Midland Independent School District

Scharbauer Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B

Mission Statement

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

Vision

We are committed to creating a positive environment by connecting a community of learners who achieve at their highest potential socially, emotionally, and academically.

Value Statement

We are Safe!

We are Respectful!

We are Responsible!

We are Wranglers!

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 34
School Processes & Programs 50
Perceptions 53
Priority Problem Statements 56
Goals 58
Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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. 58
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. 99
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. 101
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). 103
Policies, Procedures, and Requirements 105

Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population:

Scharbauer Elementary opened its doors in 1985 and is named after Ruth Cowden Scharbauer, matriarch of the Scharbauer family that has influenced Midland for more than a century. Scharbauer Elementary is located in Northwest Midland in the Grassland Estates Community. Scharbauer Elementary serves students from Pre-Kindergarten through 6th grade. Scharbauer Elementary provides the following services for students: gifted & talented, dyslexia, speech, 504, counseling & behavioral support, and special education. We focus on developing well rounded students while meeting their needs academically, socially, and emotionally. Students are their own competition. Teachers at Scharbauer are focusing on planning, differentiating, scaffolding, and supporting all of our students' needs. We are dedicated to professional growth and development to fill in student gaps and increase student achievement.

For the 2024-2025 school year, enrollment at Scharbauer Elementary School was 579 for snapshot. Scharbauer ES draws from a very large attendance zone spanning from Briarwood Avenue across to 1788 and the Ector County line, down to the Upton County Line, and over to Highway 349. These areas include established neighborhoods, a children's foster care facility, and rental properties. The graphics below identify the student population breakdown by grade level:

2024-2025 School Year Below

School Population	Count	Percent
Student Total	**579**	**100%**
Early Education Grade	2	0.35%
Pre-Kindergarten Grade	44	7.60%
Kindergarten Grade	78	13.47%
1st Grade	72	12.44%
2nd Grade	72	12.44%
3rd Grade	82	14.16%
4th Grade	68	11.74%
5th Grade	80	13.82%
6th Grade	81	13.99%

School Population (2023 - 2024 Fall PEIMS file loaded 05/08/2024)

	Count	Percent
Student Total	**518**	**100%**
Pre-Kindergarten Grade	22	4.25%
Kindergarten Grade	64	12.36%
1st Grade	67	12.93%
2nd Grade	79	15.25%
3rd Grade	56	10.81%
4th Grade	74	14.29%
5th Grade	75	14.48%
6th Grade	81	15.64%

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

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

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

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

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

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

School Population (2019 - 2020 Fall PEIMS file loaded 04/15/2023)	Count	Percent
Student Total	**721**	**100%**
Early Education Grade	1	0.14%
Pre-Kindergarten Grade	19	2.64%
Kindergarten Grade	98	13.59%
1st Grade	102	14.15%
2nd Grade	103	14.29%
3rd Grade	102	14.15%
4th Grade	91	12.62%
5th Grade	109	15.12%
6th Grade	96	13.31%

Demographics:

Our largest student ethnicity group is Hispanic-Latino at 65.63%. The campus demographic breakdown for Scharbauer ES is below:

2024-2025 School Year Below

Student Demographics	Count	Percent
Gender		
Female	299	51.64%
Male	280	48.36%
Ethnicity		
Hispanic-Latino	380	65.63%
Race		
American Indian - Alaskan Native	1	0.17%
Asian	4	0.69%
Black - African American	17	2.94%
Native Hawaiian - Pacific Islander	0	0.00%
White	155	26.77%
Two-or-More	22	3.80%

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

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

Student Demographics (2021 - 2022 Fall PEIMS file loaded 03/02/2022)	Count	Percent
Gender		
Female	338	53.14%
Male	298	46.86%
Ethnicity		
Hispanic-Latino	420	66.04%
Race		
American Indian - Alaskan Native	1	0.16%
Asian	7	1.10%
Black - African American	18	2.83%
Native Hawaiian - Pacific Islander	0	0.00%
White	168	26.42%
Two-or-More	22	3.46%

Student Demographics (2020 - 2021 Fall PEIMS file loaded 01/13/2021)	Count	Percent
Gender		
Female	344	50.89%
Male	332	49.11%
Ethnicity		
Hispanic-Latino	438	64.79%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	4	0.59%
Black - African American	19	2.81%
Native Hawaiian - Pacific Islander	0	0.00%
White	199	29.44%
Two-or-More	16	2.37%

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

Student Programs:

Scharbauer ES has 64.77% economically disadvantaged students. We are a school-wide Title I campus. We serve 16.75% of our students with special education services. Student programs, student indicators, and special education services are referenced below:

2024-2025 School Year Below

Student Programs	Count	Percent
Dyslexia	26	4.49%
Gifted and Talented	2	0.35%
Regional Day School Program for the Deaf	0	0.00%
Section 504	5	0.86%
Special Education (SPED)	97	16.75%
Bilingual/ESL		
Emergent Bilingual (EB)	57	9.84%
Bilingual	0	0.00%
English as a Second Language (ESL)	54	9.33%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	567	97.93%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	9	1.55%
Neglected	0	0.00%

Student Programs (2023 - 2024 Fall PEIMS file loaded 05/08/2024)	Count	Percent
Dyslexia	13	2.51%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	5	0.97%
Special Education (SPED)	80	15.44%
Bilingual/ESL		
Emergent Bilingual (EB)	32	6.18%
Bilingual	0	0.00%
English as a Second Language (ESL)	29	5.60%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	518	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Programs (2022 - 2023 Fall PEIMS file loaded 01/17/2023)	Count	Percent
Dyslexia	25	3.59%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	16	2.30%
Special Education (SPED)	100	14.37%
Bilingual/ESL		
Emergent Bilingual (EB)	63	9.05%
Bilingual	0	0.00%
English as a Second Language (ESL)	55	7.90%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	696	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Programs (2021 - 2022 Fall PEIMS file loaded 03/02/2022)	Count	Percent
Dyslexia	15	2.36%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	15	2.36%
Special Education (SPED)	71	11.16%
Bilingual/ESL		
Emergent Bilingual (EB)	49	7.70%
Bilingual	0	0.00%
English as a Second Language (ESL)	9	1.42%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	35	5.50%
Title I Part A		
Schoolwide Program	636	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student by Program (2020 - 2021 Fall PEIMS file loaded 01/13/2021)	Count	Percent
Emergent Bilingual (EB)	47	6.95%
Bilingual	0	0.00%
English as a Second Language (ESL)	39	5.77%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Gifted and Talented	0	0.00%
Special Education (SPED)	76	11.24%
Title I Participation	676	100.00%
Dyslexia	25	3.70%
Economic Disadvantage		
Economic Disadvantage Total	381	56.36%
Free Meals	357	52.81%
Reduced-Price Meals	22	3.25%
Other Economic Disadvantage	2	0.30%
Homeless Statuses		
Homeless Status Total	12	1.78%
Shelter	6	0.89%
Doubled Up	3	0.44%
Unsheltered	3	0.44%
Hotel/Motel	0	0.00%

Student by Program (2019 - 2020 Fall PEIMS file loaded 04/15/2023)	Count	Percent
Emergent Bilingual (EB)	41	5.69%
Bilingual	1	0.14%
English as a Second Language (ESL)	30	4.16%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Career and Technical Education (CTE)	0	0.00%
Gifted and Talented	0	0.00%
Special Education (SPED)	87	12.07%
Title I Participation	721	100.00%
Dyslexia	30	4.16%
Economic Disadvantage		
Economic Disadvantage Total	344	47.71%
Free Meals	313	43.41%
Reduced-Price Meals	23	3.19%
Other Economic Disadvantage	8	1.11%
Homeless Statuses		
Homeless Status Total	5	0.69%
Shelter	0	0.00%
Doubled Up	5	0.69%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Student Indicators:

2024-2025 School Year Below

Student Indicators	Count	Percent
At-Risk	294	50.78%
Foster Care	1	0.17%
IEP Continuer	0	0.00%
Immigrant	3	0.52%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	9	1.55%
Transfer In Students	8	1.3817%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	375	64.77%
Free Meals	305	52.68%
Reduced-Price Meals	42	7.25%
Other Economic Disadvantage	28	4.84%
Homeless and Unaccompanied Youth		
Homeless Status Total	11	1.90%
Shelter	0	0.00%
Doubled Up	3	0.52%
Unsheltered	8	1.38%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	10	1.73%
Is Unaccompanied Youth	1	0.17%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 05/08/2024)	Count	Percent
At-Risk	203	39.19%
Foster Care	5	0.97%
IEP Continuer	0	0.00%
Immigrant	1	0.19%
Intervention Indicator	172	33.20%
Migrant	0	0.00%
Military Connected	7	1.35%
Transfer In Students	6	1.1583%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	340	65.64%
Free Meals	298	57.53%
Reduced-Price Meals	41	7.92%
Other Economic Disadvantage	1	0.19%
Homeless and Unaccompanied Youth		
Homeless Status Total	8	1.54%
Shelter	5	0.97%
Doubled Up	1	0.19%
Unsheltered	0	0.00%
Hotel/Motel	2	0.39%
Not Unaccompanied Youth	8	1.54%
Is Unaccompanied Youth	0	0.00%

Student Indicators (2022 - 2023 Fall PEIMS file loaded 01/17/2023)	Count	Percent
At-Risk	419	60.20%
Foster Care	3	0.43%
IEP Continuer	0	0.00%
Immigrant	4	0.57%
Intervention Indicator	89	12.79%
Migrant	0	0.00%
Military Connected	14	2.01%
Transfer In Students	4	0.5747%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	483	69.40%
Free Meals	431	61.93%
Reduced-Price Meals	51	7.33%
Other Economic Disadvantage	1	0.14%
Homeless and Unaccompanied Youth		
Homeless Status Total	3	0.43%
Shelter	0	0.00%
Doubled Up	3	0.43%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	2	0.29%
Is Unaccompanied Youth	1	0.14%

Student Indicators (2021 - 2022 Fall PEIMS file loaded 03/02/2022)	Count	Percent
At-Risk	319	50.16%
Foster Care	7	1.10%
IEP Continuer	0	0.00%
Immigrant	3	0.47%
Intervention Indicator	159	25.00%
Migrant	0	0.00%
Military Connected	9	1.42%
Transfer In Students	1	0.1572%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	413	64.94%
Free Meals	289	45.44%
Reduced-Price Meals	8	1.26%
Other Economic Disadvantage	116	18.24%
Homeless and Unaccompanied Youth		
Homeless Status Total	5	0.79%
Shelter	3	0.47%
Doubled Up	2	0.31%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	2	0.31%
Is Unaccompanied Youth	3	0.47%

Other Student Information (2020 - 2021 Fall PEIMS file loaded 01/13/2021)	Count	Percent
At-Risk	337	49.85%
Title I Homeless	0	0.00%
Immigrant	0	0.00%
Migrant	0	0.00%
Military Connected	19	2.81%
Foster Care	5	0.74%
Section 504	27	3.99%
Intervention Indicator	78	11.54%
IEP Continuer	0	0.00%
Transfer In Students	0	0%

Other Student Information (2019 - 2020 Fall PEIMS file loaded 04/15/2023)	Count	Percent
At-Risk	305	42.30%
Title I Homeless	0	0.00%
Immigrant	2	0.28%
Migrant	0	0.00%
Military Connected	19	2.64%
Foster Care	12	1.66%
Section 504	31	4.30%
Intervention Indicator	102	14.15%
IEP Continuer	0	0.00%
Transfer In Students	0	0%

Special Education Services:

2024-2025 School Year Below

Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	11	11.34%
Auditory impairment	1	1.03%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	5	5.15%
Emotional disturbance	3	3.09%
Learning disability	31	31.96%
Speech impairment	30	30.93%
Autism	14	14.43%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	2	2.06%
Instructional Settings		
Speech Therapy	30	30.93%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	10	10.31%
Resource Room	40	41.24%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	16	16.49%
Full-Time Early Childhood	1	1.03%
Nonpublic Day School	0	0.00%

Special Education Services (2023 - 2024 Fall PEIMS file loaded 05/08/2024)	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	9	11.25%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	7	8.75%
Emotional disturbance	2	2.50%
Learning disability	17	21.25%
Speech impairment	25	31.25%
Autism	18	22.50%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	2	2.50%
Instructional Settings		
Speech Therapy	25	31.25%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	10	12.50%
Resource Room	28	35.00%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	14	17.50%
Full-Time Early Childhood	3	3.75%
Nonpublic Day School	0	0.00%

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

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

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

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

Special Education Services (2020 - 2021 Fall PEIMS file loaded 01/13/2021)	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	1	1.32%
Other health impairment	6	7.89%
Auditory impairment	1	1.32%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	10	13.16%
Emotional disturbance	1	1.32%
Learning disability	13	17.11%
Speech impairment	27	35.53%
Autism	16	21.05%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	1	1.32%
Instructional Settings		
Speech Therapy	25	32.89%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	9	11.84%
Resource Room	24	31.58%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	18	23.68%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Special Education Services (2019 - 2020 Fall PEIMS file loaded 04/15/2023)	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	2	2.30%
Other health impairment	12	13.79%
Auditory impairment	1	1.15%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	10	11.49%
Emotional disturbance	2	2.30%
Learning disability	5	5.75%
Speech impairment	39	44.83%
Autism	16	18.39%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	39	44.83%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	8	9.20%
Resource Room	23	26.44%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	17	19.54%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Attendance:

For the 2024-2025 school year, the attendance rate increased from 92.53% to 92.88%. The fourth six weeks was our lowest attendance rate at 90.9%. The first six weeks was our highest attendance rate at 94.6%. The attendance breakdown by six weeks is below:

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
24-25	Sixth six weeks	93.2%		0%	1,238	
24-25	Fifth six weeks	92.2%		0%	1,228	
24-25	Fourth six weeks	90.9%		0%	1,376	
24-25	Third six weeks	92.8%		0%	1,150	
24-25	Second six weeks	93.4%		0%	1,008	
24-25	First six weeks	94.6%		0%	846	

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

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

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

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

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

Discipline:

For the 2024-2025 school year, we decreased and are maintaining our discipline incidents for the year to less than 50 incidents. Our discipline maintained below the 3% threshold then entire school year. The discipline breakdown by six weeks is below:

Year	Discipline	Status	Flag	Goal	Incidents	Incidents Trend
24-25	Sixth six weeks	2.63%		0%	16	↑
24-25	Fifth six weeks	1.15%		0%	7	↓
24-25	Fourth six weeks	1.33%		0%	10	↑
24-25	Third six weeks	0.66%		0%	5	—
24-25	Second six weeks	0.84%		0%	5	↑
24-25	First six weeks	0.17%		0%	1	↓

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

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

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

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

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

Staff Information:

Scharbauer ES had a small turnover of teachers this year. For the end of the 2024-2025 school year, 2 teachers retired and 5 teachers moved out of district. For the upcoming school year, we will have 4 Multi-classroom Leaders (MCLs) and 4 Team Reach Teachers (TRTs). Using Opportunity Culture, we are identifying and targeting content areas in need of improvement and growth. This then allows our teachers to provide targeted intervention and support to help us fill academic gaps. The staff demographic information is as follows:

Staff Information	Count	Percent
Administrative Support	18	29.03%
Teacher	30	48.39%
Educational Aide	14	22.58%
Auxiliary	0	0.00%

Staff Information (2023 - 2024 Fall PEIMS file loaded 05/08/2024)	Count	Percent
Administrative Support	17	26.56%
Teacher	32	50.00%
Educational Aide	15	23.44%
Auxiliary	0	0.00%

Staff Information (2022 - 2023 Fall PEIMS file loaded 01/17/2023)	Count	Percent
Administrative Support	12	19.05%
Teacher	39	61.90%
Educational Aide	12	19.05%
Auxiliary	0	0.00%

Staff Information (2021 - 2022 Fall PEIMS file loaded 03/02/2022)	Count	Percent
Administrative Support	10	16.67%
Teacher	41	68.33%
Educational Aide	9	15.00%
Auxiliary	0	0.00%

Staff Information (2020 - 2021 Fall PEIMS file loaded 01/13/2021)	Count	Percent
Administrative Support	10	11.49%
Teacher	66	75.86%
Educational Aide	11	12.64%
Auxiliary	0	0.00%

Staff Information (2019 - 2020 Fall PEIMS file loaded 04/15/2023)	Count	Percent
Administrative Support	9	14.06%
Teacher	48	75.00%
Educational Aide	7	10.94%
Auxiliary	0	0.00%

Demographics Strengths

For the 2024-2025 school year, our overall student enrollment increased to roughly 580 students due to district rezoning and adding an additional PreKindergarten classroom.

Scharbauer ES will continue to be a part of Opportunity Culture this year. We will have four Multi-Classroom Leaders and four Team Reach Teachers distributed among the varying grade levels. The MCLs in the upper grades (3rd-6th) will focus on vertical

alignment planning, teacher coaching, and instructional support. The lower grade MCLs (K-2nd) will focus on horizontal grade level planning, teacher coaching, and instructional support.

This year, Scharbauer ES will continue utilizing strategies learned from Teach Like a Champion and Relay Graduate School of Education including strategies focuesd on lesson planning & interanalization, lesson delivery, checking for understanding from all students, having exemplars in hand to provide immediate feedback and guide student thinking, and reteaching using guided discourse and modeling. Scharbauer ES will focus on implementing the professional learning communities framework using the data driven instruction processes to include standard breakdowns, examining exemplar student work to determine learning gaps, implementing reteaching strategies, and reassessing to determine effectiveness of the reteach. Through checking for understanding for all, we will focus on providing immediate support to our students to clarify any misconceptions and pull students in a small group setting when gaps have been determined.

Scharbauer ES has completed year three of school-wide implementation of positive behavior interventions and supports (PBIS). PBIS will continue to be at the center of student expectations while doing things the "Wrangler Way." Students are modeling the expectations of being safe, respectful, and responsible. Scharbauer ES is celebrating the successes of our students academically and behaviorally. We will use positive incentives such as Wrangler Bucks, Wrangler Way Certificates, Student of the Month, and the Wrangler Roundup to encourage our students in all areas.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teachers do not consistently check for understanding for all students during whole group instruction.
Root Cause: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.

Problem Statement 2 (Prioritized): Teachers do not consistently provide enrichment for students that are on grade level or above.
Root Cause: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

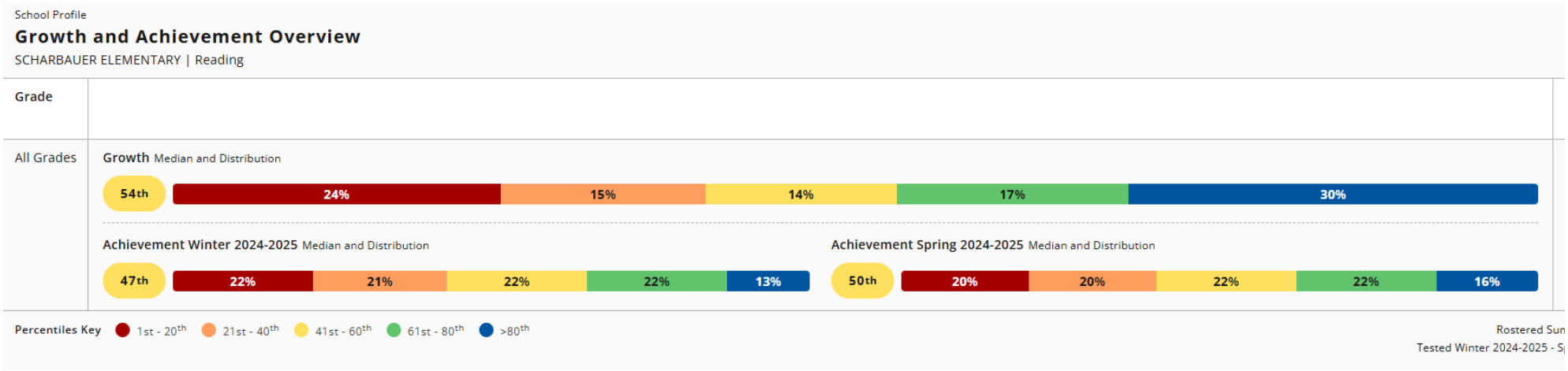
Problem Statement 3 (Prioritized): Scharbauer ES had an attendance rate of 92.88%. This falls below the district expectations of 95%.
Root Cause: Scharbauer ES has a high student population without personal transportation.

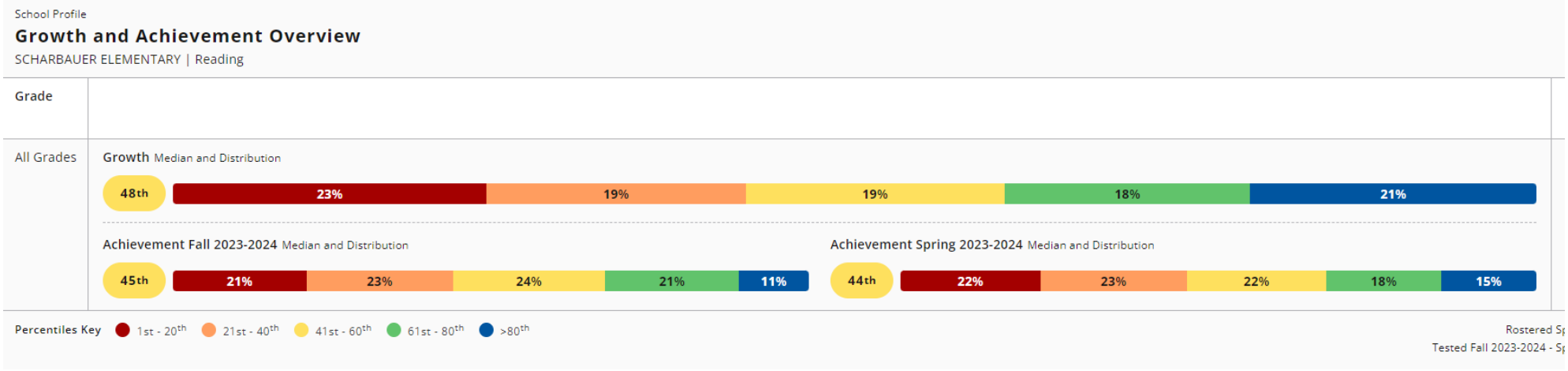
Student Learning

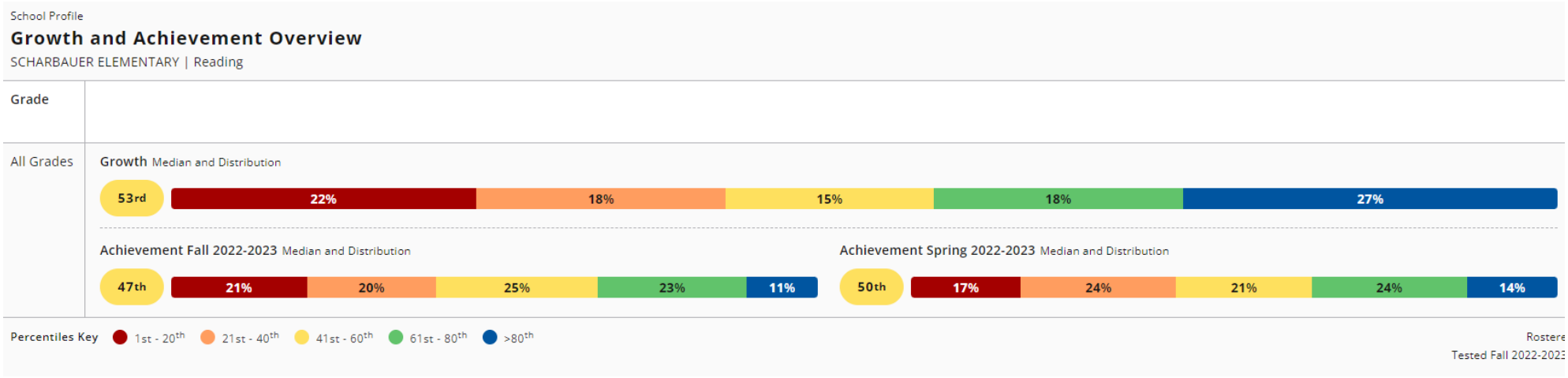
Student Learning Summary

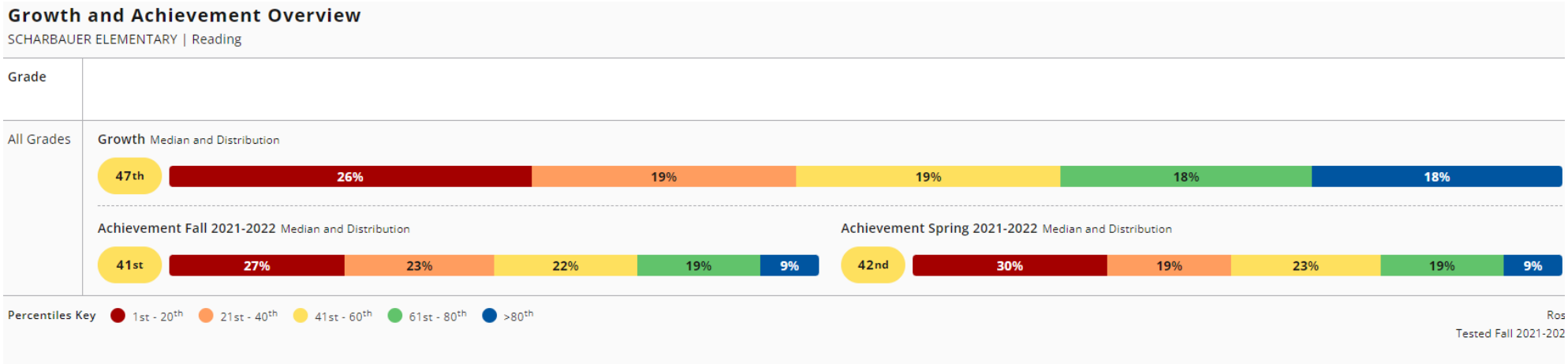
MAP ELAR Growth & Achievement:

For the 2024-2025 school year, Scharbauer ES increased in their growth for MAP ELAR scores to the 54th quantile of schools. Last year, we were in the 48th quantile. Achievement also increased from the 44th quantile to the 50th quantile. There is a breakdown of MAP ELAR data below:









MAP Math Growth & Achievement:

For the 2024-2025 school year, Scharbauer ES improved their MAP Math growth scores to the 57th quantile from the 48th quantile. We have continuously improved our MAP Math growth over the last four years. Our achievement has followed that same path as well. Our achievement increased from the 51st quantile to the 58th quantile. The breakdown for MAP Math is below:

School Profile

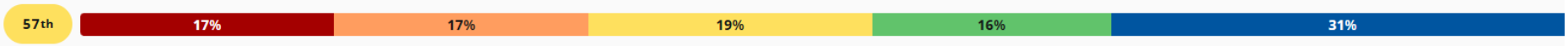
Growth and Achievement Overview

SCHARBAUER ELEMENTARY | Math K-12

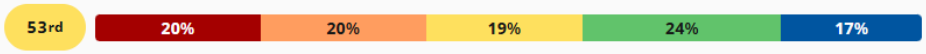
Grade

All Grades

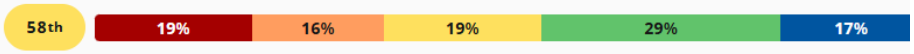
Growth Median and Distribution



Achievement Winter 2024-2025 Median and Distribution



Achievement Spring 2024-2025 Median and Distribution



Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th

Roster
Tested Winter 2024-2

School Profile

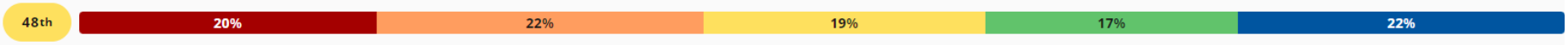
Growth and Achievement Overview

SCHARBAUER ELEMENTARY | Math K-12

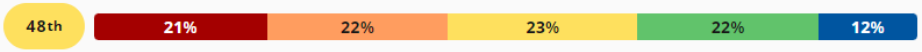
Grade

All Grades

Growth Median and Distribution



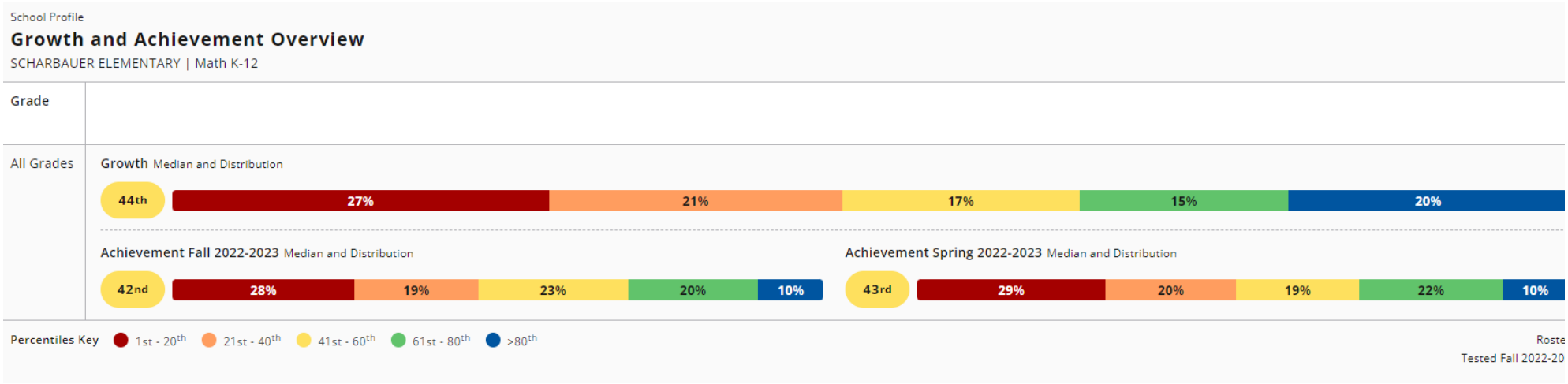
Achievement Fall 2023-2024 Median and Distribution

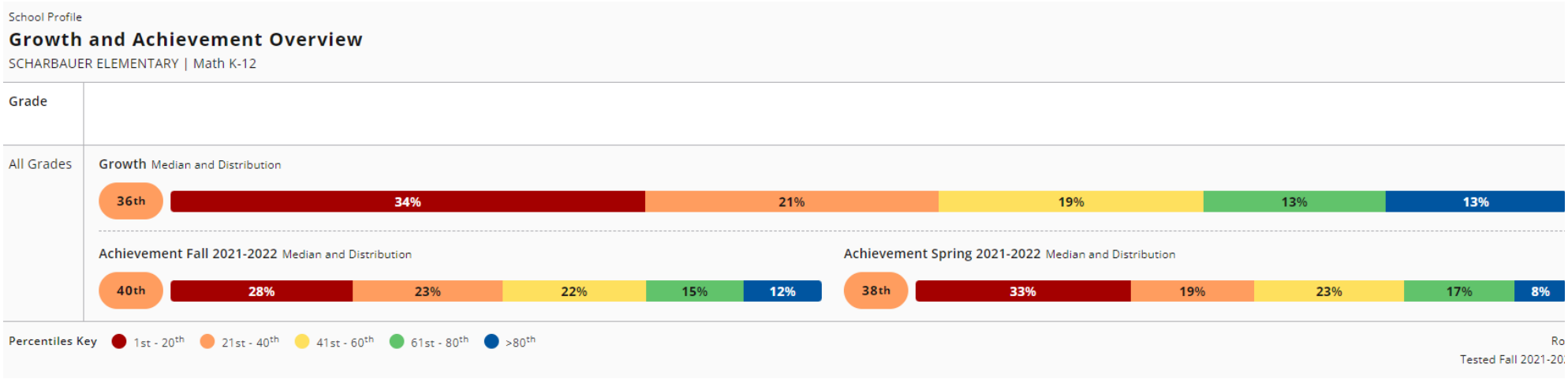


Achievement Spring 2023-2024 Median and Distribution

Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th

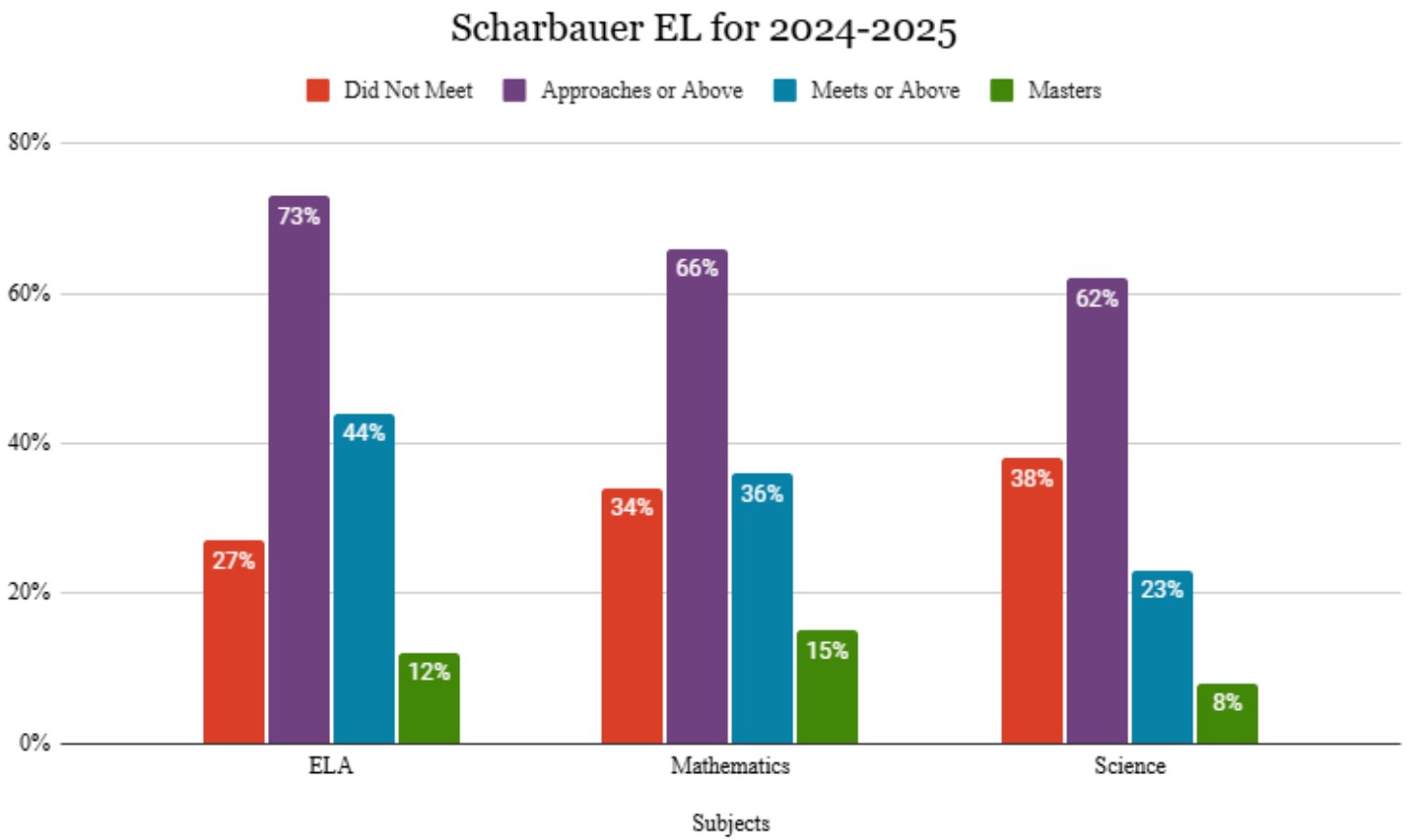
Roster
Tested Fall 2023-202

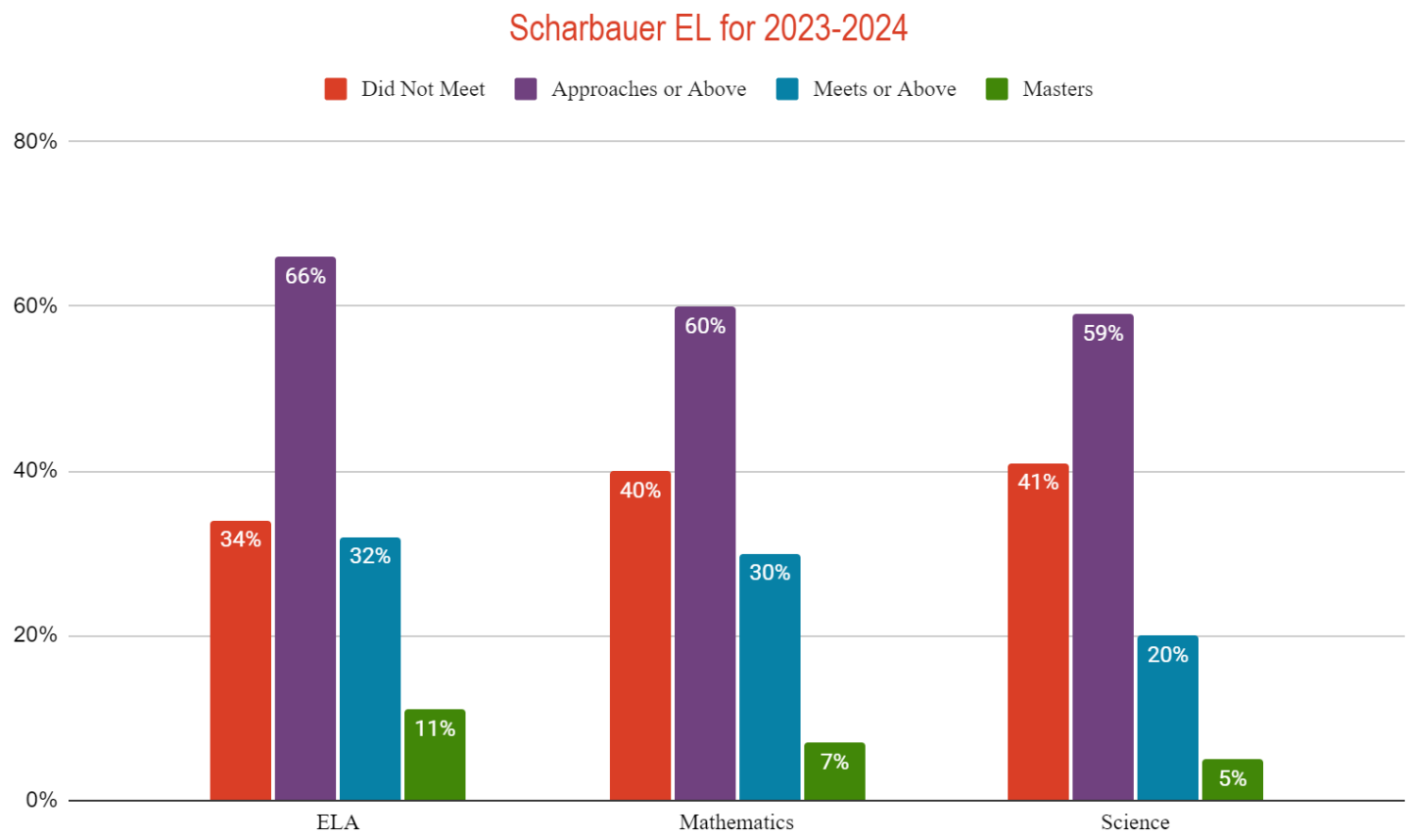




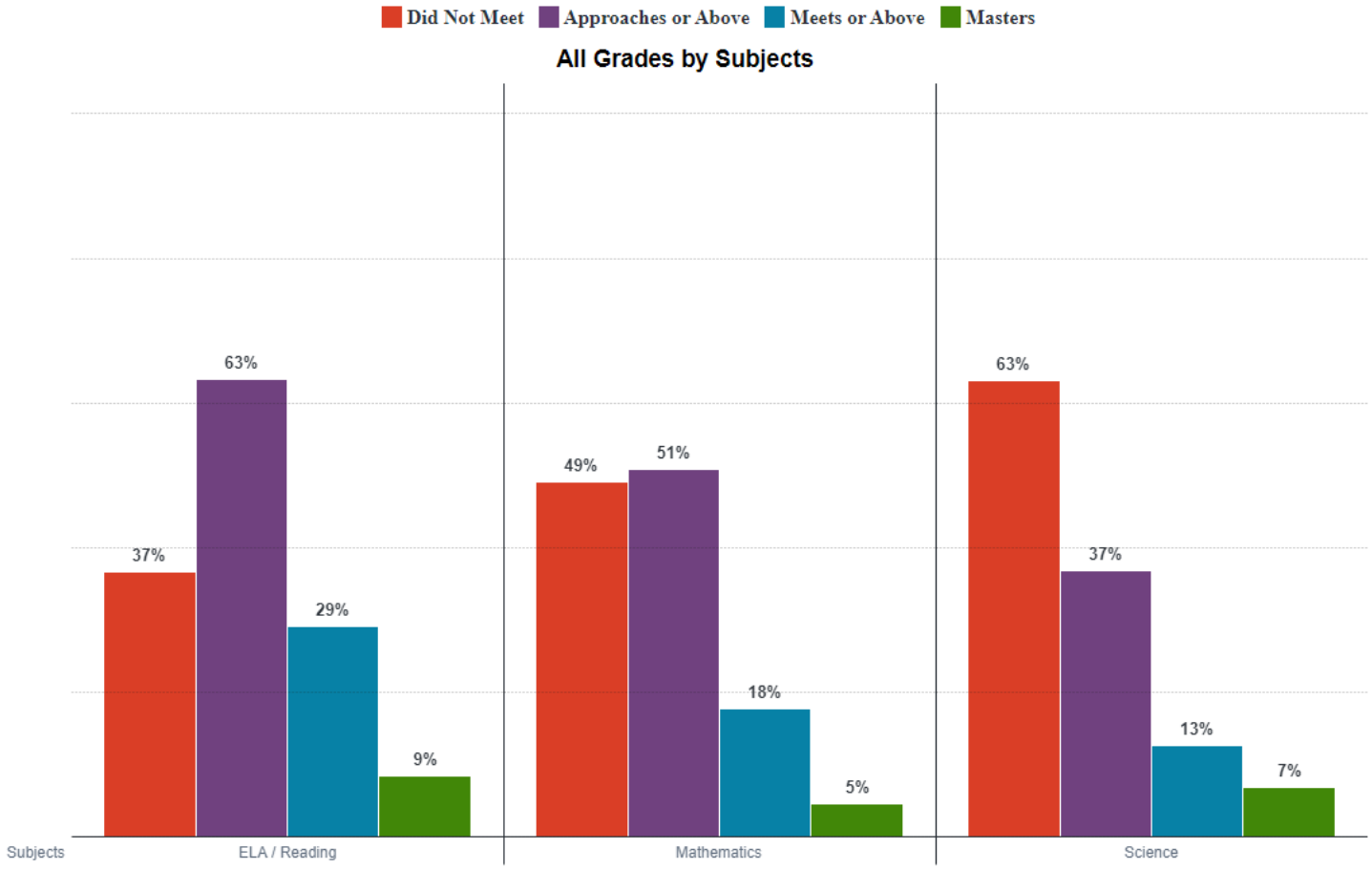
STAAR Performance

For the 2024-2025 school year, Scharbauer ES improved in performance in Math, ELAR, and Science STAAR for the areas of Approaches, Meets, and Masters grade level. Also, our overall accountability increased from an F two years ago to a B due to our focus on growth and closing the content gaps. Below are STAAR comparisons:

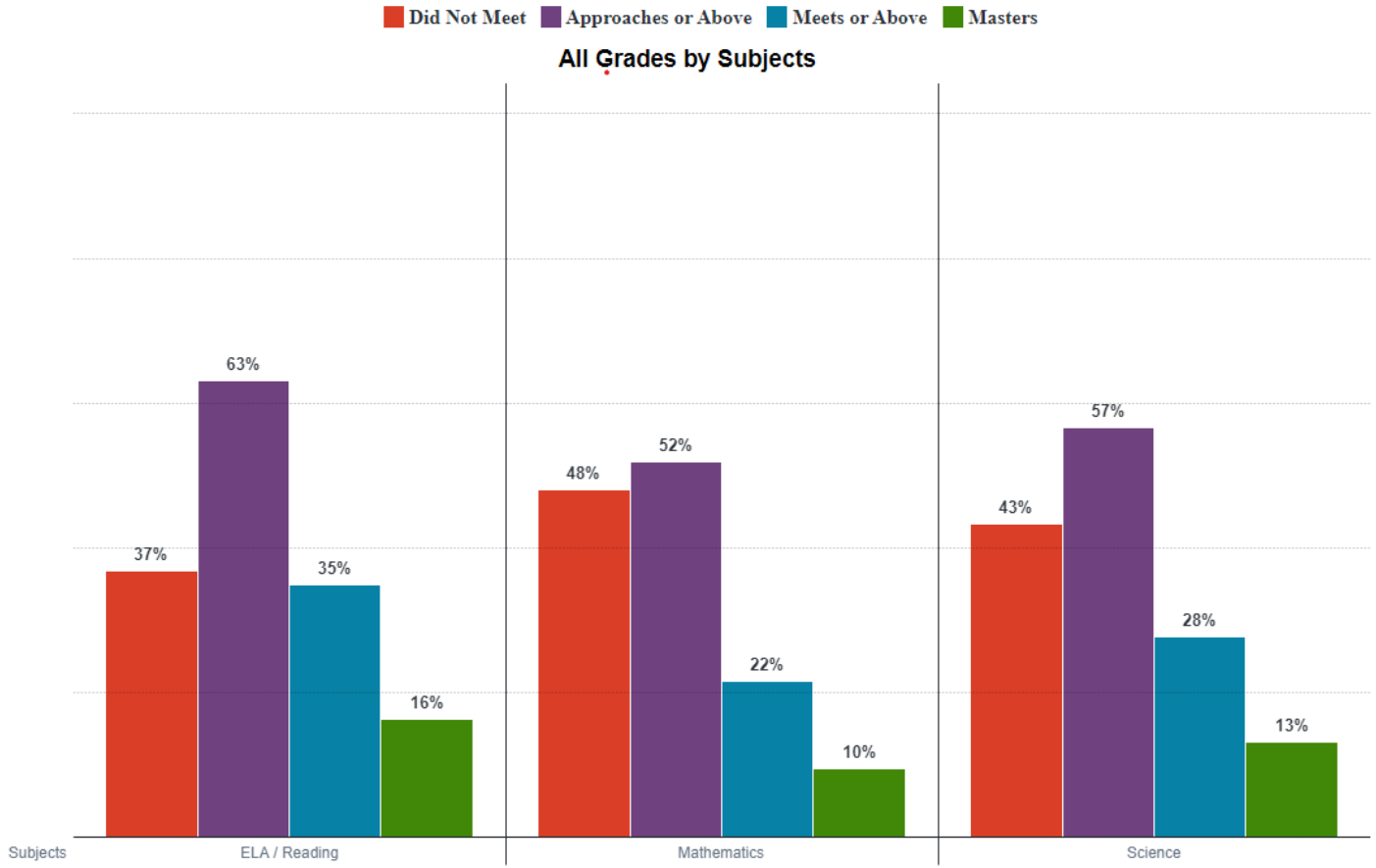

Scharbauer EL for 2024-2025
Did Not Meet
Approaches or Above
Meets or Above
Masters
80%
60%
40%
20%
0%
73%
66%
62%
44%
36%
38%
34%
27%
23%
15%
12%
8%
ELA
Mathematics
Science
Subjects


Scharbauer EL for 2023-2024
Did Not Meet
Approaches or Above
Meets or Above
Masters
80%
60%
40%
20%
0%
34%
66%
32%
11%
40%
60%
30%
7%
41%
59%
20%
5%
ELA
Mathematics
Science

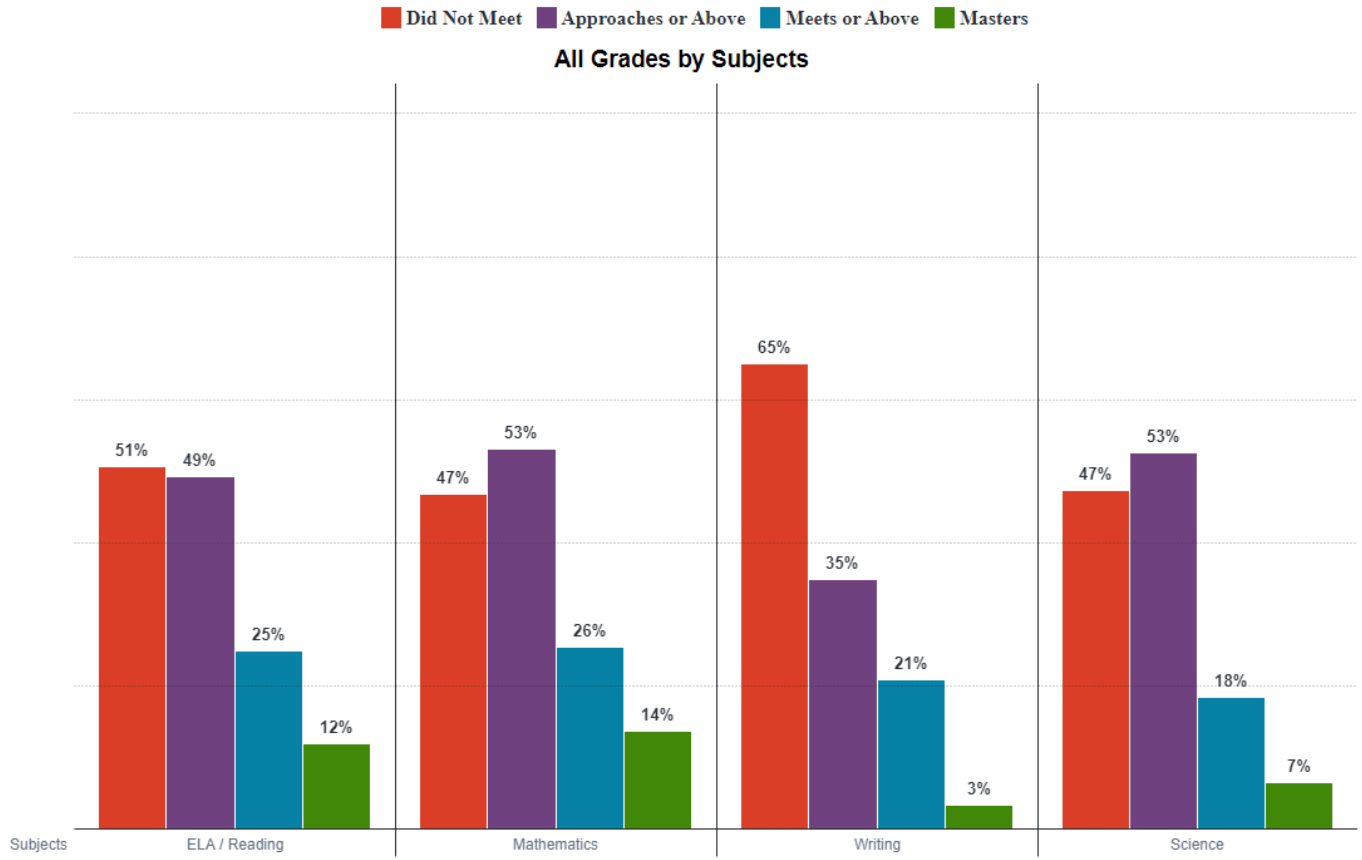
STAAR Performance
SCHARBAUER EL || MIDLAND ISD (165901125) for 2022-23



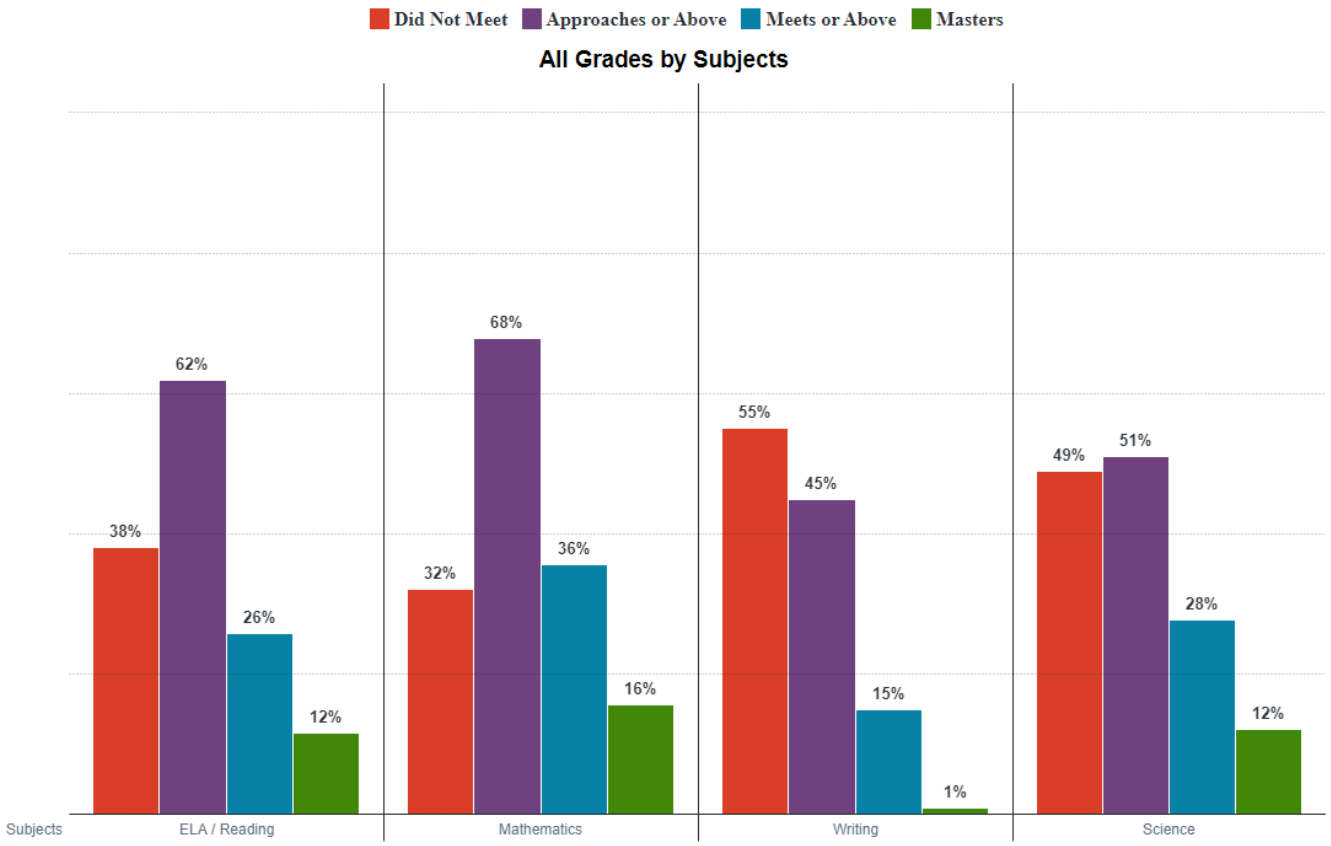
STAAR Performance
SCHARBAUER EL || MIDLAND ISD (165901125) for 2021-22

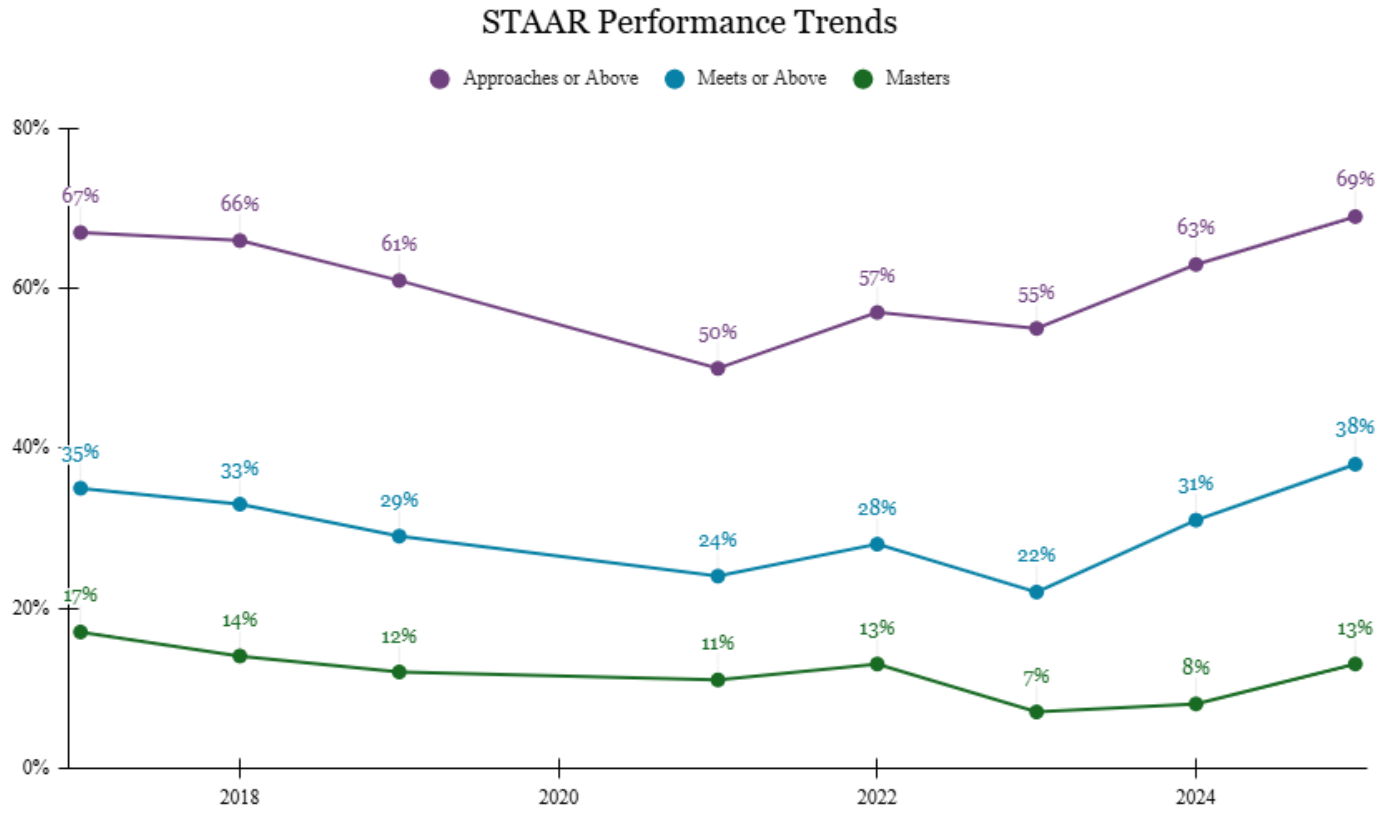


STAAR Performance
SCHARBAUER EL || MIDLAND ISD (165901125) for 2020-21



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




STAAR Performance Trends
Approaches or Above
Meets or Above
Masters
80%
60%
40%
20%
0%
67%
66%
61%
50%
57%
55%
63%
69%
35%
33%
29%
24%
28%
22%
31%
38%
17%
14%
12%
11%
13%
7%
8%
13%
2018
2020
2022
2024

Performance Distribution, By Program: SCHARBAUER EL, 2024-2025

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

STAAR Summative Mathematics

Grades Tested: **3, 4, 5, 6**

Tests Taken: **306** Date Last Taken: **04/25/2025**

Percent	**35%**	**30%**	**21%**	**14%**
Count	107	91	64	44

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **80** Date Last Taken: **04/23/2025**

Percent	**39%**	**39%**	**15%**	**8%**
Count	31	31	12	6

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5, 6**

Tests Taken: **306** Date Last Taken: **04/17/2025**

Percent	**27%**	**29%**	**32%**	**13%**
Count	82	88	97	39

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

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

STAAR Summative Mathematics

Grades Tested: **3, 4, 5, 6**

Tests Taken: **287** Date Last Taken: **04/29/2024**

Percent	**40%**	**30%**	**23%**	**7%**
Count	115	87	65	20

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **75** Date Last Taken: **04/23/2024**

Percent	**41%**	**41%**	**13%**	**4%**
Count	31	31	10	3

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5, 6**

Tests Taken: **290** Date Last Taken: **04/17/2024**

Percent	**34%**	**33%**	**22%**	**11%**
Count	100	95	64	31

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

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

STAAR Summative Mathematics

Grades Tested: **3, 4, 5, 6**

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

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

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5, 6**

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

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

STAAR Summative Science

Grades Tested: **5**

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

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

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

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

STAAR Summative Science

Grades Tested: **5**

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

Percent	**46%**	**26%**	**15%**	**13%**
Count	42	24	14	12

STAAR Summative Reading

Grades Tested: **3, 4, 5, 6**

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

Percent	**38%**	**29%**	**17%**	**15%**
Count	132	99	60	53

STAAR Summative Mathematics

Grades Tested: **3, 4, 5, 6**

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

Percent	**49%**	**31%**	**12%**	**8%**
Count	169	107	42	26

Student Learning Strengths

The STAAR data shows that we increased in every content area including Math, ELAR, Science for the proficiency levels of Approaches, Meets, & Masters, as well as growth and closing the gaps. We are beginning to fill in some gaps of our students and our achievement as well as growth has increased. Our overall campus rating has increased from an F two years ago, to a C last

year, and we are on track to earn a B for the 2024-2025 school year. We will continue to focus this year on differentiation at the small group table, checking for understanding from all students while providing Tier I instruction, providing immediate feedback to fill in the gaps in the moment, and continuing to build motivation, determination, and perseverance in our students to improve their academic growth and achievement.

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers do not consistently check for understanding for all students during whole group instruction.
Root Cause: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.

Problem Statement 2 (Prioritized): Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels.
Root Cause: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.

Problem Statement 3 (Prioritized): Teachers do not consistently provide enrichment for students that are on grade level or above.
Root Cause: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

School Processes & Programs

School Processes & Programs Summary

For the 2025-2026 school year, Scharbauer ES will be utilizing HQIM resources in addition to other TEKS aligned resources to provide high quality instruction. Our curricula resources will be: STEMScopes Math [Kinder-6th Grade], Amplify ELAR [Kinder-6th Grade], and SAVVAS Science. Tier I instruction, formal and informal assessments, exit tickets, and materials and activities will meet the rigor and specificity of the grade level TEKS.

Strategies obtained from Relay Graduate School of Business and Teach Like a Champion will be implemented in every classroom. We will continue to provide professional development for our leadership team and teachers for planning, PLCs, coaching, and feedback cycles. PLCs will continue being teacher-led, and they follow the four questions for Professional Learning Committees. During that time, teachers will plan, internalize lessons, and hold lesson rehearsals; analyze, review, and discuss data and reteaching options; and work together to ensure students are learning through Tier I instruction. During this time, teachers will plan for engagement, checking for understanding, and how to adjust their instruction for misconceptions and misunderstandings. The leadership team and administration will make campus based decisions with a high focus on prioritizing student instruction and learning time.

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

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

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

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

Our School-Wide Title I program consists of extended days for tutorials and Saturday sessions for academic intervention. Our

MCLs, TRTs, and experienced classroom teachers allow for small group targeted instruction using data from assessments. Teachers identify learning gaps and determine how to effectively reteach the content to ensure student mastery.

Our students have one-to-one technology. Our 1st-6th grade students will be using chromebooks, while our Kindergarten and PreKindergarten students will be using iPads. We will also partake in UIL A+ Academics next year in the areas of Number Sense, Oral Reading, Spelling, Chess, and Math. Scharbauer will house a GEM 2.O [Gifted Education Midland] that will serve students from Fasken, Greathouse, Parker, Rusk, Bush, Long, Henderson, Yarbrough, Scharbauer, and Burnet. In addition, we will maintain our Pre-Kindergarten sections to include 22 tuition based seats.

School Processes & Programs Strengths

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

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

Teachers will receive real time, immediate feedback and coaching sessions as needed based on the trends observed through walkthroughs. Teachers will also receive feedback and support to ensure they understand the expectations of the T-TESS Rubric. Our PLC structure allows for grades 3-6 to meet vertically based on content area and K-2 based on grade level. We focus on the instructional process of what we want students to learn, how we are going to know if they learned it, what we will do if they don't, and what we will do if they did. We will be focusing on filling in grade level content gaps during our What I Need (WIN)/ Intervention block and during after school tutoring. We will be focusing on closing new content gaps during small group instruction following whole group instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): All teachers do not understanding of all of the components of a true Professional Learning.
Root Cause: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.

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

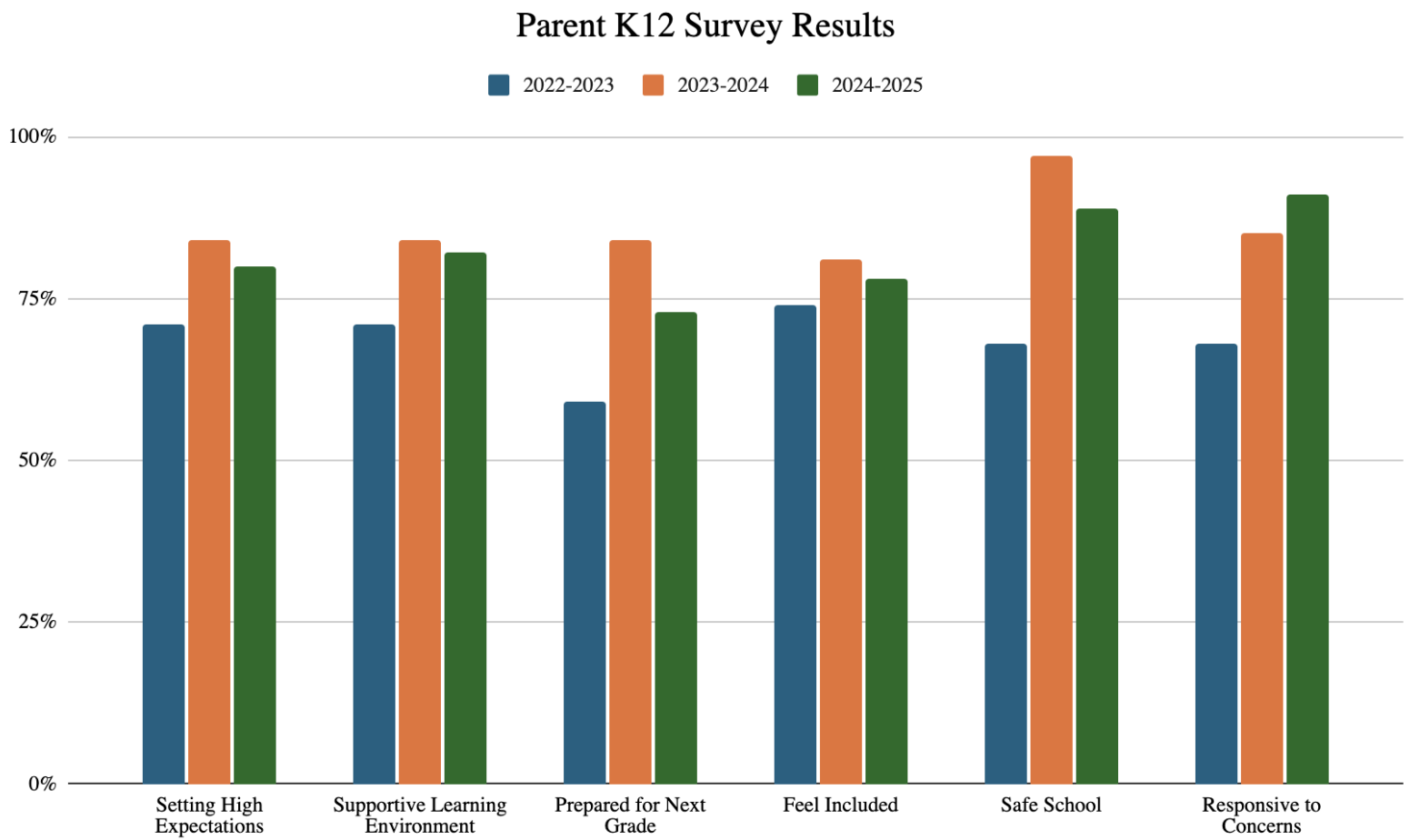
Problem Statement 3 (Prioritized): Scharbauer ES had an attendance rate of 92.88%. This falls below the district expectations of 95%.
Root Cause: Scharbauer ES has a high student population without personal transportation.

Perceptions

Perceptions Summary

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

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



We are continuing to focus on increasing our parent engagement through offering many after school events as well as volunteer opportunities throughout the school day. We are working with our PTA to improve PTA participation and involvement. Last year, we increased our PTA membership from less than 30 to more than 90 members. We want our parents and community members to be a part of their students' education.

We also house a Communities in School representative and food pantry to support our students, families, and community members that may be in need of support.

We have worked hard creating a positive school climate that focuses on growth and development of all. This includes our teachers and staff. We are retaining teachers and staff members that prioritize students and their needs and maximizing

instructional time. We want our students to feel welcomed, supported, and encouraged to learn and grow academically, emotionally, and socially.

Perceptions Strengths

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

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

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

We will also continue to focus on improving student attendance and meeting student needs with our Communities in School representative. social worker, assistant principal, and principal fellow.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Community perception of Scharbauer ES remains lower with little support that we are a good school.
Root Cause: Lack of released passing accountability rating. Scharbauer ES has been rated an F or not rated for 7 of the last 8 years.

Problem Statement 2 (Prioritized): Scharbauer ES has low parent engagement and volunteering.
Root Cause: Lack of transportation for many of our families within our school community.

Problem Statement 3 (Prioritized): Scharbauer ES does not have sufficient stakeholder, community, and parental input in the decision making process.
Root Cause: All stakeholders have not felt their input is valued when making decisions regarding the campus.

Priority Problem Statements

Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction.
Root Cause 1: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Scharbauer ES had an attendance rate of 92.88%. This falls below the district expectations of 95%.
Root Cause 2: Scharbauer ES has a high student population without personal transportation.
Problem Statement 2 Areas: Demographics - School Processes & Programs

Problem Statement 3: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels.
Root Cause 3: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers do not consistently provide enrichment for students that are on grade level or above.
Root Cause 4: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: New teachers are not being provided with sufficient training, coaching, and the appropriate tools to be highly successful.
Root Cause 5: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: All teachers do not understanding of all of the components of a true Professional Learning.
Root Cause 6: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Scharbauer ES does not have sufficient stakeholder, community, and parental input in the decision making process.
Root Cause 7: All stakeholders have not felt their input is valued when making decisions regarding the campus.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Scharbauer ES has low parent engagement and volunteering.
Root Cause 8: Lack of transportation for many of our families within our school community.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Community perception of Scharbauer ES remains lower with little support that we are a good school.

Root Cause 9: Lack of released passing accountability rating. Scharbauer ES has been rated an F or not rated for 7 of the last 8 years.

Problem Statement 9 Areas: Perceptions

Goals

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 PreK students performing at grade in ELAR will increase from 100% to 100% by 2026 as measured by CLI.

Evaluation Data Sources: CLI

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: A high quality, veteran teacher will help plan and model daily instruction and coach our new Pre-Kindergarten teacher how to deliver effective Tier I instruction. **Strategy's Expected Result/Impact:** The PK team will maintain their collegiality and effectiveness which maximizes student outcomes. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: PreKindergarten teachers will attend all required PreKindergarten training & PLCs to ensure alignment within the district and on campus. **Strategy's Expected Result/Impact:** All PreKindergarten teachers will be aligned with lesson delivery and instruction. **Staff Responsible for Monitoring:** Administrators & Early Childhood Directors **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
School Processes & Programs
Problem Statement 1: All teachers do not understanding of all of the components of a true Professional Learning. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.
Problem Statement 2: New teachers are not being provided with sufficient training, coaching, and the appropriate tools to be highly successful. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 PreK students performing at grade level in Math will increase from 97% to 100% by 2026 as measured by CLI.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The Midland ISD Three Cheers for Pre-K Math will be consistently implemented in the classroom, including strategies designed to meet the varied learning needs and styles of our PK students. **Strategy's Expected Result/Impact:** Students will be exposed to numbers, patterns, subsidizing, and counting and will perform well on their EOY assessment. **Staff Responsible for Monitoring:** Teachers & Administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: A high quality, veteran teacher will help plan and model daily instruction and coach our new Pre-Kindergarten teacher how to deliver effective Tier I instruction. **Strategy's Expected Result/Impact:** The PK team will maintain their collegiality and effectiveness which maximizes student outcomes. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: PreKindergarten teachers will attend weekly PLCs to plan, write exemplars, rehearse, discuss effective strategies, and collaborate horizontally. **Strategy's Expected Result/Impact:** All PreKindergarten teachers will be aligned with lesson delivery and instruction. **Staff Responsible for Monitoring:** Administrators & Early Childhood Directors **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
School Processes & Programs
Problem Statement 1: All teachers do not understanding of all of the components of a true Professional Learning. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.
Problem Statement 2: New teachers are not being provided with sufficient training, coaching, and the appropriate tools to be highly successful. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 Kinder students performing at grade in ELAR will increase from 60% to 65% by 2026 as measured by mCLASS.

Evaluation Data Sources: mCLASS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Scharbauer will utilize coaching and feedback cycles provided by our MCL using the Teach Like a Champion and Get Better Faster waterfall to improve classroom management, student engagement, checking for understanding from all students, and Tier I instruction. Support will be based on teacher effectiveness. **Strategy's Expected Result/Impact:** Teachers will be provided with research based action steps to help meet student needs and improve their instructional delivery. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Using formative and summative assessment data, Kinder teachers will determine small groups after Tier I instruction and targeted reading intervention groups based on student need and gaps that will take place during our intervention block. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: We will utilize HQIM resources such as Amplify & MRF for Tier 1 and Tier 2 instruction. **Strategy's Expected Result/Impact:** Rigorous instruction that meets the specificity of TEKS. **Staff Responsible for Monitoring:** Admin & Leadership team **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.

Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

Student Learning

Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.

Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.

Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

School Processes & Programs

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

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

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 Kinder students performing at grade level in Math will increase from % to % by 2026 as measured by iReady.

Evaluation Data Sources: iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Kindergarten math teachers will check for understanding from all students while ensuring that our students understand the concrete, representational, and abstract understanding of the curriculum. **Strategy's Expected Result/Impact:** Teachers will be provided with research based action steps to help meet student needs and improve their instructional delivery. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Using formative assessment data, kinder teachers will document students for small group on their exemplars and provide targeted math intervention based on summative data that will take place during our intervention block. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: We will utilize HQIM resources such as Stemscopes for Tier 1 and Tier 2 instruction. **Strategy's Expected Result/Impact:** Rigorous instruction aligned with TEKS. **Staff Responsible for Monitoring:** Admin & Leadership team **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

School Processes & Programs
Problem Statement 1: All teachers do not understanding of all of the components of a true Professional Learning. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.
Problem Statement 2: New teachers are not being provided with sufficient training, coaching, and the appropriate tools to be highly successful. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 performing at grade in ELAR will increase from 45% to 50% by 2026 as measured by mCLASS.

Evaluation Data Sources: mCLASS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The first grade teacher will focus on holding all students accountable for showing their understanding of the content- using the TLAC strategy of "Everybody Writes". **Strategy's Expected Result/Impact:** Teachers will be provided with research based action steps to help meet student needs and improve their instructional delivery. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The first grade teacher will determine small groups and after school tutoring groups based on the daily work in the classroom & determine targeted reading intervention based on student data from formative assessments. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The first grade teacher will continue to utilize TLAC strategies such as lesson internalization, planning, assessment, lesson delivery & practice, analysis of student work & data, checking for understanding and reteaching. **Strategy's Expected Result/Impact:** ELAR teachers will internalize lessons, provide on grade level Tier I instruction, provide differentiation at the small group table to meet the needs of all students, assess students to determine mastery of the content, delivery engaging lessons, address the gaps in content knowledge of their students, and how to provide additional reteach and/or enrichment. **Staff Responsible for Monitoring:** Administrators, Leadership Team **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
School Processes & Programs
Problem Statement 1: All teachers do not understanding of all of the components of a true Professional Learning. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.
Problem Statement 2: New teachers are not being provided with sufficient training, coaching, and the appropriate tools to be highly successful. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 2026 as measured by iReady.

Evaluation Data Sources: iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The first grade teacher will continue to be supported by supervising teacher and coached by leadership team to ensure the incorporation of using varying MOP strategies to gauge student understanding and mastery. **Strategy's Expected Result/Impact:** Teachers will be provided with research based action steps to help meet student needs and improve their instructional delivery. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The first grade teacher will work with grade level to determine students that need targeted intervention & enrichment during intervention time as well and small group support following Tier I instruction. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

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

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
School Processes & Programs
Problem Statement 1: All teachers do not understanding of all of the components of a true Professional Learning. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.
Problem Statement 2: New teachers are not being provided with sufficient training, coaching, and the appropriate tools to be highly successful. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 performing at grade in ELAR will increase from 67% to 72% by 2026 as measured by mCLASS.

Evaluation Data Sources: mCLASS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers in grades 2nd-6th will vertically align writing strategies that ensure alignment and student success for both reading and writing. **Strategy's Expected Result/Impact:** Teachers will be provided with research based strategies to increase student achievement. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Strategic staffing will be utilized to place an MCL and strong support teacher in 2nd grade ELAR to ensure that students have a strong reading language arts foundation prior to advancing to third grade. **Strategy's Expected Result/Impact:** Students will have solid ELAR foundation before entering 3rd grade. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: All horizontal PLCs will include lesson internalization, planning, assessment, lesson delivery & practice, analysis of student work & data, checking for understanding from all and reteaching. **Strategy's Expected Result/Impact:** ELAR teachers will internalize lessons, provide on grade level Tier I instruction, provide differentiation at the small group table to meet the needs of all students, assess students to determine mastery of the content, delivery engaging lessons, address the gaps in content knowledge of their students, and how to provide additional reteach and/or enrichment. **Staff Responsible for Monitoring:** Administrators, Leadership Team **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
School Processes & Programs
Problem Statement 1: All teachers do not understanding of all of the components of a true Professional Learning. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.
Problem Statement 2: New teachers are not being provided with sufficient training, coaching, and the appropriate tools to be highly successful. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 students performing at grade level in Math will increase from % to % by 2026 as measured by iReady.

Evaluation Data Sources: iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Second grade teacher will be included in the vertical alignment of the 3rd-6th grade team to ensure that rigor and specificity of the TEKS align when students move from 2nd to 3rd grade. **Strategy's Expected Result/Impact:** Students will be on grade level moving from 2nd to 3rd grade. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Small group instruction will be determine by student mastery during independent practice and targeted intervention will be based on summative assessment data. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Second grade teacher & MCL will meet regularly to practice lesson internalization & rehearsals, analysis of student work & data, and checking for understanding using differentiated MOP strategies. **Strategy's Expected Result/Impact:** Math teachers will internalize lessons, provide on grade level Tier I instruction, provide differentiation at the small group table to meet the needs of all students, assess students to determine mastery of the content, delivery engaging lessons, address the gaps in content knowledge of their students, and how to provide additional reteach and/or enrichment. **Staff Responsible for Monitoring:** Administrators, Leadership Team **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
School Processes & Programs
Problem Statement 1: All teachers do not understanding of all of the components of a true Professional Learning. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.
Problem Statement 2: New teachers are not being provided with sufficient training, coaching, and the appropriate tools to be highly successful. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 39% to 44% by 2026.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Third grade teacher will implement effective reading and writing strategies that align more closely with the TEKS and extended constructed response grading rubric to increase student mastery. **Strategy's Expected Result/Impact:** Increase in extended constructed response scores. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teacher will use CFUs to determine students that need small group support and targeted intervention while focusing on our lowest two subpopulations and providing enrichment for our students to increase our meets and masters percentages. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Students will attend Saturday sessions in the Spring and after school tutoring throughout the year to receive targeted support for ELAR. **Strategy's Expected Result/Impact:** Increase the percentage of students that meet or exceed their STAAR performance level for Reading. **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers will analyze exit slips each day and record daily mastery of Tier I instruction. The Campus North Star goal is 80%. Administrators and MCLs will observe the daily mastery results in order to differentiate support. **Strategy's Expected Result/Impact:** Differentiated support for teachers & improved instruction for students **Staff Responsible for Monitoring:** Admin & Leadership Team **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

School Processes & Programs
Problem Statement 1: All teachers do not understanding of all of the components of a true Professional Learning. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.
Problem Statement 2: New teachers are not being provided with sufficient training, coaching, and the appropriate tools to be highly successful. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 27% to 32% by 2026.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Third grade math teacher will be coached by MCL to ensure that all activities and materials align to specificity and rigor of the TEKS while ensuring that students understand the concrete to abstract understanding of the content. **Strategy's Expected Result/Impact:** Teachers will be provided with research based action steps to help meet student needs and improve their instructional delivery. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: CFUs and exemplars will be used to determine small groups and targeted intervention. Hispanic, Two or More Races, meets, and masters students will be targeted with intervention and enrichment based on student need. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teacher will use varying types of means of participation to ensure that every student is held accountable for answering the questions prior to having students have discussions and stamping the learning of the students. **Strategy's Expected Result/Impact:** Increased accountability leading to increased student achievement. **Staff Responsible for Monitoring:** Administrators, Leadership Team **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Students will attend Saturday sessions in the Spring and after school tutoring throughout the year to receive targeted support for Math. **Strategy's Expected Result/Impact:** Increase the percentage of students that meet or exceed their STAAR performance level for Math. **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 10 Problem Statements:

Demographics

Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.

Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

Student Learning

Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.

Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.

Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

School Processes & Programs

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

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

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 39% to 44% by 2026 (cohort).

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Fourth grade ELAR teacher will focus on providing enrichment for her meets, masters, and bubble students throughout the year to increase the number of students at the meets and masters level of achievement. **Strategy's Expected Result/Impact:** Increase enrichment to increase meets and masters scores. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Fourth grade ELAR teacher will implement campus based reading and writing strategies that will improve overall achievement for all students, including dyslexia. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Fourth grade ELAR teacher will use strategies from TLAC & Relay to ensure she is prepared with her lesson internalization, planning, assessments, analysis of student work & data, checking for understanding and reteaching. **Strategy's Expected Result/Impact:** ELAR teachers will internalize lessons, provide on grade level Tier I instruction, provide differentiation at the small group table to meet the needs of all students, assess students to determine mastery of the content, delivery engaging lessons, address the gaps in content knowledge of their students, and how to provide additional reteach and/or enrichment. **Staff Responsible for Monitoring:** Administrators, Leadership Team **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Students will attend Saturday sessions in the Spring and tutoring after school throughout the year to receive targeted support for ELAR. **Strategy's Expected Result/Impact:** Increase the percentage of students that meet or exceed their STAAR performance level for Reading. **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 11 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
School Processes & Programs
Problem Statement 1: All teachers do not understanding of all of the components of a true Professional Learning. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.
Problem Statement 2: New teachers are not being provided with sufficient training, coaching, and the appropriate tools to be highly successful. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 27% to 32% by 2026 (cohort).

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Fourth grade Math teacher will focus on providing strong Tier I instruction using TLAC while ensuring she provides enrichment for her meets and masters students. **Strategy's Expected Result/Impact:** Increase differentiated support for meets and masters students to increase student achievement. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Fourth grade Math teacher will utilize Relay strategies through reteaching to target students for intervention and support following CFUs, benchmark assessments, and summative assessments. **Strategy's Expected Result/Impact:** Mastery of content will increase after giving assessments due to effective reteaching. **Staff Responsible for Monitoring:** Administrators, Leadership Team **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Students will attend Saturday sessions in the Spring and after school tutoring throughout the year to receive targeted support for Math. **Strategy's Expected Result/Impact:** Increase the percentage of students that meet or exceed their STAAR performance level for Math. **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 12 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
School Processes & Programs
Problem Statement 1: All teachers do not understanding of all of the components of a true Professional Learning. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.
Problem Statement 2: New teachers are not being provided with sufficient training, coaching, and the appropriate tools to be highly successful. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 60% to 65% by 2026 (cohort).

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: ELAR MCL will coach, model, co-teach, and plan with our fifth grade ELAR teacher and provide action steps based on TLAC and Get Better Faster strategies. **Strategy's Expected Result/Impact:** Teachers will be provided with research based action steps to help meet student needs and improve their instructional delivery. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Fifth grade ELAR teacher will learn attend PLCs to learn to create exemplars using different means of participation, rehearse lessons, and check from understanding for all students. **Strategy's Expected Result/Impact:** Improve tier I instruction for students. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: MCLs & TRTs will lead mini PD clinics after school to ensure that new or underperforming teachers are being coaching and developed using trends determined by data trends and walkthroughs. **Strategy's Expected Result/Impact:** ELAR teachers will internalize lessons, provide on grade level Tier I instruction, provide differentiation at the small group table to meet the needs of all students, assess students to determine mastery of the content, delivery engaging lessons, address the gaps in content knowledge of their students, and how to provide additional reteach and/or enrichment. **Staff Responsible for Monitoring:** Administrators, Leadership Team **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 13 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
School Processes & Programs
Problem Statement 1: All teachers do not understanding of all of the components of a true Professional Learning. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.
Problem Statement 2: New teachers are not being provided with sufficient training, coaching, and the appropriate tools to be highly successful. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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% to 59% by 2026 (cohort).

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Strategically placing a MCL in 5th grade to fill in content gaps and to provide intervention and enrichment to increase meets and masters percentages. **Strategy's Expected Result/Impact:** Increased achievement scores for Math. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilizing our 5th grade MCL to effectively teach her reach associate how to facilitate a lesson to allow for release time for our MCL to coach and support other grade levels. **Strategy's Expected Result/Impact:** Consistent implementation of curriculum regardless of teacher in the classroom. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

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

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 14 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
School Processes & Programs
Problem Statement 1: All teachers do not understanding of all of the components of a true Professional Learning. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.
Problem Statement 2: New teachers are not being provided with sufficient training, coaching, and the appropriate tools to be highly successful. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 23% to 28% by 2026.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Fifth grade Science teacher will ensure that all students are held accountable for the answers to questions and ensure that all questions are rigorous and on grade level. **Strategy's Expected Result/Impact:** Teachers will be provided with research based action steps to help meet student needs and improve their instructional delivery. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Using formative and summative assessment data, fifth grade teacher will determine small groups for small group and targeted reading intervention based on student need that will take place during our intervention block. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Fifth grade science teacher will use supplemental resources to help close content gaps and to provide more STAAR like questioning throughout Tier I instruction. **Strategy's Expected Result/Impact:** Science achievement scores will increase. **Staff Responsible for Monitoring:** Administrators, Leadership Team **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 15 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.
School Processes & Programs
Problem Statement 1: All teachers do not understanding of all of the components of a true Professional Learning. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.
Problem Statement 2: New teachers are not being provided with sufficient training, coaching, and the appropriate tools to be highly successful. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 45% to 50% by 2026 (cohort).

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Everybody writes will be a focus means of participation for sixth grade. **Strategy's Expected Result/Impact:** Teacher will provide writing prompts for students to practice weekly to increase mastery. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: MCL and reach associate will both pull small groups based on student data to provide intervention and enrichment for students based on need. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Students will attend Saturday sessions in the Spring and after school tutoring to receive targeted support for ELAR. **Strategy's Expected Result/Impact:** Increase the percentage of students that meet or exceed their STAAR performance level for Reading. **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 16 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

School Processes & Programs
Problem Statement 1: All teachers do not understanding of all of the components of a true Professional Learning. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.
Problem Statement 2: New teachers are not being provided with sufficient training, coaching, and the appropriate tools to be highly successful. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 30% to 35% by 2026 (cohort).

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The Math MCL will support sixth grade math teacher using coaching and feedback cycles from Teach Like a Champion and Get Better Faster rubrics while creating action steps to improve classroom management, student engagement, checking for understanding from all students, and Tier I instruction. **Strategy's Expected Result/Impact:** Teachers will be provided with research based action steps to help meet student needs and improve their instructional delivery. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Sixth grade teacher will use CFUs, summative, and formative assessments to determine gaps in student content knowledge and determine the most effective reteaching strategies. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Students will attend Saturday sessions in the Spring and after school tutoring to receive targeted support for Math. **Strategy's Expected Result/Impact:** Increase the percentage of students that meet or exceed their STAAR performance level for Math. **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 17 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

School Processes & Programs

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

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

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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: The attendance rate for Scharbauer Elem will increase from 93% to 95% by 2026.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Scharbauer ES will track and monitor (using a bulletin board in the main hallway) campus attendance and provide intervention plans & incentives (six weeks parties, boogie down in the hallway, drawings for prizes) for attendance. **Strategy's Expected Result/Impact:** Students will be motivated to attend school to participate in the fun activities. Parents will be encouraged to bring their students to school or call if, as needed, to get their absences excused. **Staff Responsible for Monitoring:** Admin, Counselors, Teachers, Clerk **Problem Statements:** Demographics 3 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Scharbauer ES will complete home visits of students that miss 3 or more consecutive days without any direct contact with the school to ensure student safety & parental understanding of the attendance laws and requirements. **Strategy's Expected Result/Impact:** Check to ensure that students are safe & to help parents understand the importance of attendance in school **Staff Responsible for Monitoring:** Admin, Clerk, Counselor **Problem Statements:** Demographics 3 - School Processes & Programs 3 - Perceptions 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Scharbauer ES will utilize our principal fellow, counselor, and assistant principal to help with communication and attendance interventions and supports for students and their families. **Strategy's Expected Result/Impact:** Parents will be offered support. Students will be incentivized to attend school. **Staff Responsible for Monitoring:** Admin **Problem Statements:** Demographics 3 - School Processes & Programs 3 - Perceptions 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 18 Problem Statements:

Demographics
Problem Statement 3: Scharbauer ES had an attendance rate of 92.88%. This falls below the district expectations of 95%. **Root Cause**: Scharbauer ES has a high student population without personal transportation.
School Processes & Programs
Problem Statement 3: Scharbauer ES had an attendance rate of 92.88%. This falls below the district expectations of 95%. **Root Cause**: Scharbauer ES has a high student population without personal transportation.
Perceptions
Problem Statement 2: Scharbauer ES has low parent engagement and volunteering. **Root Cause**: Lack of transportation for many of our families within our school community.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 19: The percentage of Dyslexia students who score meets grade level performance or above for ELAR will increase from % to % by 2026.

Evaluation Data Sources: On Data Suites, STAAR, iReady, mCLASS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All dyslexia students will participate in our Take Flight Program that will develop reading fluency and comprehension. **Strategy's Expected Result/Impact:** Increased performance on ELAR assessments and classwork **Staff Responsible for Monitoring:** Admin **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All dyslexia students will receive appropriate accommodations and strategies that will support and help them be successful while reading. **Strategy's Expected Result/Impact:** Student achievement will increase in reading. **Staff Responsible for Monitoring:** Admin. **Problem Statements:** Demographics 1 - Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The individualized educational plans (IEPs) of all of our dyslexia students will be followed with fidelity, which will include progress monitoring measures/checkpoints and consistent, targeted feedback to parents, teachers, and students. **Strategy's Expected Result/Impact:** Increased student achievement on assessments **Staff Responsible for Monitoring:** Admin, teachers, & dyslexia teacher **Problem Statements:** Demographics 1 - Student Learning 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 19 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.
School Processes & Programs
Problem Statement 2: New teachers are not being provided with sufficient training, coaching, and the appropriate tools to be highly successful. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR 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 20: 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			
Strategy 1: Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency. **Staff Responsible for Monitoring:** dyslexia teacher, teacher, and principal	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: 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			
Strategy 3: Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.	Formative			Summative
	Nov	Feb	Apr	June

 No Progress Accomplished Continue/Modify Discontinue

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 campus Domain I- student achievement score will increase from 69% to 73% by June 2026.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Scharbauer will utilize coaching and feedback cycles using the Teach Like a Champion and Get Better Faster rubrics while creating action steps to improve classroom management, student engagement, checking for understanding from all students, and Tier I instruction. **Strategy's Expected Result/Impact:** Teachers will be provided with research based action steps to help meet student needs and improve their instructional delivery. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Using formative and summative assessment data, we will determine small groups for small group and targeted reading intervention based on student need that will take place during our intervention block. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: We will hold weekly data meetings and use data trackers with fidelity after our comprehensive 18 and 27 week assessments. **Strategy's Expected Result/Impact:** Determine the students that need additional support that have not met their goal or that need intervention/enrichment. **Staff Responsible for Monitoring:** Admin & teachers **Problem Statements:** Demographics 2 - Student Learning 3 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.

Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

Student Learning

Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.

Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.

Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

School Processes & Programs

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

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

Goal 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: By the end of the 2025-2026 school year, at least 100% of students in grades K-6 will demonstrate growth in foundational academic skills, critical thinking, and career awareness as measured by district literacy and math benchmarks, student interest inventories, and participation in college- and career-readiness activities, in order to prepare them for future secondary and postsecondary success.

High Priority

Evaluation Data Sources: STAAR Assessments, district and campus benchmarks, College and Career shirt days, Parent Engagement Events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Monitor progress through weekly PLCs of student work samples, daily mastery of Tier I instruction, and data reviews. **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Using HQIM (High Quality Instructional Materials) to build strong literacy and math foundations aligned with college and career readiness standards. **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Integrating career exploration activities into core content lessons (guest speakers, career days, virtual field trips) and promote goal-setting and reflection activities for students after every major assessment. **Staff Responsible for Monitoring:** Teachers, Administrators, Counselor **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

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: The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 80% to 85% by the end of 2026.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Scharbauer Elementary will retain high quality teachers by providing coaching, support, and feedback that leads to building teacher capacity and sense of belonging. **Strategy's Expected Result/Impact:** Teachers feel supported to learn, grow, and a sense of belonging on our campus **Staff Responsible for Monitoring:** Administrators & MCLs **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Admin will strategically place teachers and Opportunity Culture staff based on data, student needs, and teacher strengths to maximize student potential and achievement. **Strategy's Expected Result/Impact:** MCLs, TRTs, and Reach Associates will be effective in supporting and developing their students academically and emotionally. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: MCLs and TRTs will hold after school mini PD sessions to fill in instructional gaps of our teachers. They will model the skills and allow teachers to practice with their peers to build confidence in their abilities. **Strategy's Expected Result/Impact:** Increased teacher confidence in their own abilities. Willingness to ask questions and to improve their craft. **Staff Responsible for Monitoring:** Administrators and leadership team **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Supplemental resources and supplies will be available to help teachers facilitate, increase engagement, and provide high-quality instruction for all students. **Strategy's Expected Result/Impact:** Resources and supplies will be accessible to increase student engagement and achievement. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

Student Learning
Problem Statement 1: Teachers do not consistently check for understanding for all students during whole group instruction. **Root Cause**: Lack of a true understanding for the reasoning and meaning of checking for understanding while providing instruction to help determine content gaps.
Problem Statement 2: Scharbauer ES has low proficiency percentages for our Meets and Masters across all content areas and all grade levels. **Root Cause**: Lack of Tier I instruction maintaining the rigor of the grade level standards during whole group instruction.
Problem Statement 3: Teachers do not consistently provide enrichment for students that are on grade level or above. **Root Cause**: Lack of resources and training for teachers to provide enrichment for students on or above grade level.

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

Perceptions
Problem Statement 1: Community perception of Scharbauer ES remains lower with little support that we are a good school. **Root Cause**: Lack of released passing accountability rating. Scharbauer ES has been rated an F or not rated for 7 of the last 8 years.

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:

Title	Person Responsible	Review Date	Addressed By	Addressed On
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