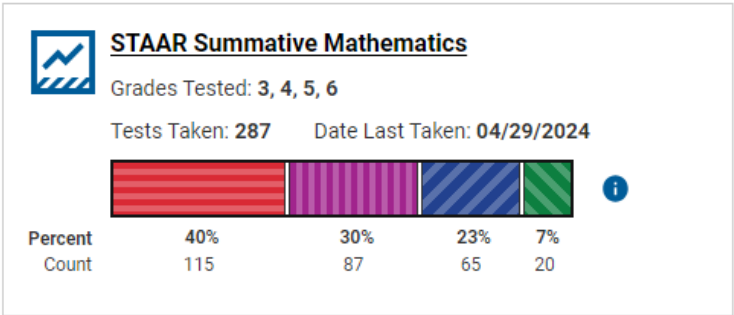


STAAR Performance Trends



Performance Distribution, By Program: SCHARBAUER EL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Sorted By:** Date Last Taken



Performance Distribution, By Program: SCHARBAUER EL, 2022-2023

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 05/10/2023 | **Sorted By:** Date Last Taken



STAAR Summative Mathematics

Grades Tested: 3, 4, 5, 6

Tests Taken: 387 Date Last Taken: 05/09/2023



Percent	Count
50%	195
34%	133
12%	47
3%	12



STAAR Summative Reading Language Arts

Grades Tested: 3, 4, 5, 6

Tests Taken: 387 Date Last Taken: 04/28/2023



Percent	Count
37%	143
36%	138
19%	73
9%	33



STAAR Summative Science

Grades Tested: 5

Tests Taken: 89 Date Last Taken: 04/25/2023



Percent	Count
64%	57
26%	23
6%	5
4%	4



Performance Distribution, By Program: SCHARBAUER EL, 2021-2022

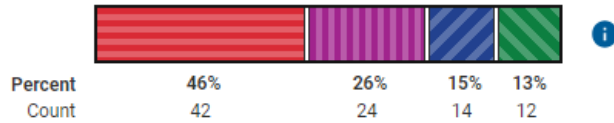
Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 05/20/2022 | **Sorted By:** Date Last Taken



STAAR Summative Science

Grades Tested: 5

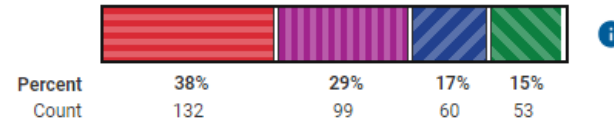
Tests Taken: 92 Date Last Taken: 05/18/2022



STAAR Summative Reading

Grades Tested: 3, 4, 5, 6

Tests Taken: 344 Date Last Taken: 05/17/2022



STAAR Summative Mathematics

Grades Tested: 3, 4, 5, 6

Tests Taken: 344 Date Last Taken: 05/16/2022



Student Learning Strengths

The STAAR data shows that we increased in every area of Math, ELAR, Science (Approaches, Meets, Masters), growth, closing the gaps, except Science Masters. We are beginning to fill in some gaps of our students and our achievement as well as growth

has increased. Our overall campus rating has increased from an F last year to a **C** this year. We will focus this year on differentiation at the small group table, checking for understanding while providing Tier I instruction, providing immediate feedback to fill in the gaps in the moment, and continuing to build motivation, determination, and perseverance in our students to improve their academic growth and achievement.

We will continue to use data to drive our instruction and to determine our small group intervention and extensions. We will ensure that our Tier I instruction will maintain consistent rigor and specificity of the grade level and content area Texas Essential Knowledge and Skills. We will maintain high expectations and provide the supports needed for our students and staff to reach those high expectations. We will continue our focus on personal growth that encourages our students to be better than themselves. Each student is their own competition.

All students have access to one-to-one technology through the use of chromebooks for upper grade students and iPads for early childhood students. Many of the resources for curriculum that we utilize are interactive. We will continue to incorporate research based instructional strategies to increase and maintain student engagement. We will provide students multiple stimuli and ways to solve problems. We will use tools provided by Relay to help support our teachers and prepare them to engage our students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our Meets and Masters percentages are low across all content and grade levels.

Root Cause: Tier I instruction is not meeting the rigor for grade level standards.

Problem Statement 2 (Prioritized): The growth of our students on MAP was in the 48th percentile for both Math & ELAR when comparing beginning of year to end of year data.

Root Cause: Tier I instruction is not to the level of rigor or specificity of the TEKS to support our higher level students to grow an academic year. Differentiation and scaffolding is not taking place to meet every student need.

Problem Statement 3 (Prioritized): Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback.

Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.

Problem Statement 4 (Prioritized): Teacher retention is a continuous struggle for Scharbauer ES.

Root Cause: There is a teacher shortage- promotion of teachers, funding, changing professions, and/or retiring.

School Processes & Programs

School Processes & Programs Summary

For the 2024-2025 school year, Scharbauer ES will be utilizing HQIM resources in addition to other TEKS aligned resources to provide high quality instruction. Our curricula resources will be: STEMScopes Math [Kinder-5th Grade], Carnegie Math [6th Grade], Amplify ELAR [Kinder-6th Grade], and SAVVAS Science. Tier I instruction, formal and informal assessments, exit tickets, and materials and activities will meet the rigor and specificity of the grade level TEKS.

Relay will provide professional development for our leadership team and teachers for planning, PLCs, coaching, and feedback cycles. PLCs will continue being teacher-led, and they follow the four questions for Professional Learning Committees. During that time, teachers will plan, review and discuss data, and work together to ensure students are learning through Tier I instruction. During this time, teachers will plan for engagement, checking for understanding, and how to adjust their instruction for misconceptions and misunderstandings. The leadership team and administration will make campus based decisions with a high focus on prioritizing student instruction and learning time.

Teachers and administrators maintain open lines of communication with parents. We encouraged our teachers to respond to parents promptly. Communication is maintained via a school wide Class Dojo, Facebook page, email, and phone calls. We strive to handle any and every concern that any stakeholder may have timely and while maintaining open communication.

Students will partake in iLead lessons that will help build their character and grow as individuals and students. Teachers have been trained on the use of PBIS strategies to ensure positive student behavior supports and interventions. Positive incentives are used throughout the campus to encourage good choices academically and behaviorally.

The master schedule accommodates the instructional minutes needed for each content area. In addition, we have blocked off specific time daily to prioritize math and reading intervention and enrichment. Tutoring will be provided by classroom teachers, iReady, FEV Tutoring, and other OC teachers. Teachers will continue to receive training in those areas as needed to ensure that time is maximized for student support or enrichment.

Scharbauer has created different opportunities throughout the year for students and their families to participate in different school-related academic activities after hours that encourage a positive home to school relationship. We host many family nights and dancing programs where community members can come celebrate and participate in academic and creative activities.

Our School-Wide Title I program consists of extended days for tutorials and Saturday sessions for academic intervention. Our MCLs, Math Strategist, and additional instructional aides, allow and support for small group targeted instruction using data from assessments.

Our students have one-to-one technology. Our 1st-6th grade students will be using chromebooks, while our Kindergarten and PreKindergarten students will be using iPads. We will also partake in UIL A+ Academics next year in the areas of Number Sense, Oral Reading, Spelling, Chess, and Math. Scharbauer will house a GEM 2.0 [Gifted Education Midland] that will serve students from Fasken, Greathouse, Parker, Rusk, Bush, Long, Henderson, Yarbrough, Scharbauer, and Burnet. In addition, we will increase our Pre-Kindergarten sections to include 22 tuition based seats.

School Processes & Programs Strengths

Scharbauer ES will be utilizing an array of strategies and resources to engage our families throughout the year:

- Meet the Teacher
- PTA participation
- Monthly Parent Luncheons
- Student of the Month Luncheons
- Volunteer Programs within the school setting
- Fall/Spring evening events- academic nights and dancing performances
- Weekly Newsletter, updates on Class Dojo & Facebook
- Marquee
- Breakfasts for Special Events
- Gatti's Night

Teachers will receive real time, immediate feedback and coaching sessions as needed based on the trends observed through walkthroughs. Teachers will also receive feedback and support to ensure they understand the expectations of the T-TESS Rubric. Our PLC structure allows for grades 3-6 to meet vertically based on content area and K-2 based on grade level. We focus on the instructional process of what we want students to learn, how we are going to know if they learned it, what we will do if they don't, and what we will do if they did.

Our MCLs will lead the 3rd-6th grade vertically aligned teams. Our Math Strategist will be working closely with grades K-3 in order to ensure that students end each year at grade level. They will focus on supporting teachers and working with students for intervention and enrichment to fill in academic gaps created throughout our students academic careers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers do not understand all of the components of a true Professional Learning Community.

Root Cause: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.

Problem Statement 2 (Prioritized): New teachers are not being provided sufficient training, coaching, and being provided the appropriate tools to be highly successful.

Root Cause: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Problem Statement 3 (Prioritized): Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback.

Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.

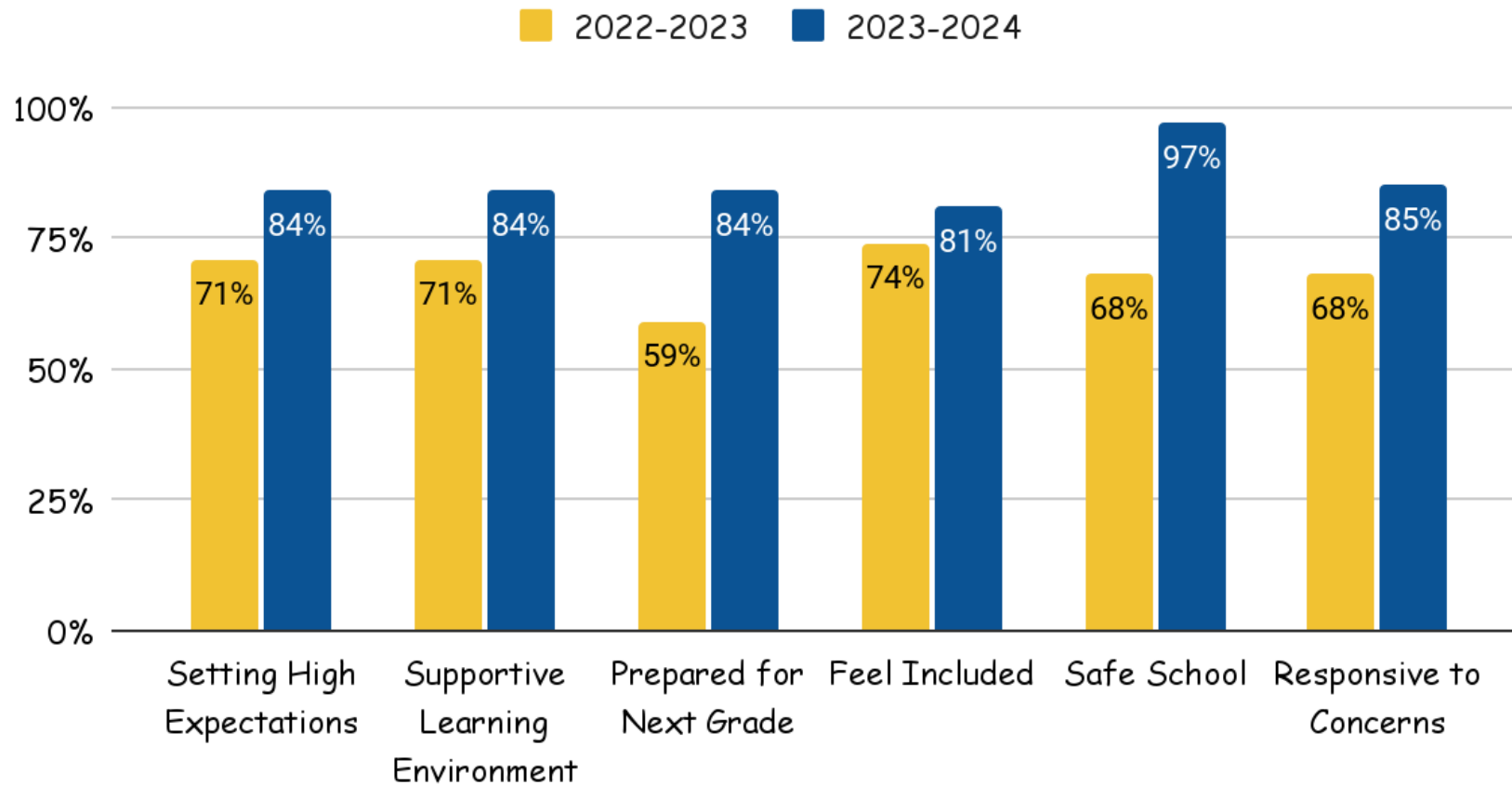
Perceptions

Perceptions Summary

Scharbauer ES continually strives to create a positive learning environment for students, parents, and other stakeholders. Our two primary goals are to keep our students safe and ensure that they are provided with a rigorous, engaging, and supportive educational experience that enhances their self-confidence and resilience. For those reasons, every decision that our school continues to make is student-centered. Our students will continue to be provided with opportunities to grow academically, socially, and emotionally. We will strive to meet all of our students' needs. We will encourage, develop, and support our students to self monitor and self adjust as needed.

We are continuing on changing the perception of Scharbauer ES. We want all of our students, parents, community, and Midlanders to feel that Scharbauer is a great option for their students' academia. We use K-12 Insight Surveys to determine how we are improving in different areas from a parent perspective. A few of the survey results are below:

Parent Survey Responses



We are continuing to focus on increasing our parent engagement through offering many after school events as well and volunteer opportunities throughout the school day. We are working with our PTA to improve PTA participation and involvement as well. We want our parents and community members to be a part of their students' education.

We will have a full-time and part-time Parent Liaison that will both support building the home to school connection, parent engagement, and will focus on improving student attendance. They will support the school by contacting parents when children are absent. They will so provide other types of support when families are in need. We also will house a Communities in School representative and food pantry to support our students, families, and community members that may be in need of support.

We have worked hard creating a positive school climate that focuses on growth and development of all. This includes our teachers and staff. We are finding teachers and staff members that prioritize students and their needs and maximizing instructional time. We want our students to feel welcomed, supported, and encouraged to learn and grow academically, emotionally, and socially.

Perceptions Strengths

We will continue to provide surveys to families, staff, and students to find areas in need of improvement. We will then make adjustments as necessary to provide a better experience. We have improved in many areas including setting high expectations, providing a supportive learning environment, helping students be prepared for the next grade level, students feeling included, the school being safe, and administrators being responsive to parental concerns.

We will continue to work with our PTA, families, and community to increase parental engagement, volunteer opportunities, and PTA participation for our students and school.

We will continue to focus on molding the whole student (academically, socially, and emotionally) by putting into practice the PBIS expectations, providing positive influences and high expectations, and providing positive reinforcements for students.

We will also continue to focus on improving student attendance and meeting student needs with our Parent Liaisons and or Communities in School representatives.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Community perception of Scharbauer is low with little support or belief that Scharbauer ES is a good school.

Root Cause: Lack of passing accountability rating. Scharbauer has been rated an F or not rated for the last 7 years.

Problem Statement 2 (Prioritized): Our parent engagement is low.

Root Cause: Lack of ensuring that parents can physically come to campus to attend school wide events or attend in virtual option.

Priority Problem Statements

Problem Statement 1: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback.

Root Cause 1: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Our Meets and Masters percentages are low across all content and grade levels.

Root Cause 2: Tier I instruction is not meeting the rigor for grade level standards.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The growth of our students on MAP was in the 48th percentile for both Math & ELAR when comparing beginning of year to end of year data.

Root Cause 3: Tier I instruction is not to the level of rigor or specificity of the TEKS to support our higher level students to grow an academic year. Differentiation and scaffolding is not taking place to meet every student need.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers do not understand all of the components of a true Professional Learning Community.

Root Cause 4: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: New teachers are not being provided sufficient training, coaching, and being provided the appropriate tools to be highly successful.

Root Cause 5: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Scharbauer ES had an attendance rate of 92.53%. This falls below the district expectations of 95%.

Root Cause 6: Scharbauer ES has a high student population without transportation.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Teacher retention is a continuous struggle for Scharbauer ES.

Root Cause 7: There is a teacher shortage- promotion of teachers, funding, changing professions, and/or retiring.

Problem Statement 7 Areas: Demographics - Student Learning

Problem Statement 8: Community perception of Scharbauer is low with little support or belief that Scharbauer ES is a good school.

Root Cause 8: Lack of passing accountability rating. Scharbauer has been rated an F or not rated for the last 7 years.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Our parent engagement is low.

Root Cause 9: Lack of ensuring that parents can physically come to campus to attend school wide events or attend in virtual option.

Problem Statement 9 Areas: Perceptions

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: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 20% 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 reach 85% or above by 2025.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
Strategy 1: The Midland ISD Three Cheers for Pre-K Letter Sound Scope and Sequence will be consistently implemented in the classroom, including strategies designed to meet the varied learning needs and styles of our PK students. Strategy's Expected Result/Impact: Students will be exposed to all of the letters & routines will be in place to help develop letter names & sounds with scaffolded exposure. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Veteran teacher will be used to mentor and coach new PreKindergarten teacher. Strategy's Expected Result/Impact: Teacher will plan, model, and teach our new PreKindergarten teacher how to deliver effective instruction. Staff Responsible for Monitoring: Administrators Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 3 Details	Reviews			
Strategy 3: PreKindergarten teachers will attend all required PreKindergarten training to ensure aligned within the district. Strategy's Expected Result/Impact: All PreKindergarten teachers will be aligned with lesson delivery and instruction. Staff Responsible for Monitoring: Administrators & Central Office Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
Student Learning
Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
School Processes & Programs
Problem Statement 1: Teachers do not understand all of the components of a true Professional Learning Community. Root Cause: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process. Problem Statement 2: New teachers are not being provided sufficient training, coaching, and being provided the appropriate tools to be highly successful. Root Cause: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful. Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.







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: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 20% 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 54% to 60% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Coaching & feedback will be given to instructional strategists, MCLs, TRTs, teachers, DOIs, and associate teachers using SchoolMint and the Get Better Faster rubric to determine action steps to improve management, engagement, checking for understanding and reading instruction. Strategy's Expected Result/Impact: Using trend data & to fill in gaps, teachers will be given one coach to provide action steps and to ensure that the full coaching cycle takes place. Staff Responsible for Monitoring: Leadership team & administrators Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Using MAP data, we will determine small groups for targeted reading intervention based on student need that will take place during our intervention block and during after school tutoring. Strategy's Expected Result/Impact: We will fill in gaps in content knowledge created in previous years/lessons which will improve student achievement and growth. Staff Responsible for Monitoring: Admin, MCLs Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: PLC Instructional Process and DDI process will be implemented with fidelity including lesson internalization, planning, assessment, lesson delivery & practice, analysis of student work & data, checking for understanding and reteaching. Strategy's Expected Result/Impact: ELAR teachers will internalize lessons, provide on grade level Tier I instruction, provide differentiation at the small group table to meet the needs of all students, assess students to determine mastery of the content, delivery engaging lessons, address the gaps in content knowledge of their students, and who to provide additional reteach and/or enrichment. Staff Responsible for Monitoring: Admin, MCLs Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:










Demographics
Problem Statement 1: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
Student Learning
Problem Statement 1: Our Meets and Masters percentages are low across all content and grade levels. Root Cause: Tier I instruction is not meeting the rigor for grade level standards. Problem Statement 2: The growth of our students on MAP was in the 48th percentile for both Math & ELAR when comparing beginning of year to end of year data. Root Cause: Tier I instruction is not to the level of rigor or specificity of the TEKS to support our higher level students to grow an academic year. Differentiation and scaffolding is not taking place to meet every student need. Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
School Processes & Programs
Problem Statement 1: Teachers do not understand all of the components of a true Professional Learning Community. Root Cause: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process. Problem Statement 2: New teachers are not being provided sufficient training, coaching, and being provided the appropriate tools to be highly successful. Root Cause: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful. Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.

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: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 20% 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 61% to 70% by 2025.

Strategy 1 Details	Reviews			
Strategy 1: Using after school mini clinics- targeted support and PD will be provided for our teachers based on campus needs, trends, and gaps. Strategy's Expected Result/Impact: Teacher will received individualized support to help them deliver high quality instruction. Staff Responsible for Monitoring: Administrators, Leadership Team Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: New to profession and district teachers will be provided a mentor teacher on the same grade level or same content area. Strategy's Expected Result/Impact: Mentor teachers will be able to support new teachers with planning, management, classroom setup, lesson delivery, engagement, etc... Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
Strategy 3: Using MOY mClass data, we will determine small groups for targeted reading intervention based on student need that will take place during our intervention block and during after school tutoring. Strategy's Expected Result/Impact: We will fill in gaps in content knowledge created in previous years/lessons which will improve student achievement and growth. Staff Responsible for Monitoring: Administrators, MCLs Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 Considerable	 Considerable	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:**Demographics**

Problem Statement 1: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. **Root Cause:** Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.

Student Learning

Problem Statement 1: Our Meets and Masters percentages are low across all content and grade levels. **Root Cause:** Tier I instruction is not meeting the rigor for grade level standards.

Problem Statement 2: The growth of our students on MAP was in the 48th percentile for both Math & ELAR when comparing beginning of year to end of year data. **Root Cause:** Tier I instruction is not to the level of rigor or specificity of the TEKS to support our higher level students to grow an academic year. Differentiation and scaffolding is not taking place to meet every student need.

Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. **Root Cause:** Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.

School Processes & Programs

Problem Statement 2: New teachers are not being provided sufficient training, coaching, and being provided the appropriate tools to be highly successful. **Root Cause:** Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. **Root Cause:** Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.







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: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 20% 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 21% to 40% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details		Reviews			
Strategy 1: PLC Instructional Process and DDI process will be implemented with fidelity including lesson internalization, planning, assessment, lesson delivery & practice, analysis of student work & data, checking for understanding and reteaching. Strategy's Expected Result/Impact: ELAR teachers will internalize lessons, provide on grade level Tier I instruction, provide differentiation at the small group table to meet the needs of all students, assess students to determine mastery of the content, delivery engaging lessons, address the gaps in content knowledge of their students, and who to provide additional reteach and/or enrichment. Staff Responsible for Monitoring: Admin, MCLs Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	
Strategy 2 Details		Reviews			
Strategy 2: Using MAP data, we will determine small groups for targeted reading intervention based on student need that will take place during our intervention block and during after school tutoring. Strategy's Expected Result/Impact: We will fill in gaps in content knowledge created in previous years/lessons which will improve student achievement and growth. Staff Responsible for Monitoring: Administrators & MCLs Problem Statements: Demographics 1 - Student Learning 2, 3 - School Processes & Programs 3		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: Students will attend Saturday sessions in the Spring to receive additional intervention and support for Reading in order to increase the number of students that meet grade level or above on their STAAR assessments. Strategy's Expected Result/Impact: Increase the percentage of students that meet or exceed their STAAR performance level for Reading. Staff Responsible for Monitoring: Administrators, MCLs, ELAR teachers Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3 Funding Sources: Supplies - 211 Title 1		Formative			Summative
		Nov	Feb	Apr	June
		 No Progress	 No Progress	 Accomplished	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
Student Learning
Problem Statement 1: Our Meets and Masters percentages are low across all content and grade levels. Root Cause: Tier I instruction is not meeting the rigor for grade level standards. Problem Statement 2: The growth of our students on MAP was in the 48th percentile for both Math & ELAR when comparing beginning of year to end of year data. Root Cause: Tier I instruction is not to the level of rigor or specificity of the TEKS to support our higher level students to grow an academic year. Differentiation and scaffolding is not taking place to meet every student need. Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
School Processes & Programs
Problem Statement 1: Teachers do not understand all of the components of a true Professional Learning Community. Root Cause: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process. Problem Statement 2: New teachers are not being provided sufficient training, coaching, and being provided the appropriate tools to be highly successful. Root Cause: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful. Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.










Goal 2: Board Goal: 2

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

Campus: The percentage of 3rd grade students who score meets grade level or above on the Math STAAR assessment will increase from 26% 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 reach 85% or above by 2025.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
Strategy 1: The Midland ISD Three Cheers for Pre-K Math will be consistently implemented in the classroom, including strategies designed to meet the varied learning needs and styles of our PK students. Strategy's Expected Result/Impact: Students will be exposed to numbers, patterns, subsidizing, and counting and will perform well on their EOY assessment. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Veteran teacher will be used to mentor and coach new PreKindergarten teacher. Strategy's Expected Result/Impact: Teacher will plan, model, and teach our new PreKindergarten teacher how to deliver effective instruction. Staff Responsible for Monitoring: Administrators Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
Strategy 3: PreKindergarten teachers will attend all required PreKindergarten training to ensure aligned within the district. Strategy's Expected Result/Impact: All PreKindergarten teachers will be aligned with lesson delivery and instruction. Staff Responsible for Monitoring: Administrators & Central Office Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics	
Problem Statement 1: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback.	Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
Student Learning	
Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback.	Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
School Processes & Programs	
Problem Statement 2: New teachers are not being provided sufficient training, coaching, and being provided the appropriate tools to be highly successful.	Root Cause: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.
Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback.	Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.







Goal 2: Board Goal: 2




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





Campus: The percentage of 3rd grade students who score meets grade level or above on the Math STAAR assessment will increase from 26% 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 58% to 65% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Coaching & feedback will be given to instructional strategists, MCLs, TRTs, teachers, DOIs, and associate teachers using SchoolMint and the Get Better Faster rubric to determine action steps to improve management, engagement, checking for understanding and reading instruction. Strategy's Expected Result/Impact: Using trend data & to fill in gaps, teachers will be given one coach to provide action steps and to ensure that the full coaching cycle takes place. Staff Responsible for Monitoring: Administrators and leadership team Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Using MAP data, we will determine small groups for targeted reading intervention based on student need that will take place during our intervention block and during after school tutoring. Strategy's Expected Result/Impact: We will fill in gaps in content knowledge created in previous years/lessons which will improve student achievement and growth. Staff Responsible for Monitoring: Administrators & MCLs Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: PLC Instructional Process and DDI process will be implemented with fidelity including lesson internalization, planning, assessment, lesson delivery & practice, analysis of student work & data, checking for understanding and reteaching. Strategy's Expected Result/Impact: Math teachers will internalize lessons, provide on grade level Tier I instruction, provide differentiation at the small group table to meet the needs of all students, assess students to determine mastery of the content, delivery engaging lessons, address the gaps in content knowledge of their students, and who to provide additional reteach and/or enrichment. Staff Responsible for Monitoring: Administrators & MCLs Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
Student Learning
Problem Statement 1: Our Meets and Masters percentages are low across all content and grade levels. Root Cause: Tier I instruction is not meeting the rigor for grade level standards. Problem Statement 2: The growth of our students on MAP was in the 48th percentile for both Math & ELAR when comparing beginning of year to end of year data. Root Cause: Tier I instruction is not to the level of rigor or specificity of the TEKS to support our higher level students to grow an academic year. Differentiation and scaffolding is not taking place to meet every student need. Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
School Processes & Programs
Problem Statement 1: Teachers do not understand all of the components of a true Professional Learning Community. Root Cause: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process. Problem Statement 2: New teachers are not being provided sufficient training, coaching, and being provided the appropriate tools to be highly successful. Root Cause: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful. Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.







Goal 2: Board Goal: 2








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

Campus: The percentage of 3rd grade students who score meets grade level or above on the Math STAAR assessment will increase from 26% 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 22% to 40% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: PLC Instructional Process and DDI process will be implemented with fidelity including lesson internalization, planning, assessment, lesson delivery & practice, analysis of student work & data, checking for understanding and reteaching. Strategy's Expected Result/Impact: Math teachers will internalize lessons, provide on grade level Tier I instruction, provide differentiation at the small group table to meet the needs of all students, assess students to determine mastery of the content, delivery engaging lessons, address the gaps in content knowledge of their students, and who to provide additional reteach and/or enrichment. Staff Responsible for Monitoring: Administrators & MCLs Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Using MAP data, we will determine small groups for targeted reading intervention based on student need that will take place during our intervention block and during after school tutoring. Strategy's Expected Result/Impact: We will fill in gaps in content knowledge created in previous years/lessons which will improve student achievement and growth. Staff Responsible for Monitoring: Administrators & MCLs Problem Statements: Demographics 1 - Student Learning 2, 3 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: Students will attend Saturday sessions in the Spring to receive additional intervention and support for Math in order to increase the number of students that meet grade level or above on their STAAR assessments. Strategy's Expected Result/Impact: Increase the percentage of students that meet or exceed their STAAR performance level for Math. Staff Responsible for Monitoring: Administrators, MCLs, Math teachers Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3		Formative			Summative
		Nov	Feb	Apr	June
		 No Progress	 No Progress	 Accomplished	
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
Student Learning
Problem Statement 1: Our Meets and Masters percentages are low across all content and grade levels. Root Cause: Tier I instruction is not meeting the rigor for grade level standards. Problem Statement 2: The growth of our students on MAP was in the 48th percentile for both Math & ELAR when comparing beginning of year to end of year data. Root Cause: Tier I instruction is not to the level of rigor or specificity of the TEKS to support our higher level students to grow an academic year. Differentiation and scaffolding is not taking place to meet every student need. Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
School Processes & Programs
Problem Statement 1: Teachers do not understand all of the components of a true Professional Learning Community. Root Cause: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process. Problem Statement 2: New teachers are not being provided sufficient training, coaching, and being provided the appropriate tools to be highly successful. Root Cause: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful. Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.

Goal 3: Board Goal :3

The percentage of 4th-6th grade students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.







Campus: The percentage of 4th-6th grade students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 61% to 66% 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 54% to 62% 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 57% to 65% 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 43% to 58% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details		Reviews			
Strategy 1: Utilize our ELAR MCL by providing exemplar modeling, coaching, observations & feedback, while providing individualized support, clarification, and exemplars. MCL will be utilize to provide PD for after school mini sessions that are targeted for our campus needs/trends. Strategy's Expected Result/Impact: Teachers will see what is expected and coached on how to attain that level of instruction and delivery. Staff Responsible for Monitoring: Administrators & Leadership Team Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	
Strategy 2 Details		Reviews			
Strategy 2: Use MAP & Interim assessment data to determine individualized action plans based on student needs- while ensuring alignment to the TEKS. Strategy's Expected Result/Impact: Gaps in content knowledge will be filled due to known standards with student misconceptions & misunderstandings. Staff Responsible for Monitoring: Administrators & MCLs Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: Students will attend Saturday sessions in the Spring to receive additional intervention and support for Reading in order to increase the number of students that meet or exceeds their STAAR growth goals. Strategy's Expected Result/Impact: Increase the percentage of students that meet or exceed their STAAR growth goals for Reading. Staff Responsible for Monitoring: Administrators, MCLs, ELAR teachers Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3		Formative			Summative
		Nov	Feb	Apr	June
		 No Progress	 No Progress	 Accomplished	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
Student Learning
Problem Statement 1: Our Meets and Masters percentages are low across all content and grade levels. Root Cause: Tier I instruction is not meeting the rigor for grade level standards. Problem Statement 2: The growth of our students on MAP was in the 48th percentile for both Math & ELAR when comparing beginning of year to end of year data. Root Cause: Tier I instruction is not to the level of rigor or specificity of the TEKS to support our higher level students to grow an academic year. Differentiation and scaffolding is not taking place to meet every student need. Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
School Processes & Programs
Problem Statement 1: Teachers do not understand all of the components of a true Professional Learning Community. Root Cause: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process. Problem Statement 2: New teachers are not being provided sufficient training, coaching, and being provided the appropriate tools to be highly successful. Root Cause: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful. Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.

Goal 4: Board Goal : 4

The percentage of 4th-6th grade students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028.







Campus: The percentage of 4th-6th grade students who MEET or EXCEED their Math STAAR Annual Growth will increase from 60% 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 37% to 60% 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 55% to 65% 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 42% to 63% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: Students will attend Saturday sessions in the Spring to receive additional intervention and support for Math in order to increase the number of students that meet or exceeds their STAAR growth goals. Strategy's Expected Result/Impact: Increase the percentage of students that meet or exceed their STAAR growth goals for Math. Staff Responsible for Monitoring: Administrators, MCLs, Math teachers Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3		Formative			Summative
		Nov	Feb	Apr	June
		 No Progress	 No Progress	 Accomplished	
 No Progress  Accomplished  Continue/Modify  Discontinue					










Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
Student Learning
Problem Statement 1: Our Meets and Masters percentages are low across all content and grade levels. Root Cause: Tier I instruction is not meeting the rigor for grade level standards. Problem Statement 2: The growth of our students on MAP was in the 48th percentile for both Math & ELAR when comparing beginning of year to end of year data. Root Cause: Tier I instruction is not to the level of rigor or specificity of the TEKS to support our higher level students to grow an academic year. Differentiation and scaffolding is not taking place to meet every student need. Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
School Processes & Programs
Problem Statement 1: Teachers do not understand all of the components of a true Professional Learning Community. Root Cause: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process. Problem Statement 2: New teachers are not being provided sufficient training, coaching, and being provided the appropriate tools to be highly successful. Root Cause: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful. Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.

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: Teachers will be provided with job embedded professional development, real-time coaching, modeling (research based instructional strategies, classroom management, lesson delivery & pacing), be provided the opportunity to visit exemplar teachers, and participate in the observation and feedback cycle. Strategy's Expected Result/Impact: Teachers will increase the tools in their toolbox with effective instructional strategies to improve student success. Staff Responsible for Monitoring: Administrators & Leadership Team Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize supplemental district approved resources, attain necessary instructional resources and supplies, & off-campus professional development to enhance the rigor and engagement for the core content areas. Strategy's Expected Result/Impact: Teacher can utilize engaging and relevant activities and resources to help improve the achievement scores of their students for STAAR & MAP. Staff Responsible for Monitoring: Administrators, Leadership team Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3 Funding Sources: Supplies - 211 Title 1	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
Strategy 3: Utilize our MCLs, TRTs, & Strategists to provide after school mini clinics to fill in teacher gaps and deficits based on campus trends and walkthroughs. Strategy's Expected Result/Impact: Teachers will have more tools to use for delivering instruction, managing their classrooms, providing Tier I instruction, differentiating, checking for understanding, intervening/enriching, and increase student growth & achievement. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 1: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. **Root Cause:** Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.

Student Learning

Problem Statement 1: Our Meets and Masters percentages are low across all content and grade levels. **Root Cause:** Tier I instruction is not meeting the rigor for grade level standards.

Problem Statement 2: The growth of our students on MAP was in the 48th percentile for both Math & ELAR when comparing beginning of year to end of year data. **Root Cause:** Tier I instruction is not to the level of rigor or specificity of the TEKS to support our higher level students to grow an academic year. Differentiation and scaffolding is not taking place to meet every student need.

Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. **Root Cause:** Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.

School Processes & Programs

Problem Statement 1: Teachers do not understand all of the components of a true Professional Learning Community. **Root Cause:** Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.

Problem Statement 2: New teachers are not being provided sufficient training, coaching, and being provided the appropriate tools to be highly successful. **Root Cause:** Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. **Root Cause:** Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.

Perceptions







Problem Statement 1: Community perception of Scharbauer is low with little support or belief that Scharbauer ES is a good school. **Root Cause:** Lack of passing accountability rating. Scharbauer has been rated an F or not rated for the last 7 years.








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: Utilize the support of Relay Graduate School of Education to coach our leadership team on leading effective PLCs. Strategy's Expected Result/Impact: Teachers will learn how to effectively utilize the PLC process to improve instruction and student outcomes. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 Funding Sources: Relay - 211 Title 1	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Principal and AP will attend, support, and help facilitate PLCs to ensure alignment across all grade level and content areas. Strategy's Expected Result/Impact: Alignment across all PLCs on campus. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: All PLC teams will create action plans designed to target intervention based on MAP or Interim data to determine small groups, intervention groups, enrichment groups, after school tutoring groups, and Saturday session attendees. Strategy's Expected Result/Impact: The needs of all students will be met at some point throughout the week. Staff Responsible for Monitoring: Administrators & Leadership team Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1, 2, 3		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:










Demographics
Problem Statement 1: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
Student Learning
Problem Statement 1: Our Meets and Masters percentages are low across all content and grade levels. Root Cause: Tier I instruction is not meeting the rigor for grade level standards. Problem Statement 2: The growth of our students on MAP was in the 48th percentile for both Math & ELAR when comparing beginning of year to end of year data. Root Cause: Tier I instruction is not to the level of rigor or specificity of the TEKS to support our higher level students to grow an academic year. Differentiation and scaffolding is not taking place to meet every student need. Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.
School Processes & Programs
Problem Statement 1: Teachers do not understand all of the components of a true Professional Learning Community. Root Cause: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process. Problem Statement 2: New teachers are not being provided sufficient training, coaching, and being provided the appropriate tools to be highly successful. Root Cause: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful. Problem Statement 3: Teachers do not provide consistent implementation of Tier I instruction, targeted intervention, checking for understanding, and immediate feedback. Root Cause: Lack of a true understanding of planning, internalization, differentiation, intervention and enrichment, checking for understanding, and using academic vocabulary.

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: 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: Scharbauer ES will fulfill all required safety drills to prepare teachers and students for emergency situations. Strategy's Expected Result/Impact: Students & staff will be prepared for different types of emergency situations. Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Scharbauer ES will fulfill all required safety audits and exterior door checks to ensure the safety and security of all students and staff on campus. Strategy's Expected Result/Impact: Students and staff will be safe from people entering our building without our knowledge or without permission. Staff Responsible for Monitoring: Administrators & office staff Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
Strategy 3: Scharbauer staff will ensure that any and every visitor on campus checks in in the office and receives a badge to wear while on campus premises. Strategy's Expected Result/Impact: Every visitor will be documented in Raptor and/or the District sign-in book. Staff Responsible for Monitoring: Campus & Office Staff, Administrators Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	



No Progress



Accomplished



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Performance Objective 3 Problem Statements:














Perceptions

Problem Statement 1: Community perception of Scharbauer is low with little support or belief that Scharbauer ES is a good school. **Root Cause:** Lack of passing accountability rating. Scharbauer has been rated an F or not rated for the last 7 years.

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: The leadership team, administrators, and contracted services will provide targeted and personalized support, strategies, and modeling to retain high quality teachers. Strategy's Expected Result/Impact: Staff will feel supported and stay at Scharbauer ES. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Admin will strategically place teachers and Opportunity Culture staff based on data, student needs, and teacher strengths to maximize student potential and achievement. Strategy's Expected Result/Impact: MCLs, TRTs, and Reach Associates will be effective in supporting and developing their students academically and emotionally. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
Strategy 3: MCLs and TRTs are holding after school mini PD sessions to fill in instructional gaps of our teachers. They will model the skills and allow teachers to practice with their peers to build confidence in their abilities. Strategy's Expected Result/Impact: Increased teacher confidence in their own abilities. Willingness to ask questions and to improve their craft. Staff Responsible for Monitoring: Administrators and leadership team Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Teacher retention is a continuous struggle for Scharbauer ES. Root Cause: There is a teacher shortage- promotion of teachers, funding, changing professions, and/or retiring.
Student Learning
Problem Statement 4: Teacher retention is a continuous struggle for Scharbauer ES. Root Cause: There is a teacher shortage- promotion of teachers, funding, changing professions, and/or retiring.
School Processes & Programs
Problem Statement 2: New teachers are not being provided sufficient training, coaching, and being provided the appropriate tools to be highly successful. Root Cause: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

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: Hold monthly staff luncheons & celebrations to recognize different grade levels and departments across campus. Strategy's Expected Result/Impact: Staff to feel welcomed and encouraged. Staff Responsible for Monitoring: Administrators & Office Staff Problem Statements: Demographics 3 - Student Learning 4 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Motivate and support Reach Associates to be prepared to become teachers, DOI teachers into getting their certifications, and Associate teachers into completing their college careers to become certified teachers. Strategy's Expected Result/Impact: We will develop our own staff within and build each other up. Staff Responsible for Monitoring: Administrators and leadership team Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
Strategy 3: Lead teachers (MCLs, TRTs, & Strategist) will be provided professional development to support & guide teachers into effectively facilitating adult learning and a building a culture of collaboration, positivity, and a growth mindset. Strategy's Expected Result/Impact: Teachers will pass their knowledge of collaboration, positivity, and a growth mindset onto their students. Staff Responsible for Monitoring: Administrators & Leadership Team Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	



No Progress



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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: Teacher retention is a continuous struggle for Scharbauer ES. **Root Cause:** There is a teacher shortage- promotion of teachers, funding, changing professions, and/or retiring.

Student Learning

Problem Statement 4: Teacher retention is a continuous struggle for Scharbauer ES. **Root Cause:** There is a teacher shortage- promotion of teachers, funding, changing professions, and/or retiring.

School Processes & Programs

Problem Statement 2: New teachers are not being provided sufficient training, coaching, and being provided the appropriate tools to be highly successful. **Root Cause:** Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.










Perceptions

Problem Statement 1: Community perception of Scharbauer is low with little support or belief that Scharbauer ES is a good school. **Root Cause:** Lack of passing accountability rating. Scharbauer has been rated an F or not rated for the last 7 years.

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: Utilize data folders to be sent home for students four times throughout the year with data tracking & home based support strategies and activities that will support student learning. Strategy's Expected Result/Impact: Parents will have knowledge of student progress as well as how to support their students from home. Staff Responsible for Monitoring: Administrators & teachers Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Post our campus improvement plan on the website, in our weekly newsletter, and on social media platforms to be open and transparent with our plans to move forward. Ensure to include parents in the process of creating the campus improvement plan. Strategy's Expected Result/Impact: Community members will have access to our data and our plan to improve. Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
Strategy 3: Use weekly newsletter to provide any updates on instruction and notify parents when data folders and MAP reports are to be sent home. Strategy's Expected Result/Impact: Students will be more prepared for their assessments and know how to respond once data has been provided. Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	



No Progress



Accomplished



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Discontinue

Performance Objective 1 Problem Statements:

Perceptions










Problem Statement 1: Community perception of Scharbauer is low with little support or belief that Scharbauer ES is a good school. **Root Cause:** Lack of passing accountability rating. Scharbauer has been rated an F or not rated for the last 7 years.

Problem Statement 2: Our parent engagement is low. **Root Cause:** Lack of ensuring that parents can physically come to campus to attend school wide events or attend in virtual option.

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: Hold parent information session to discuss performance and behavioral expectations, while discussing state testing results and growth opportunities. Strategy's Expected Result/Impact: Parents will understand the expectations for the year. Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Assist parents with accessing the different Skyward components as well as completing the meal application online. Strategy's Expected Result/Impact: Help to get access to different applications Staff Responsible for Monitoring: Parent Liaisons & Office staff Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
Strategy 3: Hold content based family engagement nights to include parents in assisting their students in providing academic support from home. Make and take activities will be given to use at home. Strategy's Expected Result/Impact: Parents will have more knowledge on how to help from home. Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Community perception of Scharbauer is low with little support or belief that Scharbauer ES is a good school. **Root Cause:** Lack of passing accountability rating. Scharbauer has been rated an F or not rated for the last 7 years.

Problem Statement 2: Our parent engagement is low. **Root Cause:** Lack of ensuring that parents can physically come to campus to attend school wide events or attend in virtual option.

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Supplies		\$0.00
5	1	2	Supplies		\$0.00
5	2	1	Relay		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$75,901.00
+/- Difference					\$75,901.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$30,000.00
+/- Difference					\$30,000.00
Grand Total Budgeted					\$105,901.00
Grand Total Spent					\$0.00
+/- Difference					\$105,901.00