

# San Benito Consolidated Independent School District



## Rangerville Elementary School

## 2025-2026 Campus Improvement Plan

# Mission Statement

## Mission

Rangerville Elementary seeks to provide a comprehensive educational experience for each student in a nurturing, intimate, academic environment.

# Vision

The Vision of Rangerville Elementary is to be the GOLD Standard in all areas of public education.

# Value Statement

All students can and will learn • All teachers can teach • High expectations for all encourage excellence • Resources to support students' needs must be provided • Excellence in teaching and learning is vital • All students will be supported to pursue their passion upon graduation • Respect for all individuals is essential • A community with shared ownership, purpose, and commitment work well together

In this school....  
We do second chances  
We apologize  
We forgive  
We respect each other  
We keep our promises  
We never give up  
We encourage one another  
We laugh often  
We belong  
We Are A Family

**WE ARE RANGERVILLE!!**

# Table of Contents

<b>Comprehensive Needs Assessment</b>	5
Demographics	6
Student Learning	9
School Processes & Programs	12
Perceptions	15
<b>Priority Problem Statements</b>	18
<b>Data Documentation for CNA</b>	20
Improvement Planning Data	21
Accountability Data	21
Student Data: Assessments	21
Student Data: Behavior and Other Indicators	21
Employee Data	21
<b>Goals</b>	22
Goal 1 : SBCISD/Rangerville Elementary will ensure academic excellence by providing inn...	23
Goal 2 : SBCISD/ Rangerville Elementary School will build a high-performing, compliant, a...	27
Goal 3 : SBCISD/ Rangerville Elementary School will improve public relations, communica...	31
Goal 4 : SBCISD/Rangerville Elementary School will implement transparent and efficient ...	33



# Comprehensive Needs Assessment

# Demographics

## Summary

### Demographics Summary- 2025-2026

Rangerville Elementary is one of eleven elementary schools in San Benito CISD. It is located at 17558 Landrum Park Road, San Benito, TX. Rangerville is a Title 1 (98.4%) campus with a student population of approximately 160 students and serves students in Pre-Kinder through 5th Grade. The campus promotes a friendly, safe, and welcoming environment with the belief that all students can learn. The Rangerville Community surrounding area is very small, but families all know each other and are very tight knit.

School Population	Count
<b>Student Total</b>	<b>180</b>
Pre-Kindergarten Grade	20
Kindergarten Grade	25
1st Grade	18
2nd Grade	24
3rd Grade	29
4th Grade	30
5th Grade	34

According to the PEIMS Data Review of our campus profile, 93.8% of the student population are Hispanic, 5.56% White, and .56% American Indian-Alaskan Native

- 93.33% are identified as Economically Disadvantaged
- 37.78% Emergent Bilingual
- 3.7% 504
- 86.67% At-Risk
- 7.22% Gifted and Talented
- 15.56% Special Education
- 2.78% Migrant
- 1.67% Foster Care and Homeless

The students of Rangerville Elementary School are afforded a viable, well-balanced curriculum. Courses are offered in every core subject area along with numerous activities such as Performing Arts Club, cheer/ dance team, Student Council, Accelerated Reader, Spelling Bee, Music Memory and the After School Program. The instructional programs include academic core subjects at various levels, such as Gifted and Talented, Special Education Resource and Inclusion, and a Bilingual program. All students are required to meet the passing standard of the three assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR). All Pre-Kinder through 5th grade students will receive integrated math/science instruction and will utilize technology in the classrooms to enhance research and multi-media project development.

The current staff at Rangerville Elementary School is comprised of 1 Principal, 1 Counselor, 1 Rtl Teacher, 1 Nurse, 1 Secretary, 1 Librarian, 1 Security Guard/Guardian, 1 F.A.C.E. Specialist, 12 teachers, 1 Resource/Inclusion Teacher, and 5 educational assistants. The teaching staff is also 2.0% male and 15.0% female.

School Colors: Purple, Silver, and White.

Mascot: Rattler School Motto: "Where History Meets Hope"

## Strengths

Demographics strengths, despite large population of Hispanic and At-Risk students (61.6%), school has been able to meet students' educational needs.

Mobility rate is 11.0% which indicates some satisfaction with school and staff teacher/student ratio within state guidelines to ensure effective instruction and learning throughout grade levels.

Demographics Needs Data Sources Reviewed: The following sources provided valuable data for Demographics in regards to the identification of needs: Attendance Teacher-Student Ratios Ethnicity report Migrant Report Special Programs Report Special Education Teachers Faculty/Staff Data At-Risk Report Eduphotia data. The CIP Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following demographic areas of improvement would be addressed.

The following strengths are identified:

- Teacher retention is high
- Low teacher turnover
- High student commitment to learning
- Small community allows for student personalization

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Student Attendance has remained below 97 % since 2013-2014 school year.	Scheduling of Drs appointments during school hours, traveling out of country (Mexico), lack of parent support.
2	Student enrollment has been fluctuating since 2012-2013.	District Academy transfers, Charter schools, Family relocation.
3 ★	Identified Special Needs, 504, and RtI Students show minimal progress	New Staff on board, Not enough parent support for student success.
4 ★	Student's need of social and emotional support is affecting instructional success in the classroom.	Lack of teacher training on SEL strategies to deflect negative classroom success in high stress situations.

★ = Priority

# Student Learning

## Summary

Assessment in the areas of reading, math, science and writing were administered at the end of each six-weeks. Assessment data is analyzed through an item analysis activity every six weeks in our PLCs. Plan of actions are designed to address areas of weakness. Goals are set, shared and communicated consistently.

The following sources provided valuable data for Student Achievement in regards to the identification of needs:

- TAPR Report
- STAAR Summary Report-Group Performance • Eduphoria Aware Data
- iSTATION Reading and Math
- Campus Formative Assessments (Math, Reading, Writing, and Science)
- State Assessments (STAAR, TELPAS).

The 3rd-5th grade students at Rangerville Elementary scored the following on the 2017 administration of STAAR:

3rd Grade Reading: 91%	Math: 87%	
4th Grade Reading: 88%	Math: 90%	Writing: 80%
5th Grade Reading: 93%	Math: 98%	Science: 91%

ELL Results:

3rd Grade Reading: 75%	Math 69%	
4th Grade Reading: 60%	Math 80%	Writing: 80%
5th Grade Reading: 41%	Math 67%	Science: 50%

Special Education Results:

3rd Grade Reading: 25%	Math 50%	
4th Grade Reading: 25%	Math 50%	Writing: 50%
5th Grade Reading: 100%	Math 100%	Science 0%

## Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

Analysis of assessment scores/data every six weeks

- Data Meeting held to analyze data, identify areas of weaknesses, and plan on how to remediate.
- RTI (Response to Intervention) implemented.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	10%-15% of students do not meet grade level requirements.	Lack of early intervention and development of foundational skills.
2 ★	Only 22% of students taking the STAAR are achieving the masters grade level performance level.	Knowing how to blend all district initiatives in support of student success.
3	Number of Special Education students meeting grade level needs to increase to a minimum of 80%.	no check point timeline for progress monitoring and no implementation or fidelity of the district Spire Program..

★ = Priority

# School Processes & Programs

## Summary

At Rangerville Elementary we ensure student academic success through the implementation of walk-throughs, review of campus formative assessment results during PLCs and providing our staff with vertical team planning time. The alignment of district trainings and the use of the district curriculum and instruction (TEKS Resource System) has shown evidence that we have an increase of student achievement in the classroom and STAAR results. The TEKS Resource System is a well-rounded program of curriculum and instruction and allows for all students especially those at-risk to be successful by providing our teachers with resources and coempts to target.

In addition 10 teachers participate in the district ICLE initiative to help increase the rigor and relevance of instruction and delivery. This is evident through questioning techniques by allowing the student to self reflect and justify how or why they reached to their answer. This initiative also supports our teachers with how to help the students make connections with what they create and learn in the classroom with real-world situations.

We also focus on our quality of instruction by carefully creating our daily schedules to reflect the district's time allotments per subject in all grade-levels, leaving room for extra-curricular activities such as fine arts, physical education, computer lab use, tier 1 and 2 blocks. Having these blocks in our schedule allows for critical interventions groups to be created as early as the first semester.

Highly qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. The district offers stipends for teachers that have attained a Master's Degree and offers stipends for bilingual certified teachers. The school will provide access to high quality, on-going professional development throughout the school year based on the campus and district needs. Staff will continue to participate in weekly Professional Learning Communities on campus.

In insuring that we have the best qualified staff to guide our students for success, we are supporting our first year of teachers participating in the district's ICLE program. Within this program our teachers are provided with trainings, on the spot coaching, and growth opportunities in their teaching career.

The following sources provided valuable data for Staff Quality, Recruitment and Retention in regards to the identification of needs:

- Campus Improvement Plan
- Professional Development Data
- Teacher Certification/Qualification Data
- Staff Mobility/Stability Paraprofessionals & Support Staff Qualifications
- Staff Effectiveness in relation to student achievement
- TTESS evaluations

## Strengths

All teachers are provided with a plethora of curricular resources as well as many digital programs to support instruction. Students are introduced to skills that will enable them to be successful in the classroom and in life. The use of technology is evident in day to day instruction.

- Every classroom is equipped with a Interactive Board
- Various App implementation
- Veteran teachers mentoring new hires

The following strengths were identified after all findings were analyzed by the SBDM Committee:

- The following strengths were identified after all findings were analyzed by the SBDM Committee:
- Vertical Alignment
- Professional Learning Communities
- Vertical / Horizontal Co-Planning including Special Education Teacher and support staff
- Professional Development

- Faculty Meetings
- Individual Student Conferences

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

## Root Cause

1

Teachers sometimes have difficulty adapting to new initiatives.

High number of new program initiatives being at one school making it challenging to provide adequate support.

 = Priority

# Perceptions

## Summary

At Rangerville Elementary we work on helping our students excel academically and socially. Our staff puts a tremendous effort on home and school connection. Rangerville staff understands that our students are our top priority. Rangerville staff strives to ensure that our students feel safe and welcomed on campus. We strive to maintain an inviting environment so that parents and members of the community feel welcomed at all times. Our counseling program strives to help all students develop a strong social-emotional well being.

Numerous opportunities are provided throughout the year for parents and community members to come together and become involved in student learning and growth. Not only are parents able to volunteer at our Parent Center, but teachers and staff often hold meetings with parents to ensure that they are aware of and have a say in the education of their children at Rangerville.

Campus administrators and teachers work to ensure that all fliers, forms, and letters are provided in both English and Spanish. Parents are welcomed daily by our friendly office staff.

Communication is ongoing via School Messenger, Campus Website, Campus Facebook Page, Morning Announcements, and the Rattler Staff Weekly Newsletter

In our commitment to our students teachers and administrators participate along with students in the following:

- Meet the Teacher
- Annual Community Fair
- Open House
- Monthly Grade-Level Luncheons
- Book Fairs
- Homecoming Parade
- Christmas Parade
- Wellness Walk
- Autism Walk
- PTO Meetings/Programs
- Chess competitions
- Dance activities
- Sports Activities

Programs available:

- After school tutorial
- Saturday tutorials
- After school program
- Dance Team
- Chess Team
- Robotics
- Running Club

## Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee:


- Good Customer Service
- Community Involvement

- Parental Involvement during activities
- School Staff Involvement
- Positive School Environment
- Strong Counseling Curriculum/Involvement
- Parental Specialists

# Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Limited number of parents involved in Parent Center	Limited number of days the center is opened.
2	Limited number of parents active on social media such as ClassDojo, Facebook, and Messenger.	Teachers limited exposure to the use of social media.

★ = Priority



# Priority Problem Statements

**Problem Statement**

**Root Cause**

1  
★

Identified Special Needs, 504, and RtI Students show minimal progress

New Staff on board, Not enough parent support for student success.

2  
★

Student's need of social and emotional support is affecting instructional success in the classroom.

Lack of teacher training on SEL strategies to deflect negative classroom success in high stress situations.

3  
★

10%-15% of students do not meet grade level requirements.

Lack of early intervention and development of foundational skills.

4  
★

Only 22% of students taking the STAAR are achieving the masters grade level performance level.

Knowing how to blend all district initiatives in support of student success.

5  
★

Limited number of parents involved in Parent Center

Limited number of days the center is opened.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data



# Goals

# Goal 1

SBCISD/Rangerville Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

## Performance Objective 1 High Priority HB3 Goal

70% of students will meet established standards on the state assessments through constant monitoring and evaluation of academic progress in all content areas.

### Evaluation Data Source: STAAR Interim Assessments

CFA Assessments

HMH Modules

NWEA MAP Assessments,

Bluebonnet

Formative and summative assessments

Data Analysis

Student trackers

## Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Teachers will implement the Fundamental Five in their daily instruction to build and maintain a strong academic foundation. Supplies will be purchased to enhance classroom lessons, increase student engagement, and incorporate small group instruction.

### Strategy's Expected Result/Impact: Formative assessments

Report Card grades

Teacher Observations

Teacher Schedules

### Staff Responsible for Monitoring: Teachers

Principal

### Funding Sources: 211 - Title I, Part A, \$8,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

December

March

May

June

## Strategy 2

Purchase classroom furniture for an enhanced learning environment and flexible learning spaces.

**Strategy's Expected Result/Impact:** An inviting classroom environment will help facilitate student learning.

**Staff Responsible for Monitoring:** Teacher  
Principal

**Funding Sources:** 199 - General Fund,

### Formative Reviews

Some Progress

December

March

May

June

## Strategy 3

Tailor teaching method such as tutoring to meet the varied needs of students, allowing for different learning styles.

**Strategy's Expected Result/Impact:** Targeted instruction will be aimed towards STAAR success for all.

**Staff Responsible for Monitoring:** RTI Teacher  
Teachers  
Resource Teacher  
Principal

**Funding Sources:** 199 - State Compensatory Education (SCE), 15,000.00,

### Formative Reviews

Moderate Progress

December

March

May

June

## Strategy 4

Scholastic Book Fair will be offered at least twice a year to promote and encourage reading.

**Strategy's Expected Result/Impact:** Build reading fluency.

**Staff Responsible for Monitoring:** Librarian  
Principal

### Formative Reviews

Moderate Progress

December

March

May

June

## Performance Objective 2 HB3 Goal

100% of students from PK to 5th grade will develop College and Career readiness skills through relevant

research based presentations, speakers, and activities.

**Evaluation Data Source:** Career Day

Speakers

Career Exporation

### Strategy 1

Provide academic support, enrichment and college and career readiness through classes and clubs during counseling sessions.

**Strategy's Expected Result/Impact:** Implementation: Create opportunities for students during and after school activities.

**Staff Responsible for Monitoring:** Teachers

Counselor

Principal

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 1: Strong School Leadership and Planning

#### Formative Reviews

Moderate Progress

**December**

**March**

**May**

**June**

### Strategy 2

100% of students at Rangerville will have visited at least one college or university by the end of their 5th grade year.

**Strategy's Expected Result/Impact:** Agenda, Field Trip flyer and packet, and student rosters

**TEA Priorities:** Connect high school to career and college

#### Formative Reviews

No Progress

**December**

**March**

**May**

**June**

### Performance Objective 3



High Priority



HB3 Goal

Special Education, 504 students, Emergent Bilinguals, and GT students will improve academic performance on state assessments using a variety of resources that meet students' needs and IEP goals by utilizing updated research-based instruction through varied activities including hands-on, print rich environment, resources, and manipulatives.

**Evaluation Data Source:** STAAR Assessment  
Standardized Assessments  
IEP and Progress Reports.  
Report cards

### Strategy 1

Materials and resources needed will be purchased to support learning and facilitate students individual education plans.

**Staff Responsible for Monitoring:** Classroom Teacher  
Special Education Teachers  
Assistant Principal  
Principal

#### Formative Reviews

Moderate Progress

December

March

May

June

### Performance Objective 4

The Fine Arts programs will support the academics in the core subject areas by putting in place special event programs to enhance the learning and participation of students in order to gain confidence and explore their personal artistic talents.

**Evaluation Data Source:** Community event participation  
special programs  
Student counts and participation

### Strategy 1

Recruitment of students, resources and supplies will be purchased to grow the Performance Arts Club.

**Strategy's Expected Result/Impact:** Positive appearance which leads to a positive self esteem

**Staff Responsible for Monitoring:** Fine Arts Teacher

**Funding Sources:** 199 - General Fund,

#### Formative Reviews

Considerable Progress

December

March

May

June

# Goal 2 SBCISD/ Rangerville Elementary School will build a high-performing, compliant, and supportive workforce.

## Performance Objective 1 High Priority

Campus teachers will attend professional development trainings such as Reading Academies, Dr. ET sessions, CKH, and district and campus trainings.

**Evaluation Data Source:** Professional Development certificates  
Vertical allgnment trainings  
Instructional Coaches training

### Strategy 1

Actively participate in Professional Learning Communities, faculty and Vertical alignment meetings to target specific grade level needs and enhance delivery of instruction.

**Strategy's Expected Result/Impact:** meet campus instructional goals, academic achievement and develop staff capacity.

**Staff Responsible for Monitoring:** RTI  
Teachers  
Principal

**TEA Priorities:** Build a foundation of reading and math

#### Formative Reviews

Moderate Progress

December

March

May

June

### Strategy 2

100% of teachers will complete online GT Modules for updated certification.

**Strategy's Expected Result/Impact:** Improve the academic rigor and relevance of instruction.

**Staff Responsible for Monitoring:** GT Coordinators  
Counselor  
Teachers  
Assistant Principal  
Principal

**Funding Sources:** GT Training 199 - State Gifted and Talented (G/T),

**TEA Priorities:** Build a foundation of reading and math

## Formative Reviews

Moderate Progress

December

March

May

June

## Strategy 3

Instructional Coaches will be utilized for additional support in the implementation of instruction, and teachers will participate in school Instructional Learning Walks to gain ideas to improve daily instruction.

**Strategy's Expected Result/Impact:** Lesson Plans, delivery of instruction

**Staff Responsible for Monitoring:** Teachers  
Principal

## Formative Reviews

Moderate Progress

December

March

May

June

## Performance Objective 2

Recruitment & Retention-

Maintain a 90% or higher teacher retention rate annually by fostering a supportive work environment and providing recognition programs.

## Strategy 1

Implement recognition programs for students and staff with high attendance rates, such as awards or privileges.

**Strategy's Expected Result/Impact:** This will increase campus morale and motivation. for both students and staff

**Staff Responsible for Monitoring:** Principal  
Counselor

## Formative Reviews

Some Progress

December

March

May

June

## Performance Objective 3

Teachers academic progress acknowledgment, recognition, and celebrations for positive campus morale.

### Strategy 1

Teachers will be recognized for their efforts throughout the year.

**Strategy's Expected Result/Impact:** Teacher retention  
teacher motivation

**Staff Responsible for Monitoring:** RTI  
Principal

#### Formative Reviews

Some Progress

December

March

May

June

### Performance Objective 4

Class Challenges: and Community Partnerships

**Evaluation Data Source:** Organize friendly competitions between classes to promote attendance, with rewards for the highest attendance rates and partner with local organizations to provide resources and support for families in need.

### Strategy 1

Organize friendly competitions between classes to promote attendance, with rewards for the highest attendance rates and partner with local organizations to provide resources and support for students who reached their goals.

**Strategy's Expected Result/Impact:** Students will be motivated to go to school daily due to rewards.

**Staff Responsible for Monitoring:** Coumselor  
Principal

#### Formative Reviews

Some Progress

December

March

May

June

### Performance Objective 5

Capturing Kids Hearts implementation.

**Evaluation Data Source:** Capturing Kids Heart  
Student Surveys  
Teacher Surveys  
Capturing Kids Heart Trainings

### Strategy 1

The Leadership/ Discipline Team will meet to discuss progress and make adjustments as needed regarding CKH.

**Staff Responsible for Monitoring:** Classroom Teachers  
Discipline Committee  
Leadership Team

#### Formative Reviews



### Strategy 2

Rattler Roundup will be used to reward all students practicing appropriate, expected behaviors.

**Strategy's Expected Result/Impact:** Various activities will be available for true blue students.  
Celebrations

**Staff Responsible for Monitoring:** Teachers  
Principal

**Funding Sources:** Material for activity stations 461 - Campus Activity Fund, Student Activity, \$1,000

#### Formative Reviews



# Goal 3 SBCISD/ Rangerville Elementary School will improve public relations, communications, and community engagement skills.

## Performance Objective 1

Parent educational/training sessions on relevant topics regarding student expectations and academic success.

**Evaluation Data Source:** Agendas  
Sign in sheets for attendance of sessions  
Trainings  
Speakers

### Strategy 1

Sessions on how to assist students with homework, study strategies that are beneficial and relevant to student's/community's needs.

**Strategy's Expected Result/Impact:** Increase in student HW completion and study skills through Parent Student Compact and montly parental volunteer campus visits.

**Staff Responsible for Monitoring:** Parent Laison  
Campus/district staff

**Funding Sources:** 199 - General Fund, \$1,000

### Formative Reviews

Moderate Progress

December

March

May

June

## Performance Objective 2

Increase family participation and parent involvement with campus activities.

**Evaluation Data Source:** Weekly meeting agendas  
Sign up sheets for Activities

### Strategy 1

Increase membership and attendance at PTO meetings. Make meeting times accessible to all parents. Initiate Parent/Family Nights such as:

- ( 1 per semester)
- Veterans Day
- Track Meet
- Meet the Parent
- Parent Luncheons

-Graduation Ceremonies

Community Events such as: Parades, Wellness Walk, Lighting of the Christmas Tree, etc.

**Strategy's Expected Result/Impact:** Increase in parent/community participation in meetings and activities

**Staff Responsible for Monitoring:** PTO Officers  
Teachers  
Assistant Principal  
Principal

**Funding Sources:** 199 - General Fund, \$1,500

### Formative Reviews

Moderate Progress

**December**

**March**

**May**

**June**

## Performance Objective 3

Intentional Parent and Community Communication Efforts

**Evaluation Data Source:** Newsletters, Social Media, FaceBook, ClassDojo, Flyers, Phone Calls

### Strategy 1

Use newsletters, social media, and Class Dojo to keep parents informed about school activities, academic resources, and opportunities for involvement.

### Formative Reviews

Moderate Progress

**December**

**March**

**May**

**June**

# Goal 4

SBCISD/Rangerville Elementary School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

## Performance Objective 1

Ensure 100% compliance with all district, state, and federal financial policies and reporting requirements.

**Evaluation Data Source:** Skyward Budget Reports

### Strategy 1

Conduct annual budget review meetings with the Campus Improvement Team (CIT) to align spending with campus priorities.

**Staff Responsible for Monitoring:** Principal

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

#### Formative Reviews

Moderate Progress

December

March

May

June

## Performance Objective 2 High Priority

Allocate campus resources equitably so that 100% of instructional programs and student groups have access to the materials, technology, and support needed for academic success. Review and adjust budget priorities quarterly to align with student performance data and campus needs.

**Evaluation Data Source:** Skyward Budget Reports

### Strategy 1

Track inventory to ensure timely delivery of instructional resources for teachers and students needs.

**Staff Responsible for Monitoring:** Principal

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

## Formative Reviews

Moderate Progress

**December**

**March**

**May**

**June**