

**Midland Independent School District**  
**Yarbrough Elementary**  
**2025-2026 Campus Improvement Plan**



# **Mission Statement**

Yarbrough will prepare students for their future as graduates prepared and ready for college or career.

# **Vision**

Yarbrough Elementary Mission/Vision: Educating the Future with Excellence.

# **Value Statement**

At Yarbrough, All students will graduate college, career or military ready. All means All.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Yarbrough Elementary opened in 2015 and serves students in Pre-K-6th grade. Two housing additions feed into the school as well as several apartment complexes. One bus provides transportation to the school. Yarbrough is a Title 1 school.

Student Profiles as Listed in On Data Suite.:PEIMS Snapshot date of 10/25/24, 691 Students

Females: 374---50.34%, Males: 369---49.66%

Hispanic-Latino: 390--52.49%, American Indian-Alaskan Native: 0-0%, Asian: 44---5.92%, Black-African American: 68---9.15%, Native Hawaiian-Pacific Islander:0-0.00%, White: 215---28.94%, Two-or-More: 25---3.36%

Special Programs: Gifted and Talented: 6-0.79%, Section 504: 18-2.37%, Special Education: 153-20.13%, EB: 107-14.08%, ESL: 102-13.42%, Dyslexia: 43-5.66%, Economic Disadvantage: 372-48.95%, At Risk Students: 277, 38.69%.

Discipline: 50 Total referrals: Black:3, Hispanic/Latino: 31, Two or More Races: 7, White: 9

39 Teachers: 3 transferred to other schools closer to home, 1 resigned to stay home with her baby, 1 positions were affected by district mandated staff reductions, and 2 moved out of state. 5 teachers are District of Innovation Teachers (Teachers with degrees, working on teacher certification), and 3 Associate teachers.

### Demographics Strengths

African American students have the highest attendance rates with a 96.7%. Many of Yarbrough's African American students are from Africa and have parents who are very supportive of the school and education. The next group with high attendance is our Asian population at 96.6%. The entire campus has worked hard at making sure attendance increased; parent liaison, clerk and assistant principal stayed on top of attendance and created AIPs to avoid truancy issues in for the 2024-2025 school year.

Yarbrough maintains staff unless they moving to different district position or family move reason. Through Opportunity Culture, the campus has been able to grow future teachers who are in DOI or CIF positions. One counselor moved to Goddard to be with her children, three teachers also transferred to other schools to be with their children, and one stayed home with a baby.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Yarbrough 2024-2025 Attendance rate of 94.6% was below the campus goal of 96%.

**Root Cause:** Systems for monitoring attendance need revision and implemented with fidelity along with better implementation of the Project Truancy program.

**Problem Statement 2:** 2024-2025 Yarbrough PTA has declined in membership and parent volunteers.

**Root Cause:** Systems for recruiting PTA members and volunteers was not implemented, enforced and slacked throughout the year.

**Problem Statement 3:** Through School Quality K12 Insight Survey, concern was expressed that bullying was not addressed with students.

**Root Cause:** Yarbrough failed to push out and inform stakeholders with clear anti-bullying policies and proper systems and procedures of reporting as well as providing awareness and training for staff.

# Student Learning

## Student Learning Summary

STAAR DATA for 2025:

In Math, third grade students scored 62%, which was **below** the state's 70% and **below the district's** 67%.

In Math, fourth grade students scored 72%, which was **above the state's** 68% and **the same as the district's** 72%.

In Math, fifth grade students scored 72%, which was **below the state's** 73% and **above the district's** 71%

In Math, sixth grade students scored 70%, which was **below the state's** 71% and **below the district's** 75%.

In ELA, third grade students scored 71% which was **below the state's** 78% and **below the district's** 74%.

In ELA, fourth grade students scored 75% which was **below the state's** 82% and **below the district's** 79%.

In ELA, fifth grade students scored 78% which was **above the state's** 77% and **above the district's** 70%.

In ELA, sixth grade students scored 72% which was **below the state's** 75% and **below the district's** 76%.

In Science, the fifth grade students scored 79% which was **above the state's** 63% and **above the district's** 51%.

### **On the NWEA Math MAP Student Growth Report ,Yarbrough Students Who Met Their Growth Projections were as follows:**

Kindergarten: 55%, First Grade: 49%, Second Grade:60%, Third: 47%, Fourth: 69%, Fifth: 58%, and Sixth:70%. First and Third scored below the Grade-Level Norms Projected Growth.

### **On the NWEA RLA MAP Student Growth Report, Yarbrough Students Who Met Their Growth Projections were as follows:**

Kindergarten: 48%, First Grade 39%, Second Grade: 57%, Third: 53%, Fourth: 62%, Fifth : 59% and Sixth: 73%. Kindergarten and First scored below the Grade-Level Norms Projected Growth.

### **On the NWEA Science MAP Student Growth Report, Yarbrough Students Who Met Their Growth Projections were as follows:**

Fourth Grade: 73%, Fifth Grade: 94%, Sixth grade: 53%

**Pre-K CLI Results: Reading: 94%, District 91%; CLI Math: 97%, District 95%.**

### **TELPAS by student number:**

**Kindergarten:** AH-0%, A-40%, Int-60%, Beg-0%

**First:** AH-0, A-29%, Int-29%, Beg-43%

**Second:** AH-80%, A-25%, Int-58%, Beg-8%

**Third:** AH-10%, A-60%, Int-30%, Beg-0%

**Fourth:** AH-0%, A-69%, Int-18%, Beg-9%

**Fifth:** AH-31%, A-46%, Int-15%, Beg-8%

**Sixth:** AH-14%, A-29%, Int-43%, Beg-14%

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** On the STAAR Extended Constructive Responses with a possible score of 10, Yarbrough student scored the following: 3rd-1.43; 4th-2.6; 5th-1.86; and 6th-2.41.

**Root Cause:** Yarbrough needs retraining on the creation of Extended Constructed Responses and to utilize the rubric so students can analyze their own writings.

**Problem Statement 2 (Prioritized):** For the 2024-2025 school year, only 57.5% of students in Kindergarten, Second, Fourth and Fifth grade showed growth on the NWEA MAP Math Assessment.

**Root Cause:** While the percentage had increased since previous years, Yarbrough needs to utilize the program for reteach/small groups as well as constantly monitor math growth.

**Problem Statement 3 (Prioritized):** For the 2024-2025 school year, only 57.2% of students in Second, Third, Fifth and Sixth grade showed growth on the NWEA MAP RLA Assessment.

**Root Cause:** While the percentage had increased since previous years, Yarbrough needs to utilize the program for reteach/small groups as well as constantly monitor reading growth.

**Problem Statement 4 (Prioritized):** Yarbrough serves 172 students in special education services.

**Root Cause:** Yarbrough need to improve and implement a stronger Response to Intervention system with an established committee in place.

**Problem Statement 5 (Prioritized):** 54% of Kinder-2nd grade students met their EOY MAP Reading Growth goal .

**Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 6 (Prioritized):** 48% of Kinder-2nd grade students met their EOY MAP Reading Growth goal .

**Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 7 (Prioritized):** 45% of 3rd grade students met the standard for Reading on the 2025 STAAR Assessment.

**Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 8 (Prioritized):** 50% of 3rd grade students met the standard for Math on the 2025 STAAR Assessment.

**Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 9 (Prioritized):** 49% of 4th grade students met the standard for Reading on the 2025 STAAR Assessment.

**Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 10 (Prioritized):** 54% of 4th grade students met the standard for Math on the 2025 STAAR Assessment.

**Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 11 (Prioritized):** 49% of 6th grade students met the standard for Reading on the 2025 STAAR Assessment.

**Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 12 (Prioritized):** 51% of 6th grade students met the standard for Math on the 2025 STAAR Assessment.

**Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced

# School Processes & Programs

## School Processes & Programs Summary

Yarbrough Leadership Team is comprised of the Principal, two Assistant Principals, 2 counselors, 2 Multi-Classroom Leaders, 2 MTRTs, and a TRT. After the fall semester, one AP was reassigned to a different elementary school, leaving extra responsibilities to the Principal and remaining AP. Our Campus Educational Instructional Committee (CEIC) is comprised of teachers, staff members and parents. There is also a MTSS/PBIS committee that puts processes in place for a safe school. Professional Learning is provided throughout the year in the areas of dyslexia identification, extended constructive written responses, Gifted and Talented identification, curriculum training, 504s, testing including STAAR training, IEP training as well as any other needs that develop during the school year.

Students and staff members have all been provided devices so we are a one-to-one campus. Teachers receive weekly updates for district offered Professional Learning including Tech Tuesdays. Teachers are provided with a scope and sequence for each subject and a lesson plan format as well as PLC time and agendas. A campus Google Drive with labeled subfolders was created for the storing of all important documents and data; easily accessible to staff and administration.

Work has been done to increase communications including emails and call outs by the principal, DoJo messages from the Campus Family Liaison and teachers, a campus Facebook and Twitter page. Teachers call, email and conference with parents. Teachers will also begin implementing weekly/monthly newsletters to share with parents and families.

Monthly family activities are planned to encourage family participation in the school as well as education.

Culture protocols have been created by the MTSS committee with posters and guidelines of behavioral expectations around the campus.

The K12 Insight survey indicated that 39% of parents believes the campus should offer a variety of courses and co-curricular/extracurricular activities. 25% indicated that the students need to receive support that addresses their individual needs. 21% believe that families do not receive information and materials to help their children at home. 21% believe students are not receiving the support needed to prepare them for the next grade level. On the plus side, 86% feel teacher set high expectations, 89% feel the school is inviting and welcoming. 100% think the school is a supportive place to learn and 100% feel families are welcomed.

Extracurricular activities have been implemented across campus. Activities include UIL for grades 2-6, robotics teams, National Elementary Honor Society and student council.

The PTA used to be one of the most successful in town and is now in a rebuilding and restructuring phase.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Yarbrough parents have reported not receiving information and materials to help their children at home.

**Root Cause:** While Yarbrough does have a communication system in place to keep parents informed, there is not a precise/developed system of informing parents on ways to help their child/children at home.

**Problem Statement 2 (Prioritized):** 2024-2025 Yarbrough PTA has declined in membership and parent volunteers.

**Root Cause:** Systems for recruiting PTA members and volunteers was not enforced and slacked throughout the year.

**Problem Statement 3 (Prioritized):** Yarbrough parents do not feel the campus offers co-curricular/extracurricular activities for students.

**Root Cause:** Yarbrough has not offered the variety of co-curricular/extracurricular activities like secondary or choice schools offer.

**Problem Statement 4 (Prioritized):** 54% of Kinder-2nd grade students met their EOY MAP Reading Growth goal .

**Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction

and plans implemented to change student outcomes will be enforced.

**Problem Statement 5 (Prioritized):** 48% of Kinder-2nd grade students met their EOY MAP Reading Growth goal .

**Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 6 (Prioritized):** 45% of 3rd grade students met the standard for Reading on the 2025 STAAR Assessment.

**Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 7 (Prioritized):** 50% of 3rd grade students met the standard for Math on the 2025 STAAR Assessment.

**Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 8 (Prioritized):** 49% of 4th grade students met the standard for Reading on the 2025 STAAR Assessment.

**Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 9 (Prioritized):** 54% of 4th grade students met the standard for Math on the 2025 STAAR Assessment.

**Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 10 (Prioritized):** 49% of 6th grade students met the standard for Reading on the 2025 STAAR Assessment.

**Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 11 (Prioritized):** 51% of 6th grade students met the standard for Math on the 2025 STAAR Assessment.

**Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced

**Problem Statement 12 (Prioritized):** PLCs were not utilized to their full potential

**Root Cause:** Lack of follow through with proper procedures and expectations for PLCs

**Problem Statement 13 (Prioritized):** Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met.

**Root Cause:** Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing

# Perceptions

## Perceptions Summary

The community is always shocked to find out that Yarbrough is a Title 1 campus. It is located among two nice housing additions. There are also several apartment complexes in the attendance zone. Yarbrough currently, does not have a community partnership.

On the K12 Insight Survey, Parents ratings were 98%-The school is clean and well maintained. 92%-The school is an inviting place for students to learn. 90%-Families can easily contact teachers and/or staff for information about their children. 90%-The school informs families about school-sponsored activities, such as tutoring, after-school programs, and student performances. 88%-The principal and/or assistant principal is/are visible on campus throughout the school day.

On the K12 Insight Survey, Staff responses were 100%-Teachers clearly explain learning to standards and expectations, There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem, Teacher/school staff genuinely care about students. School offers a variety of courses, programs, and cocurricular/extracurricular activities. Students in this school receive support that addresses their individual needs.

On the K12 Insight Survey, Students responses were 90% said that they have at least one friend at school. 83% said teachers clearly explain learning standards and expectations to all students, and that the school is clean and well maintained. 81% Teachers keep me informed of my academic progress and 79% Teachers set high expectations for all students.

Lowest ranking items on the K12 Insight Survey by parents that disagreed were: 34% Families regularly receive information and materials to help their family at home. 33% School offers a variety of courses and cocurricular/extracurricular activities. 32% Students treat each other with respect; this school has zero tolerance for bullying and/or bully-like behavior. 30% Staff members are responsive when students report bullying or other safety concerns.

Staff disagreed with survey items: 41% Students treat each other with respect. 38% Students treat staff members with respect and discipline is enforced fairly for all students. 17% I work in an atmosphere where there is mutual respect among staff. 14% The school has zero tolerance for bullying and/or bully-like behavior.

Students disagreed with survey items: 65% Students treat each other with respect. 50% Students treat staff members with respect. 41% This school has zero tolerance for bullying or bully-like behavior. 35% Students in this school are treated fairly regardless of their background/lifestyle and discipline is enforced fairly for all students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students and teachers report a feeling of lack of respect, both student to student and student to teacher.

**Root Cause:** Yarbrough needs systems in place for the teaching and modeling of respect student to student and student to teacher.

**Problem Statement 2 (Prioritized):** Yarbrough does not offer a variety of courses, programs, and co-curricular/extracurricular activities.

**Root Cause:** Yarbrough is still working on putting systems in place for designing of co-curricular/extracurricular activities.

# Priority Problem Statements

**Problem Statement 1:** Yarbrough 2024-2025 Attendance rate of 94.6% was below the campus goal of 96%.

**Root Cause 1:** Systems for monitoring attendance need revision and implemented with fidelity along with better implementation of the Project Truancy program.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** On the STAAR Extended Constructive Responses with a possible score of 10, Yarbrough student scored the following: 3rd-1.43; 4th-2.6; 5th-1.86; and 6th-2.41.

**Root Cause 2:** Yarbrough needs retraining on the creation of Extended Constructed Responses and to utilize the rubric so students can analyze their own writings.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** For the 2024-2025 school year, only 57.5% of students in Kindergarten, Second, Fourth and Fifth grade showed growth on the NWEA MAP Math Assessment.

**Root Cause 3:** While the percentage had increased since previous years, Yarbrough needs to utilize the program for reteach/small groups as well as constantly monitor math growth.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** For the 2024-2025 school year, only 57.2% of students in Second, Third, Fifth and Sixth grade showed growth on the NWEA MAP RLA Assessment.

**Root Cause 4:** While the percentage had increased since previous years, Yarbrough needs to utilize the program for reteach/small groups as well as constantly monitor reading growth.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Yarbrough parents have reported not receiving information and materials to help their children at home.

**Root Cause 5:** While Yarbrough does have a communication system in place to keep parents informed, there is not a precise/developed system of informing parents on ways to help their child/children at home.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** 2024-2025 Yarbrough PTA has declined in membership and parent volunteers.

**Root Cause 6:** Systems for recruiting PTA members and volunteers was not enforced and slacked throughout the year.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Students and teachers report a feeling of lack of respect, both student to student and student to teacher.

**Root Cause 7:** Yarbrough needs systems in place for the teaching and modeling of respect student to student and student to teacher.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Yarbrough serves 172 students in special education services.

**Root Cause 8:** Yarbrough need to improve and implement a stronger Response to Intervention system with an established committee in place.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Yarbrough does not offer a variety of courses, programs, and co-curricular/extracurricular activities.

**Root Cause 9:** Yarbrough is still working on putting systems in place for designing of co-curricular/extracurricular activities.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Yarbrough parents do not feel the campus offers co-curricular/extracurricular activities for students.

**Root Cause 10:** Yarbrough has not offered the variety of co-curricular/extracurricular activities like secondary or choice schools offer.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** 54% of Kinder-2nd grade students met their EOY MAP Reading Growth goal .

**Root Cause 11:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 11 Areas:** Student Learning - School Processes & Programs

**Problem Statement 12:** 48% of Kinder-2nd grade students met their EOY MAP Reading Growth goal .

**Root Cause 12:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 12 Areas:** Student Learning - School Processes & Programs

**Problem Statement 13:** 45% of 3rd grade students met the standard for Reading on the 2025 STAAR Assessment.

**Root Cause 13:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 13 Areas:** Student Learning - School Processes & Programs

**Problem Statement 14:** 50% of 3rd grade students met the standard for Math on the 2025 STAAR Assessment.

**Root Cause 14:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 14 Areas:** Student Learning - School Processes & Programs

**Problem Statement 15:** 49% of 4th grade students met the standard for Reading on the 2025 STAAR Assessment.

**Root Cause 15:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven

instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 15 Areas:** Student Learning - School Processes & Programs

**Problem Statement 16:** 51% of 6th grade students met the standard for Math on the 2025 STAAR Assessment.

**Root Cause 16:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced

**Problem Statement 16 Areas:** Student Learning - School Processes & Programs

**Problem Statement 17:** 49% of 6th grade students met the standard for Reading on the 2025 STAAR Assessment.

**Root Cause 17:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 17 Areas:** Student Learning - School Processes & Programs

**Problem Statement 18:** 54% of 4th grade students met the standard for Math on the 2025 STAAR Assessment.

**Root Cause 18:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 18 Areas:** Student Learning - School Processes & Programs

**Problem Statement 19:** PLCs were not utilized to their full potential

**Root Cause 19:** Lack of follow through with proper procedures and expectations for PLCs

**Problem Statement 19 Areas:** School Processes & Programs

**Problem Statement 20:** Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met.

**Root Cause 20:** Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing

**Problem Statement 20 Areas:** School Processes & Programs

# Goals


**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 1:** The percentage of Pre-Kindergarten students who perform at or above grade level on the CLI Reading assessment will increase from 97% to 100% by 2026.

**Evaluation Data Sources:** CLI Engage--CIRCLE Progress Monitoring System Assessment; Six-week assessment monitoring

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PreKindergarten teachers will consistently use an engaging framework for student instruction in a variety of content-rich, complex, and meaningful texts/tasks, that contain high-leverage practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Pre-K students will demonstrate positive student growth from the BOY, to MOY, to EOY CLI (Circle Monitoring System). Following the Pre-K instruction alignment will ensure students make progress on Pre-K skills of reading and writing.</p> <p><b>Staff Responsible for Monitoring:</b> Pre-K Teachers, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PreK teachers will use action planning based on data, both individually and through PLCs, to analyze student work, identify trends in student misconceptions, determine any root cause(s) as to why students may not have learned the concept, and create purposeful action plans to implement in order to determine instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> Following the Pre-K instruction alignment will ensure students make progress on Pre-K skills of reading, writing and math, in an effort to increase student performance. Staff and student accountability will increase, while monitoring will be assessed on a regular basis.</p> <p><b>Staff Responsible for Monitoring:</b> PreK Director and leads, Administration, PreK Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Pre-K teachers will attend district PreKindergarten PL and implement the effective instructional strategies, adjustment to instructional delivery and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> PreKindergarten teachers will stay up to date with current effective strategies and collaborate effective ways to implement and deliver these tools in everyday instruction and intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Pre Kindergarten District Leads and Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Yarbrough parents have reported not receiving information and materials to help their children at home. <b>Root Cause:</b> While Yarbrough does have a communication system in place to keep parents informed, there is not a precise/developed system of informing parents on ways to help their child/children at home.</p>





**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 2:** The percentage of Pre-Kindergarten students who perform at or above grade level on the CLI Math assessment will stay and maintain 100% in 2026.

**Evaluation Data Sources:** CLI Engage--CIRCLE Progress Monitoring System Assessment; Six-week assessment monitoring

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PreKindergarten teachers will consistently use an engaging framework for student instruction in a variety of content-rich, complex, and meaningful texts/tasks, that contain high-leverage practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Pre-K students will demonstrate positive student growth from the BOY, to MOY, to EOY CLI (Circle Monitoring System). Following the Pre-K instruction alignment will ensure students make progress on Pre-K skills of reading and writing.</p> <p><b>Staff Responsible for Monitoring:</b> Pre-K Teachers, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PreK teachers will use action planning based on data, both individually and through PLCs, to analyze student work, identify trends in student misconceptions, determine any root cause(s) as to why students may not have learned the concept, and create purposeful action plans to implement in order to determine instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> Following the Pre-K instruction alignment will ensure students make progress on Pre-K skills of reading, writing and math, in an effort to increase student performance. Staff and student accountability will increase, while monitoring will be assessed on a regular basis.</p> <p><b>Staff Responsible for Monitoring:</b> PreK Director and leads, Administration, PreK Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Pre-K teachers will attend district PreKindergarten PL and implement the effective instructional strategies, adjustment to instructional delivery and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> PreKindergarten teachers will stay up to date with current effective strategies and collaborate effective ways to implement and deliver these tools in everyday instruction and intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Pre Kindergarten District Leads and Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Yarbrough parents have reported not receiving information and materials to help their children at home. <b>Root Cause:</b> While Yarbrough does have a communication system in place to keep parents informed, there is not a precise/developed system of informing parents on ways to help their child/children at home.</p> <p><b>Problem Statement 12:</b> PLCs were not utilized to their full potential <b>Root Cause:</b> Lack of follow through with proper procedures and expectations for PLCs</p>

**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 3:** The percentage of Kindergarten students who perform at or above grade level on the EOY mClass Reading assessment will increase from 73% to 81% by 2026.

Strategy 1 Details





**High Priority**

**Evaluation Data Sources:** mClass assessment, six-week progress monitoring and CFUs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus schedule will include PLC times with written agendas, recorded meeting minutes capturing next steps and follow-up techniques, with emphasis on goal setting, data analysis, lesson planning and progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the mClass Data Protocols for the improvement of lesson planning will lead to high percentages of students to meet or exceed their score.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson plans are aligned to the district Instructional Framework, the daily objective (learner outcome) is aligned to the standards, with lesson activities scope and rigor aligned to the formative assessments. These high-quality instructional materials' lessons will be internalized and taught with fidelity in order to meet the needs of all students including students with special needs and EB (Emergent Bilingual) students.</p> <p><b>Strategy's Expected Result/Impact:</b> The results will be well developed through planning containing aligned objectives, activities, CFUs and exit tickets. Each student will receive high quality instruction and demonstrate growth on the EOY mClass test from the BOY. Each student will set goals and work to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs Teachers, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data is disaggregated after campus and district benchmarks and results reviewed by teachers, administrators, MCLs, MTRTs, resource teachers and used for lesson planning, student goal setting and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data results will be used to monitor student progress and make adjustments to the lesson plans for instruction and intervention as indicated</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, and Administration.</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Targeted professional development sessions will be planned and target teachers on the proper implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support all students effectively with a focus on our identified high focus group.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Teach Like a Champion strategies, effective and high quality instruction will take place in all classrooms to improves student outcomes, including our high focus identified students. Through the Teacher Development Cycle, all Tier Instructional practices will improve which will greatly improve and impact Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, TLAC Team, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 12:</b> PLCs were not utilized to their full potential <b>Root Cause:</b> Lack of follow through with proper procedures and expectations for PLCs</p> <p><b>Problem Statement 13:</b> Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. <b>Root Cause:</b> Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing</p>

**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 4:** The percentage of Kindergarten students performing at grade level in Math will increase from % to % by 2030.





**High Priority**

**Evaluation Data Sources:** iReady assessment, six-week progress monitoring and CFUs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus schedule will include PLC times with written agendas, recorded meeting minutes capturing next steps and follow-up techniques, with emphasis on goal setting, data analysis, lesson planning and progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the mClass Data Protocols for the improvement of lesson planning will lead to high percentages of students to meet or exceed their score.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson plans are aligned to the district Instructional Framework, the daily objective (learner outcome) is aligned to the standards, with lesson activities scope and rigor aligned to the formative assessments. These high-quality instructional materials' lessons will be internalized and taught with fidelity in order to meet the needs of all students including students with special needs and EB (Emergent Bilingual) students.</p> <p><b>Strategy's Expected Result/Impact:</b> The results will be well developed through planning containing aligned objectives, activities, CFUs and exit tickets. Each student will receive high quality instruction and demonstrate growth on the EOY mClass test from the BOY. Each student will set goals and work to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs Teachers, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data is disaggregated after campus and district benchmarks and results reviewed by teachers, administrators, MCLs, MTRTs, resource teachers and used for lesson planning, student goal setting and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data results will be used to monitor student progress and make adjustments to the lesson plans for instruction and intervention as indicated</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, and Administration.</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Targeted professional development sessions will be planned and target teachers on the proper implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support all students effectively with a focus on our identified high focus group.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Teach Like a Champion strategies, effective and high quality instruction will take place in all classrooms to improves student outcomes, including our high focus identified students. Through the Teacher Development Cycle, all Tier Instructional practices will improve which will greatly improve and impact Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, TLAC Team, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 4 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 12:</b> PLCs were not utilized to their full potential <b>Root Cause:</b> Lack of follow through with proper procedures and expectations for PLCs</p>
<p><b>Problem Statement 13:</b> Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. <b>Root Cause:</b> Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing</p>

**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 5:** The percentage of 1st grade students who perform at or above grade level on the EOY mClass Reading assessment will increase from 57% to 67% by 2026.





**High Priority**

**Evaluation Data Sources:** mClass assessment, six-week progress monitoring and CFUs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus schedule will include PLC times with written agendas, recorded meeting minutes capturing next steps and follow-up techniques, with emphasis on goal setting, data analysis, lesson planning and progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the mClass Data Protocols for the improvement of lesson planning will lead to high percentages of students to meet or exceed their score.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson plans are aligned to the district Instructional Framework, the daily objective (learner outcome) is aligned to the standards, with lesson activities scope and rigor aligned to the formative assessments. These high-quality instructional materials' lessons will be internalized and taught with fidelity in order to meet the needs of all students including students with special needs and EB (Emergent Bilingual) students.</p> <p><b>Strategy's Expected Result/Impact:</b> The results will be well developed through planning containing aligned objectives, activities, CFUs and exit tickets. Each student will receive high quality instruction and demonstrate growth on the EOY mClass test from the BOY. Each student will set goals and work to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs Teachers, Administration</p> <p><b>Title I:</b> 2.52, 2.534 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes &amp; Programs 12, 13 <b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data is disaggregated after campus and district benchmarks and results reviewed by teachers, administrators, MCLs, MTRTs, resource teachers and used for lesson planning, student goal setting and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data results will be used to monitor student progress and make adjustments to the lesson plans for instruction and intervention as indicated</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, and Administration.</p> <p><b>Title I:</b> 2.52, 2.534 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> School Processes &amp; Programs 12 <b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Targeted professional development sessions will be planned and target teachers on the proper implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support all students effectively with a focus on our identified high focus group.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Teach Like a Champion strategies, effective and high quality instruction will take place in all classrooms to improves student outcomes, including our high focus identified students. Through the Teacher Development Cycle, all Tier Instructional practices will improve which will greatly improve and impact Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, TLAC Team, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 5 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 12:</b> PLCs were not utilized to their full potential <b>Root Cause:</b> Lack of follow through with proper procedures and expectations for PLCs</p> <p><b>Problem Statement 13:</b> Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. <b>Root Cause:</b> Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing</p>

**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 6:** The percentage of 1st grade students performing at grade level in Math will increase from % to % by 2030.





**High Priority**

**Evaluation Data Sources:** iReady assessment, six-week progress monitoring and CFUs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus schedule will include PLC times with written agendas, recorded meeting minutes capturing next steps and follow-up techniques, with emphasis on goal setting, data analysis, lesson planning and progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the mClass Data Protocols for the improvement of lesson planning will lead to high percentages of students to meet or exceed their score.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson plans are aligned to the district Instructional Framework, the daily objective (learner outcome) is aligned to the standards, with lesson activities scope and rigor aligned to the formative assessments. These high-quality instructional materials' lessons will be internalized and taught with fidelity in order to meet the needs of all students including students with special needs and EB (Emergent Bilingual) students.</p> <p><b>Strategy's Expected Result/Impact:</b> The results will be well developed through planning containing aligned objectives, activities, CFUs and exit tickets. Each student will receive high quality instruction and demonstrate growth on the EOY mClass test from the BOY. Each student will set goals and work to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs Teachers, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data is disaggregated after campus and district benchmarks and results reviewed by teachers, administrators, MCLs, MTRTs, resource teachers and used for lesson planning, student goal setting and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data results will be used to monitor student progress and make adjustments to the lesson plans for instruction and intervention as indicated</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, and Administration.</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Targeted professional development sessions will be planned and target teachers on the proper implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support all students effectively with a focus on our identified high focus group.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Teach Like a Champion strategies, effective and high quality instruction will take place in all classrooms to improves student outcomes, including our high focus identified students. Through the Teacher Development Cycle, all Tier Instructional practices will improve which will greatly improve and impact Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, TLAC Team, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 6 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 12:</b> PLCs were not utilized to their full potential <b>Root Cause:</b> Lack of follow through with proper procedures and expectations for PLCs</p>
<p><b>Problem Statement 13:</b> Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. <b>Root Cause:</b> Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing</p>

**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 7:** The percentage of 2nd grade students who perform at or above grade level on the EOY mClass Reading assessment will increase from 49% to 60% by 2026.





**High Priority**

**Evaluation Data Sources:** mClass assessment, six-week progress monitoring and CFUs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus schedule will include PLC times with written agendas, recorded meeting minutes capturing next steps and follow-up techniques, with emphasis on goal setting, data analysis, lesson planning and progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the mClass Data Protocols for the improvement of lesson planning will lead to high percentages of students to meet or exceed their score.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson plans are aligned to the district Instructional Framework, the daily objective (learner outcome) is aligned to the standards, with lesson activities scope and rigor aligned to the formative assessments. These high-quality instructional materials' lessons will be internalized and taught with fidelity in order to meet the needs of all students including students with special needs and EB (Emergent Bilingual) students.</p> <p><b>Strategy's Expected Result/Impact:</b> The results will be well developed through planning containing aligned objectives, activities, CFUs and exit tickets. Each student will receive high quality instruction and demonstrate growth on the EOY mClass test from the BOY. Each student will set goals and work to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs Teachers, Administration</p> <p><b>Title I:</b> 2.52, 2.534 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data is disaggregated after campus and district benchmarks and results reviewed by teachers, administrators, MCLs, MTRTs, resource teachers and used for lesson planning, student goal setting and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data results will be used to monitor student progress and make adjustments to the lesson plans for instruction and intervention as indicated</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, and Administration.</p> <p><b>Title I:</b> 2.52, 2.534 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Targeted professional development sessions will be planned and target teachers on the proper implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support all students effectively with a focus on our identified high focus group.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Teach Like a Champion strategies, effective and high quality instruction will take place in all classrooms to improves student outcomes, including our high focus identified students. Through the Teacher Development Cycle, all Tier Instructional practices will improve which will greatly improve and impact Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, TLAC Team, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 7 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 12:</b> PLCs were not utilized to their full potential <b>Root Cause:</b> Lack of follow through with proper procedures and expectations for PLCs</p> <p><b>Problem Statement 13:</b> Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. <b>Root Cause:</b> Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing</p>

**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.





**Performance Objective 8:** The percentage of 2nd grade students performing at grade level in Math will increase from % to % by 2030.

**Evaluation Data Sources:** iReady assessment, six-week progress monitoring and CFUs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus schedule will include PLC times with written agendas, recorded meeting minutes capturing next steps and follow-up techniques, with emphasis on goal setting, data analysis, lesson planning and progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the mClass Data Protocols for the improvement of lesson planning will lead to high percentages of students to meet or exceed their score.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson plans are aligned to the district Instructional Framework, the daily objective (learner outcome) is aligned to the standards, with lesson activities scope and rigor aligned to the formative assessments. These high-quality instructional materials' lessons will be internalized and taught with fidelity in order to meet the needs of all students including students with special needs and EB (Emergent Bilingual) students.</p> <p><b>Strategy's Expected Result/Impact:</b> The results will be well developed through planning containing aligned objectives, activities, CFUs and exit tickets. Each student will receive high quality instruction and demonstrate growth on the EOY mClass test from the BOY. Each student will set goals and work to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs Teachers, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data is disaggregated after campus and district benchmarks and results reviewed by teachers, administrators, MCLs, MTRTs, resource teachers and used for lesson planning, student goal setting and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data results will be used to monitor student progress and make adjustments to the lesson plans for instruction and intervention as indicated</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, and Administration.</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Targeted professional development sessions will be planned and target teachers on the proper implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support all students effectively with a focus on our identified high focus group.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Teach Like a Champion strategies, effective and high quality instruction will take place in all classrooms to improves student outcomes, including our high focus identified students. Through the Teacher Development Cycle, all Tier Instructional practices will improve which will greatly improve and impact Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, TLAC Team, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 8 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 12:</b> PLCs were not utilized to their full potential <b>Root Cause:</b> Lack of follow through with proper procedures and expectations for PLCs</p>
<p><b>Problem Statement 13:</b> Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. <b>Root Cause:</b> Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing</p>

**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 9:** The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 45.60% to 65% by 2026.

**High Priority**

**Evaluation Data Sources:** STAAR Assessment, six-week monitoring, MAP, CFUs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers consistently engage students with High Quality Instructional Materials with key ideas, essential questions, and content relevant and responsive to students' background (when applicable) in each content area.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of 3rd grade students who Meet Grade Level Performance or above on STAAR Reading Language Arts will increase to 65%. Close instructional gaps and accelerate student growth in targeted TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Mentors, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson plans are aligned to the district Instructional Framework, the daily objective (learner outcome) is aligned to the standards, with lesson activities scope and rigor aligned to the formative assessments. These high-quality instructional materials' lessons will be internalized and taught with fidelity in order to meet the needs of all students including students with special needs and EB (Emergent Bilingual) students.</p> <p><b>Strategy's Expected Result/Impact:</b> The results will be well developed through planning containing aligned objectives, activities, CFUs and exit tickets. Each student will receive high quality instruction and demonstrate growth on the EOY mClass test from the BOY. Each student will set goals and work to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs Teachers, Administration</p> <p><b>Title I:</b> 2.52, 2.534 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes &amp; Programs 13 <b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will receive Professional Learning to improve the students' constructed written responses on the 2026 STAAR Reading Language Arts test.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of constructed written responses will result in the improvement of ELAR scores to 65% of 3rd graders meet or mastering the assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Administration</p> <p><b>Title I:</b> 2.52, 2.534 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students with IEPs will receive targeted interventions and accommodations to help improve their academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will show growth moving them closer to grade level achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Resource Leads and Aids, Gen Ed Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Third-grade teachers will measure the percentage of students who master daily exit tickets by using the campus developed daily mastery tracker.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will master the daily lesson objective before leaving the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Campus schedule will include PLC times with written agendas, recorded meeting minutes capturing next steps and follow-up techniques, with emphasis on goal setting, data analysis, lesson planning and progress monitoring. PLC time has been built into the weekly schedule for grade level planning as well as new implementation of vertical team planning for the purpose of analyzing and using data to inform effective strategies in the delivery of instruction and intervention to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the mClass Data Protocols for the improvement of lesson planning will lead to high percentages of students to meet or exceed their score. Results and impact include well internalized lesson, practice role play with implementation of lesson and data analysis all in an effort to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Data is disaggregated after campus and district benchmarks and results reviewed by teachers, administrators, MCLs, MTRTs, resource teachers and used for lesson planning, student goal setting and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data results will be used to monitor student progress and make adjustments to the lesson plans for instruction and intervention as indicated</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration.</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Targeted professional development sessions will be planned and target teachers on the proper implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support all students effectively with a focus on our identified high focus group.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Teach Like a Champion strategies, effective and high quality instruction will take place in all classrooms to improves student outcomes, including our high focus identified students. Through the Teacher Development Cycle, all Tier Instructional practices will improve which will greatly improve and impact Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, TLAC Team, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 9 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> On the STAAR Extended Constructive Responses with a possible score of 10, Yarbrough student scored the following: 3rd-1.43; 4th-2.6; 5th-1.86; and 6th-2.41. <b>Root Cause:</b> Yarbrough needs retraining on the creation of Extended Constructed Responses and to utilize the rubric so students can analyze their own writings.</p>
<p><b>Problem Statement 3:</b> For the 2024-2025 school year, only 57.2% of students in Second, Third, Fifth and Sixth grade showed growth on the NWEA MAP RLA Assessment. <b>Root Cause:</b> While the percentage had increased since previous years, Yarbrough needs to utilize the program for reteach/small groups as well as constantly monitor reading growth.</p>
School Processes & Programs
<p><b>Problem Statement 12:</b> PLCs were not utilized to their full potential <b>Root Cause:</b> Lack of follow through with proper procedures and expectations for PLCs</p>
<p><b>Problem Statement 13:</b> Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. <b>Root Cause:</b> Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing</p>

**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.





**Performance Objective 10:** The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 50.47% to 65% by 2026.

**Evaluation Data Sources:** STAAR Assessment, six-week monitoring, CFUs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers consistently engage students with High Quality Instructional Materials with key ideas, essential questions, and content relevant and responsive to students' background (when applicable) in each content area.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of 3rd grade students who Meet Grade Level Performance or above on STAAR Math will increase to 65%. Close instructional gaps and accelerate student growth in targeted TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Mentors, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson plans are aligned to the district Instructional Framework, the daily objective (learner outcome) is aligned to the standards, with lesson activities scope and rigor aligned to the formative assessments. These high-quality instructional materials' lessons will be internalized and taught with fidelity in order to meet the needs of all students including students with special needs and EB (Emergent Bilingual) students.</p> <p><b>Strategy's Expected Result/Impact:</b> The results will be well developed through planning containing aligned objectives, activities, CFUs and exit tickets. Each student will receive high quality instruction and demonstrate growth on the EOY mClass test from the BOY. Each student will set goals and work to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs Teachers, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students with IEPs will receive targeted interventions and accommodations to help improve their academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will show growth moving them closer to grade level achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Resource Leads and Aids, Gen Ed Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Third-grade teachers will measure the percentage of students who master daily exit tickets by using the campus developed daily mastery tracker.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will master the daily lesson objective before leaving the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campus schedule will include PLC times with written agendas, recorded meeting minutes capturing next steps and follow-up techniques, with emphasis on goal setting, data analysis, lesson planning and progress monitoring. PLC time has been built into the weekly schedule for grade level planning as well as new implementation of vertical team planning for the purpose of analyzing and using data to inform effective strategies in the delivery of instruction and intervention to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the mClass Data Protocols for the improvement of lesson planning will lead to high percentages of students to meet or exceed their score. Results and impact include well internalized lesson, practice role play with implementation of lesson and data analysis all in an effort to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Data is disaggregated after campus and district benchmarks and results reviewed by teachers, administrators, MCLs, MTRTs, resource teachers and used for lesson planning, student goal setting and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data results will be used to monitor student progress and make adjustments to the lesson plans for instruction and intervention as indicated</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, and Administration.</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Targeted professional development sessions will be planned and target teachers on the proper implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support all students effectively with a focus on our identified high focus group.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Teach Like a Champion strategies, effective and high quality instruction will take place in all classrooms to improves student outcomes, including our high focus identified students. Through the Teacher Development Cycle, all Tier Instructional practices will improve which will greatly improve and impact Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, TLAC Team, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 10 Problem Statements:**

### Student Learning

**Problem Statement 1:** On the STAAR Extended Constructive Responses with a possible score of 10, Yarbrough student scored the following: 3rd-1.43; 4th-2.6; 5th-1.86; and 6th-2.41. **Root Cause:** Yarbrough needs retraining on the creation of Extended Constructed Responses and to utilize the rubric so students can analyze their own writings.

**Problem Statement 3:** For the 2024-2025 school year, only 57.2% of students in Second, Third, Fifth and Sixth grade showed growth on the NWEA MAP RLA Assessment. **Root Cause:** While the percentage had increased since previous years, Yarbrough needs to utilize the program for reteach/small groups as well as constantly monitor reading growth.

### School Processes & Programs

**Problem Statement 12:** PLCs were not utilized to their full potential **Root Cause:** Lack of follow through with proper procedures and expectations for PLCs

**Problem Statement 13:** Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. **Root Cause:** Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing

**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 11:** The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 45.60% to 65% by 2026.

**High Priority**

**Evaluation Data Sources:** STAAR Assessment, six-week monitoring, MAP, CFUs





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers consistently engage students with High Quality Instructional Materials with key ideas, essential questions, and content relevant and responsive to students' background (when applicable) in each content area.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of 4th grade students who Meet Grade Level Performance or above on STAAR Reading Language Arts will increase to 65%. Close instructional gaps and accelerate student growth in targeted TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Mentors, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson plans are aligned to the district Instructional Framework, the daily objective (learner outcome) is aligned to the standards, with lesson activities scope and rigor aligned to the formative assessments. These high-quality instructional materials' lessons will be internalized and taught with fidelity in order to meet the needs of all students including students with special needs and EB (Emergent Bilingual) students.</p> <p><b>Strategy's Expected Result/Impact:</b> The results will be well developed through planning containing aligned objectives, activities, CFUs and exit tickets. Each student will receive high quality instruction and demonstrate growth on the EOY mClass test from the BOY. Each student will set goals and work to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs Teachers, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will receive Professional Learning to improve the students' constructed written responses on the 2026 STAAR Reading Language Arts test.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of constructed written responses will result in the improvement of ELAR scores to 65% of 4th graders meet or mastering the assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students with IEPs will receive targeted interventions and accommodations to help improve their academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will show growth moving them closer to grade level achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Resource Leads and Aids, Gen Ed Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Fourth grade teachers will measure the percentage of students who master daily exit tickets by using the campus developed daily mastery tracker.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will master the daily lesson objective before leaving the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Campus schedule will include PLC times with written agendas, recorded meeting minutes capturing next steps and follow-up techniques, with emphasis on goal setting, data analysis, lesson planning and progress monitoring. PLC time has been built into the weekly schedule for grade level planning as well as new implementation of vertical team planning for the purpose of analyzing and using data to inform effective strategies in the delivery of instruction and intervention to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the mClass Data Protocols for the improvement of lesson planning will lead to high percentages of students to meet or exceed their score. Results and impact include well internalized lesson, practice role play with implementation of lesson and data analysis all in an effort to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Data is disaggregated after campus and district benchmarks and results reviewed by teachers, administrators, MCLS, MTRTs, resource teachers and used for lesson planning, student goal setting and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data results will be used to monitor student progress and make adjustments to the lesson plans for instruction and intervention as indicated</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration.</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Targeted professional development sessions will be planned and target teachers on the proper implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support all students effectively with a focus on our identified high focus group.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Teach Like a Champion strategies, effective and high quality instruction will take place in all classrooms to improves student outcomes, including our high focus identified students. Through the Teacher Development Cycle, all Tier Instructional practices will improve which will greatly improve and impact Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, TLAC Team, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 11 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> On the STAAR Extended Constructive Responses with a possible score of 10, Yarbrough student scored the following: 3rd-1.43; 4th-2.6; 5th-1.86; and 6th-2.41. <b>Root Cause:</b> Yarbrough needs retraining on the creation of Extended Constructed Responses and to utilize the rubric so students can analyze their own writings.</p>
<p><b>Problem Statement 3:</b> For the 2024-2025 school year, only 57.2% of students in Second, Third, Fifth and Sixth grade showed growth on the NWEA MAP RLA Assessment. <b>Root Cause:</b> While the percentage had increased since previous years, Yarbrough needs to utilize the program for reteach/small groups as well as constantly monitor reading growth.</p>
School Processes & Programs
<p><b>Problem Statement 12:</b> PLCs were not utilized to their full potential <b>Root Cause:</b> Lack of follow through with proper procedures and expectations for PLCs</p>
<p><b>Problem Statement 13:</b> Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. <b>Root Cause:</b> Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing</p>

**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 12:** The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 50.47% to 65% by 2026.





**High Priority**

**Evaluation Data Sources:** STAAR Assessment, six-week monitoring, CFUs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers consistently engage students with High Quality Instructional Materials with key ideas, essential questions, and content relevant and responsive to students' background (when applicable) in each content area.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of 4th grade students who Meet Grade Level Performance or above on STAAR Math will increase to 65%. Close instructional gaps and accelerate student growth in targeted TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Mentors, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson plans are aligned to the district Instructional Framework, the daily objective (learner outcome) is aligned to the standards, with lesson activities scope and rigor aligned to the formative assessments. These high-quality instructional materials' lessons will be internalized and taught with fidelity in order to meet the needs of all students including students with special needs and EB (Emergent Bilingual) students.</p> <p><b>Strategy's Expected Result/Impact:</b> The results will be well developed through planning containing aligned objectives, activities, CFUs and exit tickets. Each student will receive high quality instruction and demonstrate growth on the EOY mClass test from the BOY. Each student will set goals and work to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs Teachers, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students with IEPs will receive targeted interventions and accommodations to help improve their academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will show growth moving them closer to grade level achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Resource Leads and Aids, Gen Ed Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Fourth grade teachers will measure the percentage of students who master daily exit tickets by using the campus developed daily mastery tracker.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will master the daily lesson objective before leaving the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campus schedule will include PLC times with written agendas, recorded meeting minutes capturing next steps and follow-up techniques, with emphasis on goal setting, data analysis, lesson planning and progress monitoring. PLC time has been built into the weekly schedule for grade level planning as well as new implementation of vertical team planning for the purpose of analyzing and using data to inform effective strategies in the delivery of instruction and intervention to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the mClass Data Protocols for the improvement of lesson planning will lead to high percentages of students to meet or exceed their score. Results and impact include well internalized lesson, practice role play with implementation of lesson and data analysis all in an effort to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Data is disaggregated after campus and district benchmarks and results reviewed by teachers, administrators, MCLs, MTRTs, resource teachers and used for lesson planning, student goal setting and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data results will be used to monitor student progress and make adjustments to the lesson plans for instruction and intervention as indicated</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, and Administration.</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Targeted professional development sessions will be planned and target teachers on the proper implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support all students effectively with a focus on our identified high focus group.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Teach Like a Champion strategies, effective and high quality instruction will take place in all classrooms to improves student outcomes, including our high focus identified students. Through the Teacher Development Cycle, all Tier Instructional practices will improve which will greatly improve and impact Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, TLAC Team, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 12 Problem Statements:**

### Student Learning

**Problem Statement 1:** On the STAAR Extended Constructive Responses with a possible score of 10, Yarbrough student scored the following: 3rd-1.43; 4th-2.6; 5th-1.86; and 6th-2.41. **Root Cause:** Yarbrough needs retraining on the creation of Extended Constructed Responses and to utilize the rubric so students can analyze their own writings.

**Problem Statement 3:** For the 2024-2025 school year, only 57.2% of students in Second, Third, Fifth and Sixth grade showed growth on the NWEA MAP RLA Assessment. **Root Cause:** While the percentage had increased since previous years, Yarbrough needs to utilize the program for reteach/small groups as well as constantly monitor reading growth.

### School Processes & Programs

**Problem Statement 12:** PLCs were not utilized to their full potential **Root Cause:** Lack of follow through with proper procedures and expectations for PLCs

**Problem Statement 13:** Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. **Root Cause:** Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing

**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 13:** The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 49.51% to 65% by 2026.

**High Priority**

**Evaluation Data Sources:** STAAR Assessment, six-week monitoring, MAP, CFUs


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers consistently engage students with High Quality Instructional Materials with key ideas, essential questions, and content relevant and responsive to students' background (when applicable) in each content area.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of 5th grade students who Meet Grade Level Performance or above on STAAR Reading Language Arts will increase to 65%. Close instructional gaps and accelerate student growth in targeted TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Mentors, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson plans are aligned to the district Instructional Framework, the daily objective (learner outcome) is aligned to the standards, with lesson activities scope and rigor aligned to the formative assessments. These high-quality instructional materials' lessons will be internalized and taught with fidelity in order to meet the needs of all students including students with special needs and EB (Emergent Bilingual) students.</p> <p><b>Strategy's Expected Result/Impact:</b> The results will be well developed through planning containing aligned objectives, activities, CFUs and exit tickets. Each student will receive high quality instruction and demonstrate growth on the EOY mClass test from the BOY. Each student will set goals and work to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs Teachers, Administration</p> <p><b>Title I:</b> 2.52, 2.534 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes &amp; Programs 13 <b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will receive Professional Learning to improve the students' constructed written responses on the 2026 STAAR Reading Language Arts test.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of constructed written responses will result in the improvement of ELAR scores to 65% of 5th graders meet or mastering the assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Administration</p> <p><b>Title I:</b> 2.52, 2.534 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students with IEPs will receive targeted interventions and accommodations to help improve their academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will show growth moving them closer to grade level achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Resource Leads and Aids, Gen Ed Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Fifth grade teachers will measure the percentage of students who master daily exit tickets by using the campus developed daily mastery tracker.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will master the daily lesson objective before leaving the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Campus schedule will include PLC times with written agendas, recorded meeting minutes capturing next steps and follow-up techniques, with emphasis on goal setting, data analysis, lesson planning and progress monitoring. PLC time has been built into the weekly schedule for grade level planning as well as new implementation of vertical team planning for the purpose of analyzing and using data to inform effective strategies in the delivery of instruction and intervention to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the mClass Data Protocols for the improvement of lesson planning will lead to high percentages of students to meet or exceed their score. Results and impact include well internalized lesson, practice role play with implementation of lesson and data analysis all in an effort to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Data is disaggregated after campus and district benchmarks and results reviewed by teachers, administrators, MCLs, MTRTs, resource teachers and used for lesson planning, student goal setting and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data results will be used to monitor student progress and make adjustments to the lesson plans for instruction and intervention as indicated</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration.</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Targeted professional development sessions will be planned and target teachers on the proper implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support all students effectively with a focus on our identified high focus group.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Teach Like a Champion strategies, effective and high quality instruction will take place in all classrooms to improves student outcomes, including our high focus identified students. Through the Teacher Development Cycle, all Tier Instructional practices will improve which will greatly improve and impact Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, TLAC Team, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June



**Performance Objective 13 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> On the STAAR Extended Constructive Responses with a possible score of 10, Yarbrough student scored the following: 3rd-1.43; 4th-2.6; 5th-1.86; and 6th-2.41. <b>Root Cause:</b> Yarbrough needs retraining on the creation of Extended Constructed Responses and to utilize the rubric so students can analyze their own writings.</p>
<p><b>Problem Statement 3:</b> For the 2024-2025 school year, only 57.2% of students in Second, Third, Fifth and Sixth grade showed growth on the NWEA MAP RLA Assessment. <b>Root Cause:</b> While the percentage had increased since previous years, Yarbrough needs to utilize the program for reteach/small groups as well as constantly monitor reading growth.</p>
School Processes & Programs
<p><b>Problem Statement 12:</b> PLCs were not utilized to their full potential <b>Root Cause:</b> Lack of follow through with proper procedures and expectations for PLCs</p>
<p><b>Problem Statement 13:</b> Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. <b>Root Cause:</b> Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing</p>

**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 14:** The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 54.27% to 65% by 2026.





**High Priority**

**Evaluation Data Sources:** STAAR Assessment, six-week monitoring, CFUs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers consistently engage students with High Quality Instructional Materials with key ideas, essential questions, and content relevant and responsive to students' background (when applicable) in each content area.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of 5th grade students who Meet Grade Level Performance or above on STAAR Math will increase to 65%. Close instructional gaps and accelerate student growth in targeted TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Mentors, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson plans are aligned to the district Instructional Framework, the daily objective (learner outcome) is aligned to the standards, with lesson activities scope and rigor aligned to the formative assessments. These high-quality instructional materials' lessons will be internalized and taught with fidelity in order to meet the needs of all students including students with special needs and EB (Emergent Bilingual) students.</p> <p><b>Strategy's Expected Result/Impact:</b> The results will be well developed through planning containing aligned objectives, activities, CFUs and exit tickets. Each student will receive high quality instruction and demonstrate growth on the EOY mClass test from the BOY. Each student will set goals and work to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs Teachers, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students with IEPs will receive targeted interventions and accommodations to help improve their academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will show growth moving them closer to grade level achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Resource Leads and Aids, Gen Ed Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Fifth grade teachers will measure the percentage of students who master daily exit tickets by using the campus developed daily mastery tracker.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will master the daily lesson objective before leaving the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campus schedule will include PLC times with written agendas, recorded meeting minutes capturing next steps and follow-up techniques, with emphasis on goal setting, data analysis, lesson planning and progress monitoring. PLC time has been built into the weekly schedule for grade level planning as well as new implementation of vertical team planning for the purpose of analyzing and using data to inform effective strategies in the delivery of instruction and intervention to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the mClass Data Protocols for the improvement of lesson planning will lead to high percentages of students to meet or exceed their score. Results and impact include well internalized lesson, practice role play with implementation of lesson and data analysis all in an effort to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Data is disaggregated after campus and district benchmarks and results reviewed by teachers, administrators, MCLs, MTRTs, resource teachers and used for lesson planning, student goal setting and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data results will be used to monitor student progress and make adjustments to the lesson plans for instruction and intervention as indicated</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, and Administration.</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Targeted professional development sessions will be planned and target teachers on the proper implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support all students effectively with a focus on our identified high focus group.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Teach Like a Champion strategies, effective and high quality instruction will take place in all classrooms to improves student outcomes, including our high focus identified students. Through the Teacher Development Cycle, all Tier Instructional practices will improve which will greatly improve and impact Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, TLAC Team, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 14 Problem Statements:**

### Student Learning

**Problem Statement 1:** On the STAAR Extended Constructive Responses with a possible score of 10, Yarbrough student scored the following: 3rd-1.43; 4th-2.6; 5th-1.86; and 6th-2.41. **Root Cause:** Yarbrough needs retraining on the creation of Extended Constructed Responses and to utilize the rubric so students can analyze their own writings.

**Problem Statement 3:** For the 2024-2025 school year, only 57.2% of students in Second, Third, Fifth and Sixth grade showed growth on the NWEA MAP RLA Assessment. **Root Cause:** While the percentage had increased since previous years, Yarbrough needs to utilize the program for reteach/small groups as well as constantly monitor reading growth.

### School Processes & Programs

**Problem Statement 12:** PLCs were not utilized to their full potential **Root Cause:** Lack of follow through with proper procedures and expectations for PLCs

**Problem Statement 13:** Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. **Root Cause:** Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing

**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.





**Performance Objective 15:** The percentage of 5th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 60.95% to 70% by 2026.

**Evaluation Data Sources:** STAAR Assessment, six-week monitoring, CFUs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers consistently engage students with High Quality Instructional Materials with key ideas, essential questions, and content relevant and responsive to students' background (when applicable) in each content area.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of 5th grade students who Meet Grade Level Performance or above on STAAR Science will increase to 70%. Close instructional gaps and accelerate student growth in targeted TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Mentors, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson plans are aligned to the district Instructional Framework, the daily objective (learner outcome) is aligned to the standards, with lesson activities scope and rigor aligned to the formative assessments. These high-quality instructional materials' lessons will be internalized and taught with fidelity in order to meet the needs of all students including students with special needs and EB (Emergent Bilingual) students.</p> <p><b>Strategy's Expected Result/Impact:</b> The results will be well developed through planning containing aligned objectives, activities, CFUs and exit tickets. Each student will receive high quality instruction and demonstrate growth on the EOY mClass test from the BOY. Each student will set goals and work to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs Teachers, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students with IEPs will receive targeted interventions and accommodations to help improve their academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will show growth moving them closer to grade level achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Resource Leads and Aids, Gen Ed Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Fifth grade teachers will measure the percentage of students who master daily exit tickets by using the campus developed daily mastery tracker.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will master the daily lesson objective before leaving the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campus schedule will include PLC times with written agendas, recorded meeting minutes capturing next steps and follow-up techniques, with emphasis on goal setting, data analysis, lesson planning and progress monitoring. PLC time has been built into the weekly schedule for grade level planning as well as new implementation of vertical team planning for the purpose of analyzing and using data to inform effective strategies in the delivery of instruction and intervention to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the mClass Data Protocols for the improvement of lesson planning will lead to high percentages of students to meet or exceed their score. Results and impact include well internalized lesson, practice role play with implementation of lesson and data analysis all in an effort to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Data is disaggregated after campus and district benchmarks and results reviewed by teachers, administrators, MCLs, MTRTs, resource teachers and used for lesson planning, student goal setting and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data results will be used to monitor student progress and make adjustments to the lesson plans for instruction and intervention as indicated</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, and Administration.</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Targeted professional development sessions will be planned and target teachers on the proper implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support all students effectively with a focus on our identified high focus group.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Teach Like a Champion strategies, effective and high quality instruction will take place in all classrooms to improves student outcomes, including our high focus identified students. Through the Teacher Development Cycle, all Tier Instructional practices will improve which will greatly improve and impact Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, TLAC Team, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 15 Problem Statements:**

### Student Learning

**Problem Statement 1:** On the STAAR Extended Constructive Responses with a possible score of 10, Yarbrough student scored the following: 3rd-1.43; 4th-2.6; 5th-1.86; and 6th-2.41. **Root Cause:** Yarbrough needs retraining on the creation of Extended Constructed Responses and to utilize the rubric so students can analyze their own writings.

**Problem Statement 3:** For the 2024-2025 school year, only 57.2% of students in Second, Third, Fifth and Sixth grade showed growth on the NWEA MAP RLA Assessment. **Root Cause:** While the percentage had increased since previous years, Yarbrough needs to utilize the program for reteach/small groups as well as constantly monitor reading growth.

### School Processes & Programs

**Problem Statement 12:** PLCs were not utilized to their full potential **Root Cause:** Lack of follow through with proper procedures and expectations for PLCs

**Problem Statement 13:** Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. **Root Cause:** Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing

**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 16:** The percentage of 6th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 56.69% to 65% by 2026.

**High Priority**

**Evaluation Data Sources:** STAAR Assessment, six-week monitoring, MAP, CFUs


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers consistently engage students with High Quality Instructional Materials with key ideas, essential questions, and content relevant and responsive to students' background (when applicable) in each content area.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of 6th grade students who Meet Grade Level Performance or above on STAAR Reading Language Arts will increase to 65%. Close instructional gaps and accelerate student growth in targeted TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Mentors, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson plans are aligned to the district Instructional Framework, the daily objective (learner outcome) is aligned to the standards, with lesson activities scope and rigor aligned to the formative assessments. These high-quality instructional materials' lessons will be internalized and taught with fidelity in order to meet the needs of all students including students with special needs and EB (Emergent Bilingual) students.</p> <p><b>Strategy's Expected Result/Impact:</b> The results will be well developed through planning containing aligned objectives, activities, CFUs and exit tickets. Each student will receive high quality instruction and demonstrate growth on the EOY mClass test from the BOY. Each student will set goals and work to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs Teachers, Administration</p> <p><b>Title I:</b> 2.52, 2.534 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes &amp; Programs 13 <b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will receive Professional Learning to improve the students' constructed written responses on the 2026 STAAR Reading Language Arts test.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of constructed written responses will result in the improvement of ELAR scores to 65% of 6th graders meet or mastering the assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Administration</p> <p><b>Title I:</b> 2.52, 2.534 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students with IEPs will receive targeted interventions and accommodations to help improve their academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will show growth moving them closer to grade level achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Resource Leads and Aids, Gen Ed Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Sixth grade teachers will measure the percentage of students who master daily exit tickets by using the campus developed daily mastery tracker.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will master the daily lesson objective before leaving the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Campus schedule will include PLC times with written agendas, recorded meeting minutes capturing next steps and follow-up techniques, with emphasis on goal setting, data analysis, lesson planning and progress monitoring. PLC time has been built into the weekly schedule for grade level planning as well as new implementation of vertical team planning for the purpose of analyzing and using data to inform effective strategies in the delivery of instruction and intervention to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the mClass Data Protocols for the improvement of lesson planning will lead to high percentages of students to meet or exceed their score. Results and impact include well internalized lesson, practice role play with implementation of lesson and data analysis all in an effort to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Data is disaggregated after campus and district benchmarks and results reviewed by teachers, administrators, MCLs, MTRTs, resource teachers and used for lesson planning, student goal setting and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data results will be used to monitor student progress and make adjustments to the lesson plans for instruction and intervention as indicated</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration.</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Targeted professional development sessions will be planned and target teachers on the proper implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support all students effectively with a focus on our identified high focus group.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Teach Like a Champion strategies, effective and high quality instruction will take place in all classrooms to improves student outcomes, including our high focus identified students. Through the Teacher Development Cycle, all Tier Instructional practices will improve which will greatly improve and impact Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, TLAC Team, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June



**Performance Objective 16 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> On the STAAR Extended Constructive Responses with a possible score of 10, Yarbrough student scored the following: 3rd-1.43; 4th-2.6; 5th-1.86; and 6th-2.41. <b>Root Cause:</b> Yarbrough needs retraining on the creation of Extended Constructed Responses and to utilize the rubric so students can analyze their own writings.</p>
<p><b>Problem Statement 3:</b> For the 2024-2025 school year, only 57.2% of students in Second, Third, Fifth and Sixth grade showed growth on the NWEA MAP RLA Assessment. <b>Root Cause:</b> While the percentage had increased since previous years, Yarbrough needs to utilize the program for reteach/small groups as well as constantly monitor reading growth.</p>
School Processes & Programs
<p><b>Problem Statement 12:</b> PLCs were not utilized to their full potential <b>Root Cause:</b> Lack of follow through with proper procedures and expectations for PLCs</p>
<p><b>Problem Statement 13:</b> Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. <b>Root Cause:</b> Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing</p>

**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 17:** The percentage of 6th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 58.5% to 68% by 2026.





**High Priority**

**Evaluation Data Sources:** STAAR Assessment, six-week monitoring, CFUs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers consistently engage students with High Quality Instructional Materials with key ideas, essential questions, and content relevant and responsive to students' background (when applicable) in each content area.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of 6th grade students who Meet Grade Level Performance or above on STAAR Math will increase to 65%. Close instructional gaps and accelerate student growth in targeted TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Mentors, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson plans are aligned to the district Instructional Framework, the daily objective (learner outcome) is aligned to the standards, with lesson activities scope and rigor aligned to the formative assessments. These high-quality instructional materials' lessons will be internalized and taught with fidelity in order to meet the needs of all students including students with special needs and EB (Emergent Bilingual) students.</p> <p><b>Strategy's Expected Result/Impact:</b> The results will be well developed through planning containing aligned objectives, activities, CFUs and exit tickets. Each student will receive high quality instruction and demonstrate growth on the EOY mClass test from the BOY. Each student will set goals and work to reach their goals.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs Teachers, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students with IEPs will receive targeted interventions and accommodations to help improve their academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will show growth moving them closer to grade level achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Resource Leads and Aids, Gen Ed Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Sixth grade teachers will measure the percentage of students who master daily exit tickets by using the campus developed daily mastery tracker.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will master the daily lesson objective before leaving the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campus schedule will include PLC times with written agendas, recorded meeting minutes capturing next steps and follow-up techniques, with emphasis on goal setting, data analysis, lesson planning and progress monitoring. PLC time has been built into the weekly schedule for grade level planning as well as new implementation of vertical team planning for the purpose of analyzing and using data to inform effective strategies in the delivery of instruction and intervention to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the mClass Data Protocols for the improvement of lesson planning will lead to high percentages of students to meet or exceed their score. Results and impact include well internalized lesson, practice role play with implementation of lesson and data analysis all in an effort to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLS, MTRTs, and Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Data is disaggregated after campus and district benchmarks and results reviewed by teachers, administrators, MCLs, MTRTs, resource teachers and used for lesson planning, student goal setting and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data results will be used to monitor student progress and make adjustments to the lesson plans for instruction and intervention as indicated</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, and Administration.</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Targeted professional development sessions will be planned and target teachers on the proper implementation of Tier 1 instruction, including Teach Like a Champion strategies, along with documentation of Tier 2 and Tier 3 interventions, ensuring they understand how to support all students effectively with a focus on our identified high focus group.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Teach Like a Champion strategies, effective and high quality instruction will take place in all classrooms to improves student outcomes, including our high focus identified students. Through the Teacher Development Cycle, all Tier Instructional practices will improve which will greatly improve and impact Tier 1 student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, TLAC Team, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 17 Problem Statements:**

### Student Learning

**Problem Statement 1:** On the STAAR Extended Constructive Responses with a possible score of 10, Yarbrough student scored the following: 3rd-1.43; 4th-2.6; 5th-1.86; and 6th-2.41. **Root Cause:** Yarbrough needs retraining on the creation of Extended Constructed Responses and to utilize the rubric so students can analyze their own writings.

**Problem Statement 3:** For the 2024-2025 school year, only 57.2% of students in Second, Third, Fifth and Sixth grade showed growth on the NWEA MAP RLA Assessment. **Root Cause:** While the percentage had increased since previous years, Yarbrough needs to utilize the program for reteach/small groups as well as constantly monitor reading growth.

### School Processes & Programs





**Problem Statement 12:** PLCs were not utilized to their full potential **Root Cause:** Lack of follow through with proper procedures and expectations for PLCs

**Problem Statement 13:** Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. **Root Cause:** Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing

**Goal 1: Board Goal A**

All students, and Dyslexia students, performing at or above grade level on assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 18:** By June 2026, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency. <b>Staff Responsible for Monitoring:</b> dyslexia teacher, teacher, and principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans, with fidelity of implementation monitored by campus administration.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 2: Board Goal B**





The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

**Performance Objective 1:** The percentage of K-6th grade levels will be in the top three percentile ranges according th NWEA MAP Assessment for Reading and Math assessments.

**Evaluation Data Sources:** NWEA MAP Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using designated PLC time, teachers will plan and internalize lessons using High Quality instructional Material.that will engage students and meet the needs of our diverse learners.</p> <p><b>Strategy's Expected Result/Impact:</b> By developing and internalizing lesson plans, the needs of more students will be meet resulting in a higher percentage of students meeting or exceeding grade level expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, MTRTs, TRT, RA, Administrators</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All Yarbrough students, under the guidance of their teachers, will set Reading and Math goals which will be monitored, celebrated, and adjusted after each formative and cumulative assessment, and attend intervention when indicated.</p> <p><b>Strategy's Expected Result/Impact:</b> Students setting their on goals will motivate them toward setting and mastering objectives in order to reach and surpass their BOY Goal</p> <p><b>Staff Responsible for Monitoring:</b> Gen Ed Teachers, Resource teachers, OC Team, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> After administration of the BOY NWEA MAP Reading and Math Assessment, PLCs will meet to study the results, set student goals and form plans for intervention and enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading and Math BOY scores used to find areas needing attention for either reteaching , tutorials or intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Gen Ed Teachers, Resource teachers, Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 12:</b> PLCs were not utilized to their full potential <b>Root Cause:</b> Lack of follow through with proper procedures and expectations for PLCs</p> <p><b>Problem Statement 13:</b> Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. <b>Root Cause:</b> Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing</p>

**Goal 2: Board Goal B**

The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

**Performance Objective 2:** The percentage of 2nd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts NWEA MAP STAAR Projected Proficiency will increase from 60% to 80% by 2030.

The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts NWEA MAP STAAR Projected Proficiency will increase from 60% to 80% by 2030.

The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts NWEA MAP STAAR Projected Proficiency will increase from 57% to 77% by 2030.





The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts NWEA MAP STAAR Projected Proficiency will increase from 53% to 75% by 2030.

The percentage of 6th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts NWEA MAP STAAR Projected Proficiency will increase from 63% to 85% by 2030.

**High Priority**

**Evaluation Data Sources:** NWEA MAP Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> After administration of the BOY NWEA MAP Reading Assessment, PLCs will meet to study the results, set student goals and form plans for intervention and enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading BOY scores used to find areas needing attention for either reteaching , tutorials or intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers of reading, administrators.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Yarbrough instructional campus leaders will disaggregate and review data after all district and interim assessments and use the information to adjust student goals, and instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Instruction will be adjusted filling in the deficits observed in the data and reflected in student's goal setting.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers of math, administration.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All Yarbrough students under the guidance of their teachers, will set Reading Goals which will be monitored, celebrated, and adjusted after each formative and cumulative assessment, and intervention will be provided when indicated.</p> <p><b>Strategy's Expected Result/Impact:</b> Goal setting will help students set objectives to try and reach or surpass resulting in higher performance on the 2025 STAAR test.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Teachers, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 12:</b> PLCs were not utilized to their full potential <b>Root Cause:</b> Lack of follow through with proper procedures and expectations for PLCs</p> <p><b>Problem Statement 13:</b> Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. <b>Root Cause:</b> Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing</p>

**Goal 2: Board Goal B**

The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

**Performance Objective 3:** The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR will increase from 12% to 60% by 2030.

The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR will increase from 48% to 70% by 2030.

The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR will increase from 48% to 70% by 2030.





The percentage of 6th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR will increase from 46% to 70% by 2030.

**Comment**

**Evaluation Data Sources:** Reading/Language Art STAAR Release Assessment, six-week monitoring, CFUs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PLC time has been built into the weekly schedule including a double PLC on Thursday for grade level planning as well as vertical team planning for the purpose of analyzing and using data to inform effective strategies in the delivery of instruction and intervention to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Results include well internalized lesson plans that are aligning instruction to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 7, 9, 11 - School Processes &amp; Programs 6, 8, 10, 12</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers consistently engage students with High Quality Instructional Materials with key ideas, essential questions, and content relevant and responsive to students' background (when applicable) in each content area.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of 3rd-6th grade student who meets or masters STAAR Reading will increase to at least 60%</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 7, 9, 11 - School Processes &amp; Programs 6, 8, 10</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will attend District planned ELA Professional Learning focusing on the implementation of HQIM and the internalization of the material for lesson planning, formative assessments, district and state assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> During PLC process, teachers will use to plan internalized lessons and apply learned professional development strategies resulting in at least 60% of third through sixth graders that will meet or masters the 2026 STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will receive Professional Learning to improve the students' constructed written responses on the ELA 2025 STAAR test.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of the written responses will result in the improvement of the ELA scores to earning a minimum of 5 points on ECRs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCLs, Administration</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students with IEPs will receive targeted interventions and accommodations to help improve their academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Special education students will show growth moving them closer to grade level achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Resource Teachers, Gen. Ed Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 7:</b> 45% of 3rd grade students met the standard for Reading on the 2025 STAAR Assessment. <b>Root Cause:</b> Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.</p> <p><b>Problem Statement 9:</b> 49% of 4th grade students met the standard for Reading on the 2025 STAAR Assessment. <b>Root Cause:</b> Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.</p>

### Student Learning

**Problem Statement 11:** 49% of 6th grade students met the standard for Reading on the 2025 STAAR Assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

### School Processes & Programs

**Problem Statement 6:** 45% of 3rd grade students met the standard for Reading on the 2025 STAAR Assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 8:** 49% of 4th grade students met the standard for Reading on the 2025 STAAR Assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 10:** 49% of 6th grade students met the standard for Reading on the 2025 STAAR Assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.

**Problem Statement 12:** PLCs were not utilized to their full potential **Root Cause:** Lack of follow through with proper procedures and expectations for PLCs

**Problem Statement 13:** Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. **Root Cause:** Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing

**Goal 2: Board Goal B**

The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

**Performance Objective 4:** The percentage of 2nd-grade students who score Meets Grade Level Performance or above on the Math Language Arts NWEA MAP STAAR Projected Proficiency will increase from 58% to 78% by 2030.





The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math Language Arts NWEA MAP STAAR Projected Proficiency will increase from 54% to 75% by 2030.

The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math Language Arts NWEA MAP STAAR Projected Proficiency will increase from 57% to 78% by 2030.

The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math Language Arts NWEA MAP STAAR Projected Proficiency will increase from 54% to 75% by 2030.

The percentage of 6th-grade students who score Meets Grade Level Performance or above on the Math Language Arts NWEA MAP STAAR Projected Proficiency will increase from 61% to 80% by 2030.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> After administration of the BOY NWEA MAP Math Assessment, PLCs will meet to study the results, set student goals and form plans for intervention and enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Math BOY scores used to find areas needing attention for either reteaching , tutorials or intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers of math, administrators.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Yarbrough instructional campus leaders will disaggregate and review data after all district and interim assessments and use the information to adjust student goals, and instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Instruction will be adjusted filling in the deficits observed in the data and reflected in student's goal setting.</p> <p><b>Staff Responsible for Monitoring:</b> math teachers, Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12, 13</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All Yarbrough students under the guidance of their teachers, will set Math Goals which will be monitored, celebrated, and adjusted after each formative and cumulative assessment, and intervention will be provided when indicated.</p> <p><b>Strategy's Expected Result/Impact:</b> Goal setting will help students set objectives to try and reach or surpass resulting in higher performance on the 2026 STAAR test.</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 12:</b> PLCs were not utilized to their full potential <b>Root Cause:</b> Lack of follow through with proper procedures and expectations for PLCs</p> <p><b>Problem Statement 13:</b> Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. <b>Root Cause:</b> Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing</p>

**Goal 2: Board Goal B**

The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

**Performance Objective 5:** The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR will increase from 38% to 70 % by 2030.





The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR will increase from 41% to 70% by 2030.

The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR will increase from 44% to 70% by 2030.

The percentage of 6th-grade students who score Meets Grade Level Performance or above on the Math STAAR will increase from 42% to 70% by 2030.

**Evaluation Data Sources:** Math STAAR Release Assessment, six-week monitoring, CFUs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will receive district professional learning and support using the StemScope resources including manipulatives.</p> <p><b>Strategy's Expected Result/Impact:</b> 2026 STAAR Results will increase to 60% of third through sixth grade students meeting or mastering STAAR Math</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, District Math Leads</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 8, 10, 12 - School Processes &amp; Programs 7, 9, 11</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All grade level math teachers will follow the MISD Math Framework for StemScopes, when developing plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Yarbrough third through sixth graders will have 60% or more students meeting their goals at meets or masters grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Math District Leads</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 8, 10, 12 - School Processes &amp; Programs 7, 9, 11</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students with IEPs will receive targeted interventions and accommodations to help improve their academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Special education students will show growth moving them closer to grade level achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Resource Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 13</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 5 Problem Statements:**

Student Learning
<p><b>Problem Statement 8:</b> 50% of 3rd grade students met the standard for Math on the 2025 STAAR Assessment. <b>Root Cause:</b> Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.</p> <p><b>Problem Statement 10:</b> 54% of 4th grade students met the standard for Math on the 2025 STAAR Assessment. <b>Root Cause:</b> Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.</p> <p><b>Problem Statement 12:</b> 51% of 6th grade students met the standard for Math on the 2025 STAAR Assessment. <b>Root Cause:</b> Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.</p>
School Processes & Programs
<p><b>Problem Statement 7:</b> 50% of 3rd grade students met the standard for Math on the 2025 STAAR Assessment. <b>Root Cause:</b> Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.</p> <p><b>Problem Statement 9:</b> 54% of 4th grade students met the standard for Math on the 2025 STAAR Assessment. <b>Root Cause:</b> Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.</p> <p><b>Problem Statement 11:</b> 51% of 6th grade students met the standard for Math on the 2025 STAAR Assessment. <b>Root Cause:</b> Lack of effective Tier 1 instruction and systems to support meaningful and purposeful intervention and enrichment for students. A need to refine data-driven instruction and plans implemented to change student outcomes will be enforced.</p> <p><b>Problem Statement 13:</b> Teaching rigor and the expectations needed to ensure student mastery at the appropriate level of rigor were not met. <b>Root Cause:</b> Teachers were not meeting expectation with lesson internalization, creating exemplars, modeling and practicing</p>

**Goal 3: Board Goal C**

100% of students graduating college, career, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.





**Performance Objective 1:** Increase family attendance in school activities and decision-making, empowering all parents to play an active role in holding students accountable and supporting their educational process.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Activity attendance sheets, survey results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monthly family engagement activities including grade level expectation meetings, conferences, student -led conferences for goal setting, Title 1 parent meeting (compact, parent engagement policy), curriculum nights including parent training, EB parent training and Fine Arts programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will gain a better understanding of the expectations for student learning and be able to support their children.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Counselors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Partner with the MCCPTA President to reorganize and increase PTA membership and volunteers at Yarbrough.</p> <p><b>Strategy's Expected Result/Impact:</b> A PTA board will be established and membership will be increased.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, MCCPTA</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Academic focused monthly family activities will include Math Night, Reading Night, National Hispanic Cultural Night, grade level music performances, science night, student awards, UIL Events including Robotics.</p> <p><b>Strategy's Expected Result/Impact:</b> Family activities will inform the parents about their students' learning environment and strategies to help their students be more successful and enjoy school.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, counselors, administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will be celebrated at each six weeks awards ceremony, fall semester, and whole year for having perfect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> By celebrating perfect attendance, the students will continue to try to obtain recognition and inspire others resulting in an improved attendance rate of 96%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Attendance Clerk,</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Yarbrough 2024-2025 Attendance rate of 94.6% was below the campus goal of 96%. <b>Root Cause:</b> Systems for monitoring attendance need revision and implemented with fidelity along with better implementation of the Project Truancy program.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> 2024-2025 Yarbrough PTA has declined in membership and parent volunteers. <b>Root Cause:</b> Systems for recruiting PTA members and volunteers was not enforced and slacked throughout the year.</p>
Perceptions
<p><b>Problem Statement 2:</b> Yarbrough does not offer a variety of courses, programs, and co-curricular/extracurricular activities. <b>Root Cause:</b> Yarbrough is still working on putting systems in place for designing of co-curricular/extracurricular activities.</p>


**Goal 3: Board Goal C**


100% of students graduating college, career, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

**Performance Objective 2:** The campus will host events where students will have the opportunity to learn about a wide range of post-graduation paths, including college, career/technical education, and military service.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Yarbrough will provide an environment that is welcoming to parents and will encourage them to volunteer in classrooms and school activities.</p> <p><b>Strategy's Expected Result/Impact:</b> More parent involvement not only supports the teachers, but provides more adult mentoring for students resulting in more positive support for the school.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, all staff members.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be implementing "I LEAD", a student led program for student character development.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate more positive behavior resulting in a safer learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, teachers, administration.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will have the opportunity to join and engage in UIL activities at Yarbrough Elementary.</p> <p><b>Strategy's Expected Result/Impact:</b> Through students being able to be a part of these UIL activities, students will be engaged and learning math, reading, science and fine arts at a higher level of academic needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


**Goal 4: Board Goal D**


All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

**Performance Objective 1:** Through Growing and Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit Teaching Assistants and Reach Associates to work on their education degrees and certification to become Yarbrough Teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> RAs and TAs become Associate teachers due to training they have received and will then become certified.</p> <p><b>Staff Responsible for Monitoring:</b> RAs and TAs become Associate teachers due to training they have received and will then become certified.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Yarbrough teachers will receive district and campus training to reinforce implementation of High-Quality Instructional Materials and resources through district developed frameworks .</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a greater understanding of how and when to teach their materials like Amplify, StemScopes and Savvas</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff will be celebrated at each six weeks awards ceremony, fall semester, and whole year for having perfect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> By celebrating perfect attendance, teachers will continue to try to obtain recognition and inspire others resulting in an improved attendance rate of 96%, which will positively affect student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Goal 4: Board Goal D**

All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

**Performance Objective 2:** Recruit and onboard highly qualified staff that effectively serve all students and the broader community.

**Evaluation Data Sources:** Vacancy reports, District Accountability

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit Teaching Assistants and Reach Associates to work on their education degrees and certification to become Yarbrough Teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> RAs and TAs become Associate teachers due to training they have received and will then become certified.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators , MCLs, MTRTs, and Mentors</p> <p><b>Title I:</b> 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will be trained throughout the year on strategies found in Doug Lemov's book, "Teach Like a Champion" and implement strategies to improvement classroom culture.</p> <p><b>Strategy's Expected Result/Impact:</b> TLAC strategies will result in more positive classroom culture and fewer office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, TLAC trained OC staff, administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Classes and study sessions will be held on campus to help those teachers still working for their certification well as increase their own professional learning skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will collaborate and support each other to help all reach certification as well as increase their own professional learning skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Counselors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 4: Board Goal D**

All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

**Performance Objective 3:** 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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will be celebrated throughout the year for attendance, meeting goals, student mastery levels and classroom gains.</p> <p><b>Strategy's Expected Result/Impact:</b> By celebrating these wins/gains, staff will continue to try to obtain recognition and inspire others.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, counselors, administration and support staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Yarbrough will provide an environment that is welcoming to parents and will encourage them to join PTA and volunteer in classrooms and school activities.</p> <p><b>Strategy's Expected Result/Impact:</b> More parent involvement not only supports the teachers, but provides more adult mentoring for students resulting in more positive support for the school.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, all staff members.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Yarbrough Elementary will pair new teachers with veteran mentors for support in classroom routines, parent communication, and instructional planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will build a relationship with a peer where they are comfortable and supported in their role as a new teacher so they can develop into a highly effective educator.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Campus Funding Summary

255 Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	4			\$0.00
1	8	1			\$0.00

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2			\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00
1	9	3			\$0.00
1	9	5			\$0.00
1	9	6			\$0.00
1	9	7			\$0.00
1	9	8			\$0.00
1	10	1			\$0.00
1	10	2			\$0.00
1	10	4			\$0.00
1	10	5			\$0.00
1	10	6			\$0.00
1	10	7			\$0.00
1	11	1			\$0.00
1	11	2			\$0.00
1	11	3			\$0.00
1	11	5			\$0.00
1	11	6			\$0.00
1	11	7			\$0.00
1	11	8			\$0.00
1	12	1			\$0.00
1	12	2			\$0.00
1	12	4			\$0.00
1	12	5			\$0.00
1	12	6			\$0.00
1	12	7			\$0.00
1	13	1			\$0.00

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	13	2			\$0.00
1	13	3			\$0.00
1	13	5			\$0.00
1	13	6			\$0.00
1	13	7			\$0.00
1	13	8			\$0.00
1	14	1			\$0.00
1	14	2			\$0.00
1	14	4			\$0.00
1	14	5			\$0.00
1	14	6			\$0.00
1	14	7			\$0.00
1	15	1			\$0.00
1	15	2			\$0.00
1	15	4			\$0.00
1	15	5			\$0.00
1	15	6			\$0.00
1	15	7			\$0.00
1	16	1			\$0.00
1	16	2			\$0.00
1	16	3			\$0.00
1	16	5			\$0.00
1	16	6			\$0.00
1	16	7			\$0.00
1	16	8			\$0.00
1	17	1			\$0.00
1	17	2			\$0.00
1	17	4			\$0.00
1	17	5			\$0.00
1	17	6			\$0.00

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	17	7			\$0.00
2	1	1			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
4	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
263 Title III, Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
IDEA - Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
Donations					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
PTA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
Grants					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

Other					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
263 Title III, Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
BEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
SAF					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$0.00
<b>Grand Total Spent</b>					\$0.00

SAF					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Bullying Prevention	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect			Erin Bueno	7/17/2025
Coordinated Health Program	Seybert		Erin Bueno	7/17/2025