Dallas Independent School District

286 Lee A. Mcshan, Jr. Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Top 25 Percent: Comparative Academic Growth

Mission Statement

Our mission is to empower every student to achieve excellence through collaboration, respect, and innovation, fostering a supportive and inclusive community where all are challenged to reach their full potential.

Vision

At Lee A. McShan Elementary, we are committed to nurturing growth, integrity, and leadership in all students, ensuring equitable opportunities for success in a diverse and ever-evolving world.

Value Statement

At Lee A. McShan Jr. Elementary, we believe in fostering a culture of **growth, integrity, equity, inclusivity, collaboration, and excellence**.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lee A. McShan Jr. Elementary School serves a diverse and growing PK-5 student population in the Vickery Meadow community of Dallas. The campus currently serves approximately 625-670 students representing a variety of cultural, linguistic, and ethnic backgrounds. The workforce is primarily composed of lower- to middle-income earners, with a median household income of approximately $63,000 and nearly half of households earning under $50,000 annually. Housing tends to be rental-based, with a median rent of $1,339. At McShan Elementary itself, over 98% of students qualify for free or reduced lunch, and more than 83% are English language learners. The student population consists of 54.1% Asian, 22.7% Hispanic, 16.2% African American, and 7.0% Other students. The campus serves a high-needs student population, with 83.1% Emergent Bilingual students, 96% Economically Disadvantaged students, and 77.8% At-Risk students. Enrollment has increased steadily over the past three years, growing from 556 students in 2023-2024 to 603 students in 2024-2025 and reaching 625 students in 2025-2026, reflecting strong community trust and campus stability. Attendance remains below the district goal of 97%, with a campus attendance rate of 94.3% and chronic absenteeism rate of 16.5%. Parent survey results indicate strong confidence in the campus, with 98-100% positive ratings related to school safety, communication, and school climate. Teacher retention during the 2024-2025 school year was 72.7%. The campus continues to provide targeted academic, language acquisition, and intervention services to meet the needs of its diverse student population while maintaining strong partnerships with families and community stakeholders. Current student population, according to MyData Portal, as of 5/30/2026 is below:

		Ethnicity/Race (%)							
Grade	All	White	African American	Hispanic	American Indian	Asian	Hawaiian	Multi-Race	Not Reported
PK3	11	0 (0.0)	5 (45.5)	3 (27.3)	0 (0.0)	3 (27.3)	0 (0.0)	0 (0.0)	0 (0.0)
PK4	41	1 (2.4)	13 (31.7)	13 (31.7)	0 (0.0)	13 (31.7)	0 (0.0)	1 (2.4)	0 (0.0)
KN	75	1 (1.3)	18 (24.0)	14 (18.7)	5 (6.7)	36 (48.0)	0 (0.0)	1 (1.3)	0 (0.0)
01	104	3 (2.9)	19 (18.3)	23 (22.1)	3 (2.9)	55 (52.9)	0 (0.0)	1 (1.0)	0 (0.0)
02	103	5 (4.9)	5 (4.9)	19 (18.4)	1 (1.0)	70 (68.0)	0 (0.0)	3 (2.9)	0 (0.0)
03	86	2 (2.3)	12 (14.0)	18 (20.9)	5 (5.8)	49 (57.0)	0 (0.0)	0 (0.0)	0 (0.0)
04	94	4 (4.3)	11 (11.7)	29 (30.9)	1 (1.1)	46 (48.9)	0 (0.0)	3 (3.2)	0 (0.0)
05	111	1 (0.9)	18 (16.2)	23 (20.7)	1 (0.9)	66 (59.5)	0 (0.0)	2 (1.8)	0 (0.0)
All	625	17 (2.7)	101 (16.2)	142 (22.7)	16 (2.6)	338 (54.1)	0 (0.0)	11 (1.8)	0 (0.0)

The following table shows the current teacher demographics for McShan per the 2025 TAPR report:

Teacher Demographics (2024-2025 TAPR)

Staff Information

Staff Information	Count/ Average	Percentage
Total Staff	58.4	100%
Professional Staff	47.5	81.4%
Teachers	40.5	69.4%
Professional Support	4.0	6.8%
Campus Administration	3.0	5.1%
Educational Aides	10.9	18.6%
Full-Time Librarian	1	n/a
Full-Time Counselor	1	n/a

Teachers by Ethnicity

Ethnicity	Count	Percent
African American	11.5	28.4%
Hispanic	13.0	32.1%
White	10.0	24.7%
Asian	4.0	9.9%
Two or More Races	2.0	4.9%

Teachers by Sex

Gender	Count	Percent
Male	9.0	22.2%
Female	31.5	77.8%

Teachers by Highest Degree Held

Degree	Count	Percent
Bachelor's Degree	29.0	71.6%
Master's Degree	11.5	28.4%
Doctorate	0.0	0.0%

Teachers by Years of Experience

Years of Experience	Count	Percent
Beginning Teachers	1.0	2.5%
1-5 Years	12.0	29.6%
6-10 Years	7.0	17.3%
11-20 Years	12.0	29.6%
21-30 Years	7.0	17.3%
Over 30 Years	1.5	3.7%

Average Years of Teaching Experience: **11.8 years**
Average Years with Dallas ISD: **10.1 years**
Students per Teacher: **16.5**

Demographics Strengths

Lee A. McShan Jr. Elementary serves a diverse student population of 625 students representing multiple cultural and linguistic backgrounds, creating a rich learning environment that supports inclusion, global awareness, and cultural responsiveness. The campus continues to experience steady enrollment growth, increasing from 556 students in 2023–2024 to 625 students in 2025–2026, reflecting strong community trust and confidence in the school. Families report overwhelmingly positive perceptions of the campus, with 98–100% positive ratings related to school safety, communication, and overall school climate. The campus maintains strong relationships with families and community stakeholders, contributing to a welcoming and supportive school environment. A high percentage of Emergent Bilingual students (83.1%) provides opportunities to build multilingualism and leverage students' linguistic assets as strengths within instruction. Established systems and supports are in place to address the needs of diverse learners, including intervention programs, language acquisition services, and family engagement initiatives.

Strengths	Areas of Growth	What are the priorities for the campus?
• Diverse Student Population- The campus serves students from multiple cultural and linguistic backgrounds, creating a rich and diverse learning environment that supports cultural awareness and inclusivity. ● Positive Parent Perceptions- Families report strong confidence in the campus, particularly regarding school safety, communication, and school climate. These positive perceptions demonstrate strong relationships between the school and community. ● Enrollment Growth and Stability- Steady enrollment growth over multiple years reflects community trust in the campus and suggests increasing confidence in the school's ability to serve students effectively.	• High Levels of Student Need - The large percentages of Economically Disadvantaged, Emergent Bilingual, and At-Risk students significantly increase the demand for intervention systems, language acquisition supports, and targeted academic services. ● Attendance Concerns - Student attendance remains below the district target. Inconsistent attendance limits students' access to daily instruction, intervention opportunities, and academic continuity. ● Language Acquisition Supports - The high percentage of Emergent Bilingual students requires strengthened systems for language development and academic vocabulary acquisition across all grade levels and content areas.	**Strengthen Family Engagement & Communication** • Provide translated materials, interpreter support, and multilingual workshops • Host digital literacy nights and homework help events for parents • Increase school presence at local community events and apartment complexes **Enhance Home-School Communication Systems:** Implement multiple communication channels, including digital and print resources, social media updates, virtual engagement opportunities, and language-accessible communications, to increase family participation and strengthen partnerships between home and school **Align Resources to Student Needs:** Prioritize programs and initiatives based on student performance data and identified campus needs, leverage community partnerships to expand resources and support services, and implement a phased approach to ensure sustainable growth and effective program implementation.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our asian students enrolled are not demonstrating sufficient achievement or growth in mathematics. Current performance data indicate gaps in Academic Achievement Status: Mathematics, Academic Growth: Mathematics, and Student Success as measured by the STAAR component of the Student Achievement Domain. Third-grade mathematics performance, particularly across the Approaches, Meets, and Masters Grade
Root Cause: The campus has not consistently implemented a standards-aligned, data-driven mathematics system to ensure continuously enrolled students receive timely, differentiated support. Teachers need stronger use of student data, rigorous Tier 1 instruction, formative assessments, targeted small groups, and progress monitoring. As a result, learning gaps are not always identified and addressed early enough

Problem Statement 2 (Prioritized): Student attendance remains below the district goal of 97%, reducing access to instruction and intervention opportunities.
Root Cause: Attendance challenges, economic barriers, and transportation issues reduce consistent access to daily instruction and academic support.

Problem Statement 3 (Prioritized): Lack of representation for all student groups. (Language and culture)
Root Cause: District wide staffing shortages in high demand certification areas.

Student Learning

Student Learning Summary

The shift from Math being the strongest subject area in terms of growth has shifted to ELAR. Primary grades PK-2 will be a focal point this school year to ensure students are better prepared in the intermediate grades. Intentional staffing of 3rd-5th Core content teachers has been implemented and the recruitment of more experienced teachers at Proficient I and above. According to the 2024-2025 Texas Academic Performance Report, McShan was 53 in Student Achievement, 81 in School Progress, 75 in Closing the Gaps, and 79 Overall.

STAAR Simulation

Domain 1: Student Achievement (STAAR Component) | Domain 2B: Relative Performance

Domain 1 reports whether students are Meeting Grade Level Expectations in all STAAR/ EOC-tested content areas and grade levels. Domain 2B uses the same data as Domain 1 with the additional lens of the school's % Eco. Dis.

	Met Dallas Goal	DNM	APP	MET	MST	TESTS	% APP	% MET	% MST	D1 Raw	D1 Scale	D2B Letter
3rd Reading English	88%	17	21	22	6	66	74%	42%	9%	42	71	C
3rd Reading Spanish	86%	3	4	1	6	14	79%	50%	43%	57	86	A
4th Reading English	75%	14	21	16	4	55	75%	36%	7%	39	67	C
4th Reading Spanish	83%	4	5	5	10	24	83%	63%	42%	63	91	A
5th Reading English	67%	28	25	17	13	83	66%	36%	16%	39	67	C
5th Reading Spanish	86%	1	1	9	3	14	93%	86%	21%	67	92	A
3rd Math English	69%	36	26	17	2	81	56%	23%	2%	27	53	F
3rd Math Spanish		0	0	0	0	0						
4th Math English	53%	47	16	21	5	89	47%	29%	6%	27	53	F
4th Math Spanish		0	0	0	0	0						
5th Math English	58%	40	29	27	14	110	64%	37%	13%	38	65	C
5th Math Spanish		0	0	0	0	0						
5th Science	49%	47	29	23	10	109	57%	30%	9%	32	57	D

	DNM	APP	MET	MST	TOTAL	% APP	% MET	% MST	D1 Raw	D1 Scale	D2B Letter
TOTAL	65%	237	177	158	73	645	63%	36%	11%	37	64	C
Reading	78%	67	77	70	42	256	74%	44%	16%	45	73	B
Math	60%	123	71	65	21	280	56%	31%	8%	31	56	F
Science	49%	47	29	23	10	109	57%	30%	9%	32	57	D

Improving Domain 1 and 2B

How many additional students at Meets to the next letter grade?

	Add to Meets	New D1 Raw	New D1 Scale	New 2B Letter
3rd Reading English	8	50	77	B
3rd Reading Spanish	3	71	93	A
4th Reading English	4	44	72	B
4th Reading Spanish	-			
5th Reading English	6	44	72	B
5th Reading Spanish	-			
3rd Math English	16	40	69	C
3rd Math Spanish				
4th Math English	12	36	62	C
4th Math Spanish				
5th Math English	6	42	71	C
5th Math Spanish				
5th Science	13	40	69	C

	Add to Meets	New D1 Raw	New D1 Scale	New 2B Letter
TOTAL	35	40	69	C
Reading	25	51	78	B
Math	30	39	67	C
Science	13	40	69	C

Domain 2A: Academic Growth in Math and Reading

Domain 2A reports whether students are gaining a year of skills in Reading and Math as measured by STAAR/ EOC.

HB4545 Accelerated testers who achieve Approaches+ contribute 1/4 point to the numerator

	Points Earned	Eligible Testers	% Earning Points	D2A Scale	Points Earned 0	0.5	1		Total
4th Reading English	44	52	87%	93	7	2	43		44
4th Reading Spanish	21.5	22	100%	99	0	1	21		21.5
5th Reading English	63	77	90%	91	8	12	57		63
5th Reading Spanish	14	14	100%	100	0	0	14		14
HB 4545 Reading	51	92	55%				51	x 1/4	12.75
4th Math English	52	80	70%	73	24	8	48		52
4th Math Spanish	0	0			0	0	0		0
5th Math English	71	103	74%	78	27	10	66		71
5th Math Spanish	0	0			0	0	0		0
HB 4545 Math	45	116	39%				45	x 1/4	11.25

	Points Earned	Eligible Tests	D2A Raw	D2A Scale	0	0.5	1		Total w/ Bonus
TOTAL	265.5	348	83%	92	66	33	249		289.5
Reading	142.5	165	94%	97	15	15	135		155.25
Math	123	183	73%	82	51	18	114		134.25
HB 4545	96	208	46%				96	x 1/4	24

Student learning data was analyzed across multiple academic measures, including STAAR performance, i-Ready data, TELPAS results, progress monitoring data, and science assessment outcomes. The analysis revealed that overall student performance remains below district and state expectations across core content areas.

STAAR Performance (Based on Preliminary 2025 STAAR results):

- 25% of students met grade level in Reading
- 22% of students met grade level in Mathematics
- 4% of students met grade level in Science

Reading remains the strongest tested academic area overall across upper grade levels. However, performance declines significantly in higher-order thinking tasks and advanced problem-solving. Grade 5 students demonstrated the strongest overall academic performance among tested grade levels.

Early learning data indicates substantial literacy and vocabulary development needs in primary grades.

i-Ready Spring 2025 data for PK–2 students showed:

● Early Reading

○ 8% met grade level

○ 35% identified as On Watch

○ 57% identified as At Risk

● Early Mathematics

○ 6% met grade level

○ 32% identified as On Watch

○ 62% identified as At Risk

Vocabulary development data further highlights significant language acquisition needs:

● 81% of students required vocabulary support based on TX-KEA Beginning-of-Year data

● 79% of students required vocabulary support based on CIRCLE End-of-Year data

These findings indicate that vocabulary development remains a foundational literacy need across PK–2 grade levels.

TELPAS data reflects both areas of growth and ongoing language development concerns.

Positive growth trends include:

● 31% growth in Intermediate Composite scores from Kindergarten through 2nd grade

● Intermediate-level English learners demonstrated the highest overall progress

However, significant language acquisition gaps remain, particularly in writing development.

Beginning-level percentages by domain include:

● Listening: 44.5%

● Speaking: 51.8%

● Reading: 52.7%

● Writing: 67.3%

Science Achievement - Science achievement data reflects concerns regarding instructional rigor and assessment alignment.

Grade 5 Science data revealed:

● 95.3% course passing rate

● 42.4% ACP passing rate

Student Learning Strengths

Strengths	Areas of Growth	What are the priorities for the campus?
• Reading Achievement - Reading remains the strongest tested academic area overall among upper-grade students. ● Foundational Mathematics Skills - Students demonstrate stronger performance in foundational math concepts than in advanced problem-solving and higher-order thinking tasks. ● Language Acquisition Growth - TELPAS data reflects positive growth among Intermediate-level English learners and demonstrates progress in language acquisition. • Reading remains the strongest tested academic area. • Students demonstrate stronger performance in foundational mathematics concepts. • TELPAS data reflects growth in language acquisition among Intermediate-level learners. • Grade 5 students demonstrate the strongest overall academic performance. • Progress monitoring and common assessment systems are in place. • Students are tracking their academic progress on weekly power DOLs in their data binders. • Aligned weekly Power DOLs and daily exit tickets have provided opportunities for students to grow and measure successes. • Students, overall, are showing consistent growth from BOY to EOY MAP.	• Academic Performance Below Expectations - Students continue to perform below district and state averages in Reading, Math, Writing, and Science. ● Language Development Gaps - Beginning-level English learners demonstrate significant gaps in academic reading and writing development. ● Higher-Order Thinking and Rigor - Students struggle to achieve Meets and Masters performance levels, particularly in tasks requiring rigorous thinking, application, and problem-solving.	• Strengthen instructional systems through the consistent use of evidence-based teaching practices, targeted academic interventions, family engagement opportunities, and culturally responsive instruction. Expand data-driven decision-making by analyzing student subgroup performance to identify needs, address achievement gaps, and ensure all students make measurable academic progress • Leverage formative assessment and immediate feedback in all core content areas to monitor student progress, inform instructional adjustments, and accelerate mastery of grade-level standards.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students continue to perform below district and state averages in Reading, Mathematics, Writing, and Science.
Root Cause: Instruction lacks consistent rigor aligned to STAAR and mastery-level expectations. Classroom instruction and assessment expectations are not consistently aligned.

Problem Statement 2 (Prioritized): 3rd-5th Grade Reading meets and master's levels are below the district average.
Root Cause: 83% of our 3rd- 5th grade students require high levels of academic support due to the fact that they are New to the country and lack proficiency in the English language.

Problem Statement 3 (Prioritized): Students in grades 3-5, particularly Emergent Bilingual students, are not demonstrating proficiency in foundational reading and writing skills necessary for success in written composition and grade-level academic tasks.
Root Cause: Academic vocabulary development, language acquisition supports, and writing instruction are not consistently implemented across classrooms, limiting students' opportunities to develop strong literacy and composition skills.

Problem Statement 4 (Prioritized): Data tracking was solely focused on the academic goal and avoided the TEKs goal.
Root Cause: As a campus, focused on overall goal setting instead of including the skill goals

Problem Statement 5 (Prioritized): PK-2 students demonstrate significant literacy, vocabulary, and mathematics deficiencies.
Root Cause: A vast number of our students are newcomers and they have no had formal schooling before entering the U.S. This has caused them to fall extremely behind in vocabulary acquisition and reading fluency. There has also been a need for more focused small-group reading interventions within the daily classroom schedule.

Problem Statement 6 (Prioritized): Increase the effectiveness of engagement and delivery of instruction
Root Cause: Focus was on classroom climate and less intentionality of engagement

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment Overview: The shift from Math being the strongest subject area in terms of growth has shifted to ELAR. Primary grades PK-2 will be a focal point this school year to ensure students are better prepared in the intermediate grades. Intentional staffing of 3rd-5th Core content teachers has been implemented and the recruitment of more experienced teachers.

School Context and Organization:

The 2024–2025 master schedule at McShan Elementary is strategically designed to support teacher collaboration and maximize instructional effectiveness. Core content teachers are assigned conference periods by department and grade level to facilitate weekly PLCs and power meetings, with efforts made to minimize multiple course preps. Grade-level teams are intentionally scheduled to collaborate on student needs, promoting cohesive instruction across content areas.

As of June 5, the Master Schedule will reflect vertical planning time with other Pathway to Excellence campuses once a week . Teachers are expected to teach bell to bell, and students are required to remain in class during the first and last 10 minutes of each period to preserve learning time.

Staffing needs have largely been met through district job fairs and transfers of Proficient ! and above teachers from other campuses.

Professional development is driven by campus needs and teacher feedback. Weekly PLCs offer personalized, targeted learning and vertical alignment opportunities, while the leadership team meets weekly to analyze data, review TEKS, plan instruction, and reflect on best practices to enhance student achievement.

To support academic growth, students can attend tutorials before or after school with any available teacher. For the 2026–2027 school year, McShan will continue as a Pathway to Excellence campus with extra supports that will provide students with field trip opportunites as well as Saturday Sessions for enrichment.

The campus remains committed to equity, academic rigor, and expanded opportunities through We also provide an array of extra curricular activities such as: Academic UIL, robotics, after school club, chess and ABC afterschool program. Implementation of the House system to increase a positive campus culture.

Technology:

According to Tip Wib all students were able to maintain a 1-1 with chromebooks. PreK students are able to accelerate instruction with IPads. All classrooms are equipped with a digital board. We will need to ensure every student has a device that works to include screen and charger, as well as COWS in every classroom to charge the devices.

Staff Quality, Recruitement, and Retention:

McShan Teacher TEI Effectiveness Rating, accoring to MyRecords, by Percentages for the 2025-2026 SY:

TEI Level	Count	Percentage
Master	4	9.76%
Exemplary I	4	9.76%

TEI Level	Count	Percentage
Exemplary II	1	2.44%
Proficient III	3	7.32%
Proficient II	5	12.20%
Proficient I	11	26.83%
Progressing II	2	4.88%
Progressing I	3	7.32%
No Level	8	19.51%

Our current discipline referrals for the 2025-2026 school year were 9 total which is a decrease from last year. Implementation of systems and codes have helped with the decrease in referrals.

PLC Structure

PLC Preparation

Teachers engage in pre-PLC planning by reviewing and annotating instructional materials, identifying key learning outcomes (Know/Show statements), developing instructional supports such as anchor charts, and researching evidence-based instructional practices aligned to the Priority Standard.

Look Back PLC

Teachers collaboratively analyze student work samples, exit ticket data, and formative assessment results from the previous week to identify trends, address misconceptions, and plan targeted reteach opportunities. Teams script and rehearse instructional responses to ensure effective intervention and support.

Look Forward PLC

Teachers collaboratively plan for upcoming instruction by refining Know/Show statements, developing exemplars, and scripting and rehearsing the teacher model ("I Do") aligned to the next Priority Standard to ensure rigorous and consistent instruction.

Content Leadership Team (CLT)

The Instructional Leadership Team (ILT) facilitates and reviews Look Back and Look Forward PLC planning with the Assistant Principal. Through collaborative discussions, the team receives feedback, instructional guidance, and coaching to strengthen instructional planning, alignment, and student outcomes.

A-Team Leadership Meetings

Assistant Principals present Content Leadership Team plans and instructional priorities to the Principal for review. The Principal provides feedback, coaching, and strategic guidance to ensure instructional alignment, rigorous implementation of campus priorities, and continuous improvement of teaching and learning practices.

Data Driven Instructional Practices:

Teachers will actively monitor student learning through purposeful checking-for-understanding strategies, ensuring students engage in tasks with clearly defined success criteria and learning expectations. Teachers will consistently circulate, collect, analyze, and respond to student performance data to provide timely instructional adjustments and support.

Professional learning opportunities will be provided to strengthen staff capacity in data analysis, data disaggregation, and the effective use of campus data systems through the PLC Look Back and Look Forward process to drive instructional decision-making and student achievement.

Professional Development is planned in the following way:

- All teachers and paraprofessionals are appropriately certified and qualified to provide high-quality instruction and support services that promote student success.
- Professional development and PLCs will focus on strengthening instructional rigor through the implementation of the Questioning and Rigor/Relevance Framework, ensuring students engage in higher-level thinking, problem-solving, academic discourse, and rigorous learning experiences.
- PLC Tuesdays will be dedicated to the Look Back process, during which teachers collaboratively analyze student work, formative assessment data, exit tickets, and TEKS mastery to identify trends, address misconceptions, and plan targeted reteach opportunities.
- PLC Thursdays will be designated as Look Forward planning sessions with vertical teams to align instruction, unpack priority standards, develop Know/Show statements, create exemplars, and prepare for effective implementation of upcoming TEKS-aligned instruction**.**

School Processes & Programs Strengths

Strengths	Areas of Growth	What are the priorities for the campus?
• **Collaborative Professional Learning Systems** – Established PLC structures and ongoing professional learning opportunities support instructional planning, data-driven decision-making, teacher collaboration, and continuous improvement of instructional practices. • **Progress Monitoring and Data Systems** – Teachers regularly utilize common assessments, formative assessments, and progress-monitoring tools to evaluate student learning, monitor growth, and inform instructional adjustments. • **Multi-Tiered Systems of Support (MTSS)** – The campus maintains an established MTSS/RtI framework designed to identify student needs, provide targeted interventions, and support academic and behavioral success for all learners. • **Collaborative Master Scheduling** – The master schedule is intentionally designed to provide protected collaboration time for grade-level and	• **MTSS Effectiveness and Fidelity** – Increase consistency in the implementation of MTSS processes to strengthen intervention delivery, improve progress monitoring practices, and ensure timely, responsive support for students requiring academic and behavioral interventions. • **Emergent Bilingual Student Achievement Supports** – Strengthen campus systems for monitoring language development and implementing targeted instructional supports that accelerate language acquisition, academic vocabulary development, and overall academic achievement for Emergent Bilingual students. • **PLC and Professional Learning Outcomes** – Enhance the effectiveness of PLCs and professional development by increasing the transfer of learning into classroom practice, resulting in stronger instructional delivery, improved instructional rigor, and increased	• **Increase Student Achievement in Reading, Mathematics, Writing, and Science** ◦ Improve student performance at the Meets and Masters levels through rigorous, TEKS-aligned instruction, targeted interventions, and data-driven instructional practices. ◦ Strengthen foundational literacy, numeracy, academic vocabulary, and writing skills across all grade levels. • **Strengthen Supports for Emergent Bilingual Students** ◦ Enhance language acquisition systems and instructional practices to accelerate English proficiency and improve academic outcomes. ◦ Ensure consistent implementation of language objectives, academic vocabulary instruction, and targeted supports for Emergent Bilingual students. • **Improve MTSS Implementation and Intervention**

content teams, strengthening PLC effectiveness and instructional alignment.

- **Data-Driven Leadership Practices** – Weekly leadership and instructional planning meetings support the analysis of student performance data, monitoring of campus goals, and strategic decision-making to improve student outcomes.
- **Vertical Alignment and Pathway to Excellence Collaboration** – Ongoing vertical planning with Pathway to Excellence campuses promotes curriculum alignment, instructional consistency, and the sharing of best practices across grade levels and campuses.
- **Expanded Academic Support Opportunities** – Students have access to additional learning opportunities through before-school and after-school tutorials, intervention support, and enrichment activities designed to accelerate achievement.
- **Comprehensive Enrichment Programming** – Students participate in a variety of extracurricular and enrichment opportunities, including UIL Academic Competition, Chess Club, eSports, Garden Club, ABC Afterschool Program, and Saturday Enrichment programs that support student engagement and leadership development.

student achievement.

- **Teacher Support and Development** – Strengthen systems of support for new and developing teachers through consistent coaching, mentoring, feedback, and follow-up practices that promote instructional growth, teacher effectiveness, and retention.
- **Strategic Staff Placement and Talent Development** – Improve the alignment of teacher strengths, certifications, and instructional expertise with student needs to maximize instructional impact and ensure equitable access to high-quality teaching.
- **Professional Learning and Leadership Capacity** – Expand opportunities for job-embedded professional learning, collaborative planning, peer coaching, and reflective practices that build instructional capacity and develop teacher leadership.
- **Data-Driven Instruction and Teacher Effectiveness** – Strengthen the connection between student performance data, instructional planning, and teacher practice by increasing the use of formative and summative assessment data during PLCs, coaching cycles, and instructional decision-making.
- **Monitoring Instructional Impact** – Improve systems for monitoring the implementation and effectiveness of instructional strategies to ensure professional learning, interventions, and classroom practices positively impact student outcomes.
- **Student Access to Academic and Enrichment Opportunities** – Increase participation in extracurricular activities, tutorials, and enrichment programs by addressing barriers that limit student access and engagement

Effectiveness

  - Increase fidelity of MTSS processes to ensure timely identification of student needs, effective intervention delivery, and consistent progress monitoring.
  - Utilize data to drive intervention decisions and accelerate student growth.
- **Enhance PLC Effectiveness and Professional Learning Outcomes**
  - Strengthen PLC structures to ensure collaborative planning, TEKS alignment, student work analysis, and data-driven decision-making result in improved classroom instruction and student achievement.
  - Increase the transfer of professional learning into daily instructional practice.
- **Build Teacher Capacity and Leadership**
  - Provide ongoing coaching, mentoring, and job-embedded professional learning to support teacher growth, instructional effectiveness, and retention.
  - Align teacher strengths and expertise to student and campus needs to maximize instructional impact.
- **Increase Student Engagement and Ownership of Learning**
  - Implement instructional practices that promote higher-order thinking, academic discourse, goal setting, and active student participation.
  - Increase opportunities for students to engage in enrichment activities, tutorials, and leadership experiences.
- **Improve Attendance and Access to Learning Opportunities**
  - Increase student attendance and reduce chronic absenteeism to ensure consistent access to instruction, interventions, and enrichment opportunities.
  - Address barriers that impact student participation and engagement.
- **Strengthen Family and Community Engagement**
  - Expand communication systems and family engagement opportunities through multilingual communication, accessible events, and community partnerships.
  - Increase parent participation in academic and

		school-related activities to strengthen home-school partnerships. • **Strengthen Data-Driven Decision Making** ◦ Improve the use of formative, summative, and progress-monitoring data to inform instructional planning, intervention services, and campus improvement efforts. ◦ Focus on monitoring student subgroup performance to ensure equitable outcomes and continuous growth for all learners. • **Ensure Equitable Access and Support for All Students** ◦ Maintain a focus on meeting the academic, linguistic, social-emotional, and enrichment needs of the campus's diverse student population while providing equitable opportunities for success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all students are involved in extra curricular activities or after school tutorials
Root Cause: Lack of transportation for students to attend due to them attending additional schooling off campus

Perceptions

Perceptions Summary

Lee McShan strives to maintain a welcoming environment for students, Staff, parents and community members. We provide opportunities for parents and community members to be involved such as SBDM, Coffee with the Principal, Academic Nights, and academic pep rallies. We communicate via Class Dojo, emails, Apptegy, and X, along with weekly marquee updates.

Parents, students, and staff generally report positive perceptions of the campus. Families report positive ratings related to communication, safety, and school climate. Students report favorable classroom climate and instructional experiences. Staff demonstrate a strong understanding of campus priorities and expectations. However, barriers related to transportation, translation services, and student engagement. Parent survey participation remains below 15%, indicating a need for increased family engagement efforts.

Parent survey participation included 76 responses, representing less than 15% participation overall. Despite the low participation rate, parent responses reflected highly positive perceptions of the school environment.

Families reported:

● 98–100% positive ratings related to safety, communication, and school environment

● 24.79% identified translation services as a need for accessibility

● 33.06% identified transportation as a barrier to attending school events

Student perception data from the Spring 2026 Panorama Survey revealed:

● 77% favorable Classroom Climate ratings

● 70% favorable Engagement ratings

● 85% favorable Pedagogical Effectiveness ratings

Staff perception data indicated:

● 85% positive beliefs and priorities ratings

● 62% of staff would recommend the campus as a workplace

● 68% of staff reported looking forward to work each day



Student Survey - Teacher

What feedback did students have about their experience in class?

Grades 3–5

269 responses | show breakdown

Save as PDF

Topic	Percent Favorable	Compared to others nationally	Change since Spring 2025
Pedagogical Effectiveness	85%	60th–79th percentile	▲4
Rigorous Expectations	80%	80th–99th percentile	▲4
Classroom Climate	77%	80th–99th percentile	▲1
Teacher-Student Relationships	77%	80th–99th percentile	0
Engagement	70%	80th–99th percentile	▼3
Overall Score	78%		

School: Lee A. McShan, Jr. ES	TEA: 286			
Survey Category/Item	Responses	Campus Percent Positive (F2025)	Campus Percent Positive (S2026)	Fall 2025 to Spring 2026 Diff. 25-26 School Year
Beliefs and Priorities		85.1	77.1	-8.0
The key actions my school is working on this year are focused on what is best for students.	45	85.1	77.8	-7.3
I understand my role in implementing the school's key actions.	45	91.5	82.2	-9.3
I have the support I need from campus leadership to do my job well.	45	80.9	68.9	-12.0
My campus leadership helps me understand recent changes in the school's focus.	45	80.9	73.3	-7.5
My campus currently bases its actions on the Dallas ISD Student Outcome Goals.	45	85.1	82.2	-2.9
My campus priorities are aligned with the district's priorities.	45	87.2	80.0	-7.2
Campus leadership makes decisions that support the district's mission statement: "Educating all students for success."	45	85.1	75.6	-9.6
District leadership makes decisions that support the district's mission statement: "Educating all students for success."*	45	78.7	75.6	-3.2
Positive Culture and Environment		69.8	70.7	0.9
I would recommend this school to others to work here.	45	61.7	64.4	2.7
I usually look forward to working each day at this school.	45	68.1	77.8	9.7
I believe I work in an environment of support and respect.	45	70.2	71.1	0.9
Discipline is enforced consistently and effectively at my campus.	45	72.3	64.4	-7.9
Unruly students are not permitted to disrupt the learning environment.	45	76.6	66.7	-9.9
The campus I work in is clean, safe and free of physical hazards.	45	76.6	71.1	-5.5
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	45	61.7	75.6	13.9
I am satisfied with the recognition I receive for doing a good job.	45	78.7	73.3	-5.4
Morale at my school is strong.	45	63.8	71.1	7.3
I would recommend this school to parents seeking a place for their child.	45	68.1	71.1	3.0
Culture of Feedback and Support		78.2	75.6	-2.6
My campus leadership helps me improve the quality of my instruction.	30	82.8	76.7	-6.1
The instructional feedback I get helps me improve the quality of my instruction.	30	79.3	76.7	-2.6
I have sufficient opportunities and encouragement to develop my leadership potential.	30	75.9	76.7	0.8
The PD sessions at my school this year helped me improve instruction.	30	82.8	76.7	-6.1
My team experiences with colleagues this year helped me improve instruction.	30	72.4	73.3	0.9
My school has an effective instructional leadership team.	30	75.9	73.3	-2.5
College-Going Culture		88.3	87.5	-0.8
Staff expect most students in this school to go to college.	40	83.8	85.0	1.2
Instruction in this school is focused on helping students get ready for college.	40	89.2	82.5	-6.7
Staff in this school feel that it is a part of their job to prepare students to succeed in college.	40	86.5	85.0	-1.5
Staff at this school accept nothing less from students than their full effort.	40	91.9	87.5	-4.4
Staff at this school do not let students give up when their class work becomes challenging.	40	89.2	92.5	3.3
Staff at this school give students feedback to help them understand how to improve.	40	89.2	92.5	3.3
Teacher-Teacher Trust		75.0	74.2	-0.8
Teachers in this school trust each other	30	71.4	66.7	-4.8
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	30	71.4	73.3	1.9
Teachers respect other teachers who take the lead in school improvement efforts.	30	85.7	83.3	-2.4
Teachers at this school respect those colleagues who are experts at their craft.	30	71.4	73.3	1.9
Teacher-Principal Trust		85.2	79.0	-6.2
The principal has confidence in the expertise of the teachers.	30	86.2	80.0	-6.2
I trust the principal at his or her word.	30	82.8	73.3	-9.4
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	30	82.8	80.0	-2.8
The principal takes a personal interest in the professional development of teachers.	30	89.7	83.3	-6.3
The principal looks out for the personal welfare of the faculty members.	30	82.8	80.0	-2.8
The principal places the needs of children ahead of personal and political interests.	30	86.2	80.0	-6.2
The principal at this school is an effective manager who makes the school run smoothly	30	86.2	76.7	-9.5
*Item not used in calculation of scale scores.				
Group Rank: Rank within Secondary Schools (54), Elementary Schools (135), or Choice Schools (47) group.				

Perceptions Strengths

Strengths	Areas of Growth	What are the priorities for the campus?
• **Positive School Climate and Family Confidence** – Families report strong confidence in the campus regarding communication, safety, and the overall school environment, demonstrating positive relationships between the school, families, and community stakeholders. Parent survey results indicated 98–100% positive ratings related to safety, communication, and school climate. • **Strong Alignment to Campus Priorities** – Staff demonstrate a clear understanding of campus priorities, goals, and district expectations. Survey results indicate significant growth in staff perceptions regarding alignment of campus priorities with district goals and confidence that campus actions are focused on what is best for students. • **Commitment to Student Success** – Staff maintain high expectations for students and demonstrate a strong belief in students' ability to achieve academic success. Survey results reflect positive perceptions regarding college readiness expectations and commitment to student achievement. • **Positive Classroom Relationships** – Students report favorable classroom climate experiences and positive relationships with teachers. Panorama data indicates that students feel supported, respected, and valued within their classrooms. • **Supportive Leadership and Instructional Systems** – Staff report increased levels of support from campus leadership, including instructional guidance, communication regarding campus initiatives, and opportunities for professional growth. Climate survey data reflects improvements in leadership support and instructional feedback. • **Collaborative Professional Culture** – Teachers engage in collaborative planning, PLCs, and team-based instructional practices that support professional growth and continuous improvement. Staff report positive experiences working with colleagues to improve instruction and student	• **Student Engagement and Ownership of Learning** – While students report positive classroom climate experiences, engagement ratings remain lower than classroom climate ratings, indicating a need to increase opportunities for student ownership, goal setting, academic discourse, and active participation in learning. • **Family Engagement and Accessibility** – Although families report positive perceptions of the campus, overall participation in surveys and engagement activities remains low. Transportation barriers, translation needs, childcare concerns, and scheduling conflicts continue to limit family participation in school events and decision-making opportunities. • **Staff Satisfaction and Workplace Experience** – Climate survey results indicate opportunities to strengthen staff morale, workplace satisfaction, and overall employee experience. Increasing teacher voice, recognition, support systems, and opportunities for meaningful feedback may improve staff retention and engagement. • **Communication and Transparency** – Continue strengthening communication systems to ensure staff, families, and stakeholders receive timely information, understand campus decisions, and have opportunities to provide feedback. Increased transparency and follow-through may improve trust and stakeholder confidence. • **Leadership Capacity and Support Systems** – While perceptions of leadership support have improved, opportunities exist to further strengthen instructional coaching, feedback systems, and leadership responsiveness to staff needs and concerns. • **Student Access to Enrichment Opportunities** – Not all students participate in extracurricular activities, tutorials, or enrichment programs. Additional strategies are needed to increase access and participation, particularly for students facing	• **Student Engagement and Ownership of Learning** – Increase student engagement through rigorous instruction, academic discourse, goal setting, data tracking, and opportunities for students to take ownership of their learning and academic progress. • **Family Engagement and Accessibility** – Strengthen family-school partnerships by increasing participation in campus events, expanding multilingual communication, and reducing barriers related to transportation, accessibility, and scheduling. • **Staff Satisfaction and Workplace Experience** – Foster a positive and supportive work environment through increased collaboration, recognition, professional growth opportunities, and systems that promote staff well-being, engagement, and retention. • **Communication and Transparency** – Strengthen communication systems to ensure staff, families, and stakeholders receive timely, consistent, and transparent information regarding campus initiatives, expectations, and decision-making processes. • **Leadership Support and Responsiveness** – Enhance instructional leadership practices by providing ongoing coaching, support, feedback, and opportunities for stakeholder input to strengthen trust, collaboration, and continuous improvement across the campus.

outcomes. • **Strong Instructional Relationships** – Students report favorable ratings in pedagogical effectiveness, indicating that teachers provide meaningful learning experiences, support academic growth, and establish positive learning environments. • **Positive Beliefs and Priorities** – Staff survey results indicate strong positive perceptions regarding campus beliefs, priorities, and commitment to student success, reflecting a shared focus on continuous improvement and academic achievement. • **Growth in Leadership Communication and Support** – Survey results demonstrate year-over-year improvement in staff perceptions related to campus leadership communication, instructional support, and understanding of school priorities, indicating progress toward strengthening campus culture and organizational effectiveness.	transportation or scheduling barriers. • **Culturally Responsive Family Partnerships** – Continue expanding multilingual communication and culturally responsive engagement practices to ensure all families feel welcomed, informed, and connected to the school community. • **Teacher Collaboration and Instructional Impact** – Strengthen the connection between collaborative planning, professional learning, and classroom implementation to ensure instructional practices consistently translate into improved student outcomes. • **Recognition and Celebration Systems** – Increase opportunities to recognize student, staff, and family contributions to strengthen school culture, build relationships, and promote a positive campus environment.	

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Family Engagement Barriers - Families continue to experience barriers limiting participation in campus engagement opportunities, particularly related to translation services and transportation.
Root Cause: Transportation, translation services, and scheduling barriers limit family participation and accessibility.

Problem Statement 2: Student engagement ratings remain lower than classroom climate ratings, indicating that while students feel supported, engagement in learning experiences and ownership of learning require improvement.
Root Cause: Student engagement opportunities are not consistently translating into ownership of learning.

Priority Problem Statements

Problem Statement 1: Our asian students enrolled are not demonstrating sufficient achievement or growth in mathematics. Current performance data indicate gaps in Academic Achievement Status: Mathematics, Academic Growth: Mathematics, and Student Success as measured by the STAAR component of the Student Achievement Domain. Third-grade mathematics performance, particularly across the Approaches, Meets, and Masters Grade

Root Cause 1: The campus has not consistently implemented a standards-aligned, data-driven mathematics system to ensure continuously enrolled students receive timely, differentiated support. Teachers need stronger use of student data, rigorous Tier 1 instruction, formative assessments, targeted small groups, and progress monitoring. As a result, learning gaps are not always identified and addressed early enough

Problem Statement 1 Areas: Demographics

Problem Statement 2: Data tracking was solely focused on the academic goal and avoided the TEKs goal.

Root Cause 2: As a campus, focused on overall goal setting instead of including the skill goals

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students in grades 3-5, particularly Emergent Bilingual students, are not demonstrating proficiency in foundational reading and writing skills necessary for success in written composition and grade-level academic tasks.

Root Cause 3: Academic vocabulary development, language acquisition supports, and writing instruction are not consistently implemented across classrooms, limiting students' opportunities to develop strong literacy and composition skills.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student attendance remains below the district goal of 97%, reducing access to instruction and intervention opportunities.

Root Cause 4: Attendance challenges, economic barriers, and transportation issues reduce consistent access to daily instruction and academic support.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Not all students are involved in extra curricular activities or after school tutorials

Root Cause 5: Lack of transportation for students to attend due to them attending additional schooling off campus

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Family Engagement Barriers - Families continue to experience barriers limiting participation in campus engagement opportunities, particularly related to translation services and transportation.

Root Cause 6: Transportation, translation services, and scheduling barriers limit family participation and accessibility.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Students continue to perform below district and state averages in Reading, Mathematics, Writing, and Science.

Root Cause 7: Instruction lacks consistent rigor aligned to STAAR and mastery-level expectations. Classroom instruction and assessment expectations are not consistently aligned.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: PK-2 students demonstrate significant literacy, vocabulary, and mathematics deficiencies.

Root Cause 8: A vast number of our students are newcomers and they have no had formal schooling before entering the U.S. This has caused them to fall extremely behind in vocabulary acquisition and reading fluency. There has also been a need for more focused small-group reading interventions within the daily classroom schedule.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 3rd-5th Grade Reading meets and master's levels are below the district average.

Root Cause 9: 83% of our 3rd- 5th grade students require high levels of academic support due to the fact that they are New to the country and lack proficiency in the English language.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Increase the effectiveness of engagement and delivery of instruction

Root Cause 10: Focus was on classroom climate and less intentionality of engagement

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Lack of representation for all student groups. (Language and culture)

Root Cause 11: District wide staffing shortages in high demand certification areas.

Problem Statement 11 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 1: The percentage of students meeting grade level in Reading will increase from 25% to 40% by May 2027. Emergent Bilingual, Economically Disadvantaged, and Special Education students will each increase Reading performance by at least 10 percentage points through targeted interventions, differentiated instruction, and specialized supports

High Priority

HB3 Goal

Evaluation Data Sources: STAAR reading, iReady, Common Assessments, Progress Monitoring Data, Weekly Quick Checks

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Teacher will implement a phonics based Reading Program and provide daily systematic instruction in phonemic awareness and phonics using the District Curriculum and Catch Up & Read Materials. Purchase all supplies for core content class sauch as paper,pens,pencils,copy paper, construction paper, dry erase boards, pencil sharpeners, markers, sharpies, boarder, bulliten paper, cardstock, folders, scissors,color paper etc) **Strategy's Expected Result/Impact:** Increase Reading Comprehension for students. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 3, 5 **Funding Sources:** paper,pens,pencils,copy paper, construction paper, dry erase boards, pencil sharpeners, markers, sharpies, boarder, bulliten paper, cardstock, folders, scissors,color paper etc) - 211 - Title I, Part A - $22,000	 Some Progress		

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 2: Implement weekly PLCs and TEKS-aligned literacy instruction focused on lesson internalization, student work analysis, data-driven planning, and the integration of reading and writing. Teachers will use disaggregated student data, including data for the Asian student subgroup, to identify learning gaps and plan targeted instruction. Reading journals, mentor texts, modeled and collaborative writing, structured writing conferences, and text-based constructed responses will be used to strengthen comprehension, academic vocabulary, evidence-based writing, and written communication. Small-group instruction and appropriate linguistic and instructional supports will be provided based on identified student needs, with intentional monitoring of progress for the Asian student subgroup, Emergent Bilingual students, Special Education students, and other students requiring additional support. **Strategy's Expected Result/Impact:** Students will demonstrate increased reading comprehension, academic vocabulary, written communication, and constructed-response skills, with measurable improvement and a reduction in identified achievement gaps for the Asian student subgroup, as measured by common assessments, district assessments, STAAR Reading, TELPAS, and ongoing progress-monitoring data. **Staff Responsible for Monitoring:** Principal, Assistant Principals, CILT, LAS, and Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Student composition notebooks, writing folders, writing binders, anchor chart paper - 21M - School Improvement Plan - $4,000	 Some Progress		

Strategy 3 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 3: Provide teachers and students with high-quality instructional materials, classroom supplies, technology, and professional learning resources necessary to implement rigorous, TEKS-aligned instruction, support small-group intervention, and improve student achievement across all content areas. **Strategy's Expected Result/Impact:** Teachers will have the instructional resources, technology, and professional learning needed to deliver high-quality, standards-based instruction that increases student engagement, strengthens classroom implementation, and improves academic achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Office Manager, CILT **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Poster maker, poster paper, ink cartridges, and laminating supplies to create TEKS-aligned instructional visuals, anchor charts, academic vocabulary displays, multilingual instructional resources, data displays, and family engagement materials that support classroom instruction and student achievement - 21M - School Improvement Plan - $5,000	Some Progress		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students continue to perform below district and state averages in Reading, Mathematics, Writing, and Science. **Root Cause**: Instruction lacks consistent rigor aligned to STAAR and mastery-level expectations. Classroom instruction and assessment expectations are not consistently aligned.
Problem Statement 2: 3rd-5th Grade Reading meets and master's levels are below the district average. **Root Cause**: 83% of our 3rd- 5th grade students require high levels of academic support due to the fact that they are New to the country and lack proficiency in the English language.
Problem Statement 3: Students in grades 3-5, particularly Emergent Bilingual students, are not demonstrating proficiency in foundational reading and writing skills necessary for success in written composition and grade-level academic tasks. **Root Cause**: Academic vocabulary development, language acquisition supports, and writing instruction are not consistently implemented across classrooms, limiting students' opportunities to develop strong literacy and composition skills.
Problem Statement 5: PK-2 students demonstrate significant literacy, vocabulary, and mathematics deficiencies. **Root Cause**: A vast number of our students are newcomers and they have no had formal schooling before entering the U.S. This has caused them to fall extremely behind in vocabulary acquisition and reading fluency. There has also been a need for more focused small-group reading interventions within the daily classroom schedule.

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 2: By May 2027, the percentage of students in Grades 1-2 performing at or above the 50th percentile on the i-Ready Reading Diagnostic will increase from 52% to 75% through strengthened Tier I literacy instruction, targeted intervention, and ongoing progress monitoring.

High Priority

Evaluation Data Sources: i-Ready Reading Diagnostic, TX-KEA/CIRCLE data, common assessments, student work, and progress-monitoring data.

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Implement weekly PLCs focused on lesson internalization, TEKS-aligned literacy instruction, analysis of student work and assessment data, and targeted small-group planning to strengthen Tier I instruction and provide timely interventions for students not yet meeting grade-level expectations. **Strategy's Expected Result/Impact:** Improved instructional alignment and data-driven small-group support will increase reading proficiency and accelerate student growth, resulting in a greater percentage of Grade 1-2 students performing at or above the 50th percentile on the i-Ready Reading Diagnostic. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CILT, Early Learning Specialist **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 5			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: PK-2 students demonstrate significant literacy, vocabulary, and mathematics deficiencies. **Root Cause**: A vast number of our students are newcomers and they have no had formal schooling before entering the U.S. This has caused them to fall extremely behind in vocabulary acquisition and reading fluency. There has also been a need for more focused small-group reading interventions within the daily classroom schedule.

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 3: By May 2027, Asian students, particularly those identified as Emergent Bilingual and/or newcomer students, will demonstrate increased reading achievement, with the percentage of students performing at or above the 50th percentile on the i-Ready Reading Diagnostic increasing from the BOY baseline of ___% to at least 80%, through targeted language acquisition support, small-group instruction, and culturally responsive literacy practices.

High Priority

Evaluation Data Sources: i-Ready Reading Diagnostic (BOY, MOY, EOY), i-Ready progress-monitoring data, common assessments, classroom reading assessments, and student subgroup data.

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Provide targeted, culturally and linguistically responsive reading intervention for Asian students, particularly Emergent Bilingual and newcomer students. Teachers will use small-group instruction, academic vocabulary development, language acquisition strategies, and high-interest texts that reflect students' cultures, languages, and experiences. Student progress will be monitored regularly and instructional groups will be adjusted based on assessment data. **Strategy's Expected Result/Impact:** Asian students will demonstrate increased reading proficiency, academic vocabulary, language development, engagement, and progress toward grade-level standards. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CILT, LAS, Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 3 - Student Learning 3 **Funding Sources:** chart paper, whiteboards and markers, anchor chart supplies, professional learning resources, printing, and classroom instructional supplies. - 21M - School Improvement Plan - $4,000			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Our asian students enrolled are not demonstrating sufficient achievement or growth in mathematics. Current performance data indicate gaps in Academic Achievement Status: Mathematics, Academic Growth: Mathematics, and Student Success as measured by the STAAR component of the Student Achievement Domain. Third-grade mathematics performance, particularly across the Approaches, Meets, and Masters Grade **Root Cause**: The campus has not consistently implemented a standards-aligned, data-driven mathematics system to ensure continuously enrolled students receive timely, differentiated support. Teachers need stronger use of student data, rigorous Tier 1 instruction, formative assessments, targeted small groups, and progress monitoring. As a result, learning gaps are not always identified and addressed early enough

Problem Statement 3: Lack of representation for all student groups. (Language and culture) **Root Cause**: District wide staffing shortages in high demand certification areas.

Student Learning

Problem Statement 3: Students in grades 3-5, particularly Emergent Bilingual students, are not demonstrating proficiency in foundational reading and writing skills necessary for success in written composition and grade-level academic tasks. **Root Cause**: Academic vocabulary development, language acquisition supports, and writing instruction are not consistently implemented across classrooms, limiting students' opportunities to develop strong literacy and composition skills.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Performance Objective 1: By May 2027, the percentage of Asian students meeting grade-level standards in Mathematics will increase by at least 10 percentage points from the current baseline, as measured by STAAR Mathematics, i-Ready Mathematics, common assessments, and weekly progress-monitoring data.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Mathematics, i-Ready Mathematics, common assessments, weekly quick checks, student work, and intervention progress-monitoring

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Provide targeted, TEKS-aligned small-group mathematics instruction and intervention for Asian students based on identified skill gaps from STAAR, i-Ready, common assessments, and progress-monitoring data. Instruction will address unfinished learning, priority TEKS, academic vocabulary, mathematical discourse, and identified misconceptions while providing appropriate linguistic and instructional scaffolds for students who are Emergent Bilingual or newcomers. **Strategy's Expected Result/Impact:** Asian students will demonstrate increased mathematics proficiency, stronger conceptual understanding, and improved performance on priority TEKS, resulting in measurable growth on campus, district, and state assessments. **Staff Responsible for Monitoring:** Teachers, CILT, MTSS Team, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 4 **Funding Sources:** chart paper, journals, color paper, whiteboards, binders - 21M - School Improvement Plan - $4,000			

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 2: Launch an after-school tutoring initiative focused on core content areas, prioritizing students performing below grade level or in need of academic acceleration, with intentional identification and support of students within the Asian student subgroup based on disaggregated assessment data. Tutoring sessions will be led by students' classroom teachers to ensure instructional alignment and continuity. The program will run 2-3 days per week in small groups based on common assessments, i-Ready, STAAR, and other progress-monitoring data. Teachers will provide targeted, differentiated instruction aligned to identified skill gaps. Student progress will be monitored through formative assessments, tutoring logs, and ongoing data analysis. Parent communication will be maintained to support consistent attendance and reinforce learning at home. **Strategy's Expected Result/Impact:** Increase academic achievement for students participating in tutoring, with a specific focus on improving performance and reducing identified achievement gaps for the Asian student subgroup, as measured by common assessments, i-Ready, STAAR, and other district progress-monitoring data. **Staff Responsible for Monitoring:** Teachers, Office Manager, Administration **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** Teacher stipends for after-school tutoring - 21M - School Improvement Plan - $3,758			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our asian students enrolled are not demonstrating sufficient achievement or growth in mathematics. Current performance data indicate gaps in Academic Achievement Status: Mathematics, Academic Growth: Mathematics, and Student Success as measured by the STAAR component of the Student Achievement Domain. Third-grade mathematics performance, particularly across the Approaches, Meets, and Masters Grade **Root Cause**: The campus has not consistently implemented a standards-aligned, data-driven mathematics system to ensure continuously enrolled students receive timely, differentiated support. Teachers need stronger use of student data, rigorous Tier 1 instruction, formative assessments, targeted small groups, and progress monitoring. As a result, learning gaps are not always identified and addressed early enough
Student Learning
Problem Statement 2: 3rd-5th Grade Reading meets and master's levels are below the district average. **Root Cause**: 83% of our 3rd- 5th grade students require high levels of academic support due to the fact that they are New to the country and lack proficiency in the English language.
Problem Statement 4: Data tracking was solely focused on the academic goal and avoided the TEKs goal. **Root Cause**: As a campus, focused on overall goal setting instead of including the skill goals

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Performance Objective 2: By June 2030, the percentage of K-2 students performing at or above the 50th percentile on a TEKS-aligned mathematics assessment will increase from 26% to 75%, as measured by i-Ready Math Diagnostic data.

High Priority

Evaluation Data Sources: i-Ready Math Diagnostic, i-Ready progress-monitoring data, common assessments, classroom formative assessments, and small-group intervention data

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Provide ongoing, standards-aligned professional development, coaching, and PLC support for K-2 teachers focused on effective small-group mathematics instruction, number sense and operations, mathematical discourse, and the use of student data to plan differentiated instruction and interventions. **Strategy's Expected Result/Impact:** K-2 students will demonstrate increased conceptual understanding, procedural fluency, and overall mathematics achievement, resulting in a greater percentage of students performing at or above the 50th percentile on the i-Ready Math Diagnosti **Staff Responsible for Monitoring:** Teachers,CILT, Early Learning Specialist, Administration, Team Leads, MTSS **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Learning 5			

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 2: Implement a comprehensive attendance improvement plan to increase schoolwide attendance from 94% to 97%, with intentional monitoring and targeted support for the Asian student subgroup. Strategies will include student incentives, extracurricular activities, mentoring, regular attendance celebrations, parent communication, and targeted interventions for students with chronic or recurring absences. Attendance data will be disaggregated by student group to identify trends, address barriers, and provide timely support to Asian students and other students demonstrating attendance concerns. **Strategy's Expected Result/Impact:** Increase daily student attendance, reduce chronic absenteeism, and improve attendance outcomes for the Asian student subgroup, ensuring students have consistent access to Tier 1 instruction, intervention, enrichment, and other academic supports **Staff Responsible for Monitoring:** Counselor, Principal, Assistant Principals, Attendance Clerk, Teachers, and MTSS Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 6 **Funding Sources:** Attendance engagement materials; student incentives; parent engagement materials; mentor program resources; attendance recognition supplies; communication materials; printing and office supplies. - 21M - School Improvement Plan - $2,500			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Student attendance remains below the district goal of 97%, reducing access to instruction and intervention opportunities. **Root Cause**: Attendance challenges, economic barriers, and transportation issues reduce consistent access to daily instruction and academic support.

Student Learning
Problem Statement 5: PK-2 students demonstrate significant literacy, vocabulary, and mathematics deficiencies. **Root Cause**: A vast number of our students are newcomers and they have no had formal schooling before entering the U.S. This has caused them to fall extremely behind in vocabulary acquisition and reading fluency. There has also been a need for more focused small-group reading interventions within the daily classroom schedule.
Problem Statement 6: Increase the effectiveness of engagement and delivery of instruction **Root Cause**: Focus was on classroom climate and less intentionality of engagement

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Performance Objective 3: By May 2027, parent/guardian participation in culturally responsive, math- and literacy-focused workshops and academic family engagement events for PK-3 students will increase from 20% to at least 50%, with intentional outreach and monitoring of participation among families of students in the Asian student subgroup. Participation will be measured through event sign-in sheets, disaggregated attendance data, and parent feedback surveys to strengthen home-school partnerships and families' ability to support student learning at home.

High Priority

Evaluation Data Sources: Event sign-in sheets, disaggregated participation data by student subgroup, parent surveys/feedback forms, workshop attendance records, family engagement logs, and student academic progress data.

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Implement Math and Reading family engagement events focused on grade-level TEKS, problem-solving strategies, literacy skills, and STAAR-style questions. Events will include interactive activities, take-home resources, and appropriate language and bilingual supports to increase accessibility for all families. Targeted outreach will be provided to families of students in the Asian student subgroup based on participation and student achievement data. Attendance will be tracked and disaggregated by student group to monitor progress toward the 50% participation goal and identify families needing additional outreach. **Strategy's Expected Result/Impact:** Increase parent and family involvement in supporting student academics, with a specific focus on increasing participation among families of students in the Asian student subgroup, strengthening home-school partnerships, and improving families' capacity to support reading and mathematics achievement at home. **Staff Responsible for Monitoring:** Parent Support **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** Parent engagement materials; bilingual & ESL translation and interpretation services; take-home Reading and Mathematics resources; instructional manipulatives and family learning kits; books and literacy resources; printing and copying; parent communication materials; refreshments; student and family incentives; presentation supplies. - 21M - School Improvement Plan - $3,500			

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 2: Provide quarterly, culturally responsive math-focused family workshops targeted to Asian students and families, particularly those who are Emergent Bilingual or newcomer families. Workshops will be offered in both in-person and virtual formats and will provide practical strategies, resources, and activities families can use at home to strengthen students' mathematical understanding and confidence. Translation and interpretation services, flexible scheduling, and accessible materials will be provided based on identified family needs. Parent feedback and participation data will be reviewed to guide future workshops. **Strategy's Expected Result/Impact:** Increase participation among families of Asian students and strengthen families' capacity to support mathematics learning at home, contributing to increased student engagement, confidence, and academic growth in mathematics. **Staff Responsible for Monitoring:** Parent Support **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** snacks, flyers, lamination, color copies - 21M - School Improvement Plan - $1,500			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our asian students enrolled are not demonstrating sufficient achievement or growth in mathematics. Current performance data indicate gaps in Academic Achievement Status: Mathematics, Academic Growth: Mathematics, and Student Success as measured by the STAAR component of the Student Achievement Domain. Third-grade mathematics performance, particularly across the Approaches, Meets, and Masters Grade **Root Cause**: The campus has not consistently implemented a standards-aligned, data-driven mathematics system to ensure continuously enrolled students receive timely, differentiated support. Teachers need stronger use of student data, rigorous Tier 1 instruction, formative assessments, targeted small groups, and progress monitoring. As a result, learning gaps are not always identified and addressed early enough

Perceptions
Problem Statement 1: Family Engagement Barriers - Families continue to experience barriers limiting participation in campus engagement opportunities, particularly related to translation services and transportation. **Root Cause**: Transportation, translation services, and scheduling barriers limit family participation and accessibility.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 51 to 58 by June 2030.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49 to 53 by June 2030.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Please see Title1Crate for the following documentation.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

2.2: Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Please see Title1Crate for the following documentation.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

N/A

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

N/A

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

Campus Funding Summary

211 - Title I, Part A					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	paper,pens,pencils,copy paper, construction paper, dry erase boards, pencil sharpeners, markers, sharpies, boarder, bulliten paper, cardstock, folders, scissors,color paper etc)		$22,000.00
				Sub-Total	$22,000.00
				Budgeted Fund Source Amount	$22,000.00
				+/- Difference	$0.00

21M - School Improvement Plan					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Student composition notebooks, writing folders, writing binders, anchor chart paper		$4,000.00
1	1	3	Poster maker, poster paper, ink cartridges, and laminating supplies to create TEKS-aligned instructional visuals, anchor charts, academic vocabulary displays, multilingual instructional resources, data displays, and family engagement materials that support classroom instruction and student achievement		$5,000.00
1	3	1	chart paper, whiteboards and markers, anchor chart supplies, professional learning resources, printing, and classroom instructional supplies.		$4,000.00
2	1	1	chart paper, journals, color paper, whiteboards, binders		$4,000.00
2	1	2	Teacher stipends for after-school tutoring		$3,758.00
2	2	2	Attendance engagement materials; student incentives; parent engagement materials; mentor program resources; attendance recognition supplies; communication materials; printing and office supplies.		$2,500.00
2	3	1	Parent engagement materials; bilingual & ESL translation and interpretation services; take-home Reading and Mathematics resources; instructional manipulatives and family learning kits; books and literacy resources; printing and copying; parent communication materials; refreshments; student and family incentives; presentation supplies.		$3,500.00
2	3	2	snacks, flyers, lamination, color copies		$1,500.00
				Sub-Total	$28,258.00
				Budgeted Fund Source Amount	$28,258.00
				+/- Difference	$0.00

21M - School Improvement Plan					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total Budgeted	$50,258.00
				Grand Total Spent	$50,258.00
				+/- Difference	$0.00