Midland Independent School District

Scharbauer Elementary

2026-2027 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

We are Safe!

We are Respectful!

We are Responsible!

We are Wranglers!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population:

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

For the 2025-2026 school year, enrollment at Scharbauer Elementary School was 528 for snapshot. Scharbauer ES was rezoned for the 2025-2026 school year. Our school community includes established neighborhoods, a children's foster care facility, and rental properties. The graphics below identify the student population breakdown by grade level:

2025-2026 School Year Below

School Population	Count	Percent
Student Total	**528**	**100%**
Early Education Grade	1	0.19%
Pre-Kindergarten Grade	39	7.39%
Kindergarten Grade	66	12.50%
1st Grade	74	14.02%
2nd Grade	65	12.31%
3rd Grade	71	13.45%
4th Grade	78	14.77%
5th Grade	70	13.26%
6th Grade	64	12.12%

2024-2025 School Year Below

School Population

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

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

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

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

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

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

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

School Population (2020 - 2021 Fall PEIMS file loaded 01/13/2021)	Count	Percent
Student Total	**676**	**100%**
Pre-Kindergarten Grade	27	3.99%
Kindergarten Grade	96	14.20%
1st Grade	86	12.72%
2nd Grade	94	13.91%
3rd Grade	88	13.02%
4th Grade	95	14.05%
5th Grade	85	12.57%
6th Grade	105	15.53%

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

Demographics:

Our largest student ethnicity group is Hispanic-Latino at 54.17%. The campus demographic breakdown for Scharbauer ES is below:

2025-2026 School Year Below

Student Demographics	Count	Percent
Gender		
Female	268	50.76%
Male	260	49.24%
Ethnicity		
Hispanic-Latino	286	54.17%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	14	2.65%
Black - African American	19	3.60%
Native Hawaiian - Pacific Islander	1	0.19%
White	185	35.04%
Two-or-More	23	4.36%

2024-2025 School Year Below

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

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

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

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

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

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

Student Programs:

Scharbauer ES has 42.4% economically disadvantaged students. We are a school-wide Title I campus. We serve 18.37% of our students with special education services. Student programs, student indicators, and special education services are referenced below:

Fall PEIMS Student Programs 25-26		
Dyslexia	31	5.87%
Gifted and Talented	5	0.95%
Regional Day School Program for the Deaf	0	0.00%
Section 504	8	1.52%
Special Education (SPED)	97	18.37%
Bilingual/ESL		
Emergent Bilingual (EB)	42	7.95%
Bilingual	1	0.19%
English as a Second Language (ESL)	12	2.27%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	528	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

2024-2025 School Year Below

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

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

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

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

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

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

Student Indicators:

Fall PEIMS Student Indicators 25-26		
Student Indicators		
At-Risk	203	38.45%
Foster Care	2	0.38%
IEP Continuer	0	0.00%
Immigrant	11	2.08%
Intervention Indicator	73	13.83%
Migratory	0	0.00%
Military Connected	17	3.22%
Transfer In Students	9	1.70%
Unschooled Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	224	42.42%
Free Meals	189	35.80%
Reduced-Price Meals	34	6.44%
Other Economic Disadvantage	1	0.19%
Homeless and Unaccompanied Youth		
Homeless Status Total	9	1.70%
Shelter	3	0.57%
Doubled Up	0	0.00%
Unsheltered	3	0.57%
Hotel/Motel	3	0.57%
Not Unaccompanied Youth	9	1.70%
Is Unaccompanied Youth	0	0.00%

2024-2025 School Year Below

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

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

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

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

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

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

Special Education Services:

Fall PEIMS Special Education Services 25-26		
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	10	10.31%
Auditory impairment	2	2.06%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	7	7.22%
Emotional disturbance	4	4.12%
Learning disability	33	34.02%
Speech impairment	29	29.90%
Autism	12	12.37%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	29	29.90%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	18	18.56%
Resource Room	34	35.05%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	15	15.46%
Full-Time Early Childhood	1	1.03%
Nonpublic Day School	0	0.00%

2024-2025 School Year Below

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

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

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

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

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

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

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

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

Attendance:

For the 2025-2026 school year, the attendance rate increased from 92.88% to 93.81%. The fourth & fifth six weeks were our lowest attendance rates at 92.9%. The first six weeks was our highest attendance rate at 96.1%. The attendance breakdown by six weeks is below:

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
25-26	Sixth six weeks	93.1%	-	0.0%	1,290	▲ Up
25-26	Fifth six weeks	92.9%	-	0.0%	1,063	▲ Up
25-26	Fourth six weeks	92.9%	-	0.0%	939	▼ Down
25-26	Third six weeks	93.3%	-	0.0%	1,001	▲ Up
25-26	Second six weeks	94.6%	-	0.0%	768	▲ Up
25-26	First six weeks	96.1%	-	0.0%	447	

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

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

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

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

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

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

Discipline:

For the 2025-2026 school year, we are maintaining our discipline incidents for the two years to remain less than 50 incidents. Our discipline maintained below the 3% threshold then entire school year. The discipline breakdown by six weeks is below:

Year	Discipline	Status	Flag	Goal	Incidents	Incidents Trend
25-26	Sixth six weeks	1.27%	-	0.0%	8	▼ Down
25-26	Fifth six weeks	2.12%	-	0.0%	13	▲ Up
25-26	Fourth six weeks	1.09%	-	0.0%	6	▼ Down
25-26	Third six weeks	2.05%	-	0.0%	12	▲ Up
25-26	Second six weeks	1.33%	-	0.0%	7	▲ Up
25-26	First six weeks	0.38%	-	0.0%	2	

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

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

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

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

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

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

Staff Information:

Scharbauer ES had a small turnover of teachers this year. For the end of the 2025-2026 school year, 3 teachers moved out of district or to junior high. For the upcoming school year, we will have 3 Multi-classroom Leaders (MCLs) and 2 Team Reach Teachers (TRTs). Using Opportunity Culture, we are identifying and targeting content areas in need of improvement and growth. This then allows our teachers to provide targeted intervention and support to help us fill academic gaps. The staff demographic information is as follows:

Fall PEIMS Staff Information 25-26

Staff Information		
Administrative Support	16	28.57%
Teacher	28	50.00%
Educational Aide	12	21.43%
Auxiliary	0	0.00%

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

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

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

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

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

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

Demographics Strengths

For the 2025-20256 school year, our overall student enrollment increased to roughly 530 students due to district rezoning within our district.

Scharbauer ES will continue to be a part of Opportunity Culture this year. We will have three Multi-Classroom Leaders and two Team Reach Teachers distributed among the varying grade levels. The MCLs are placed in the upper grades (3rd-6th) focusing on vertical alignment planning, teacher coaching, and instructional support.

This year, Scharbauer ES will continue utilizing strategies learned from Teach Like a Champion and Relay Graduate School of Education including strategies focused on lesson planning & internalization, lesson delivery, checking for understanding from all students, having exemplars in hand to provide immediate feedback and guide student thinking, and reteaching using guided discourse and modeling. Scharbauer ES will focus on implementing the professional learning communities framework using the data driven instruction processes to include standard breakdowns, examining exemplar student work to determine learning gaps,

implementing reteaching strategies, and reassessing to determine effectiveness of the reteach. Through checking for understanding for all, we will focus on providing immediate support to our students to clarify any misconceptions and pull students in a small group setting when gaps have been determined.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels.
Root Cause: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.

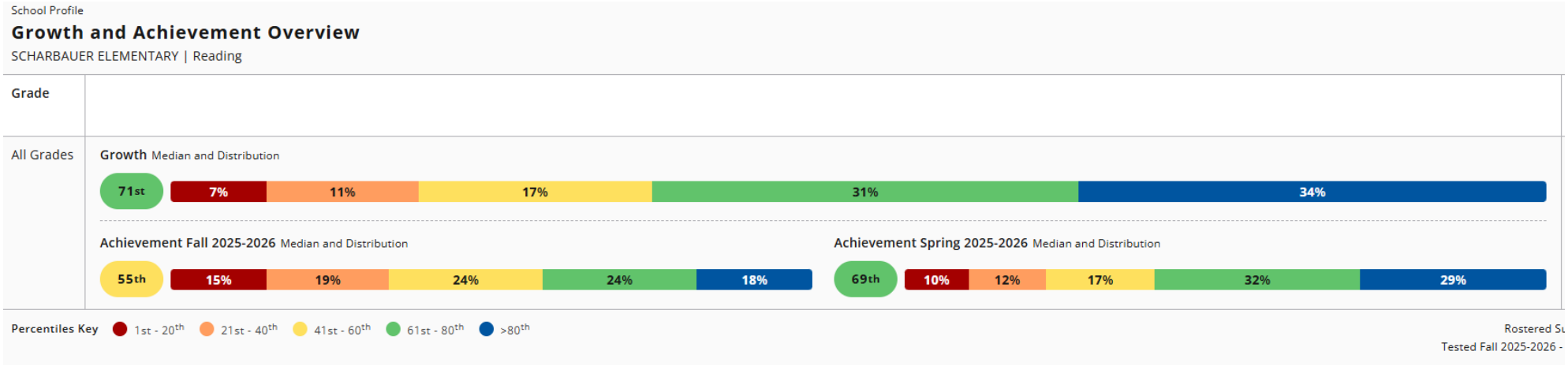
Problem Statement 2 (Prioritized): African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics.
Root Cause: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

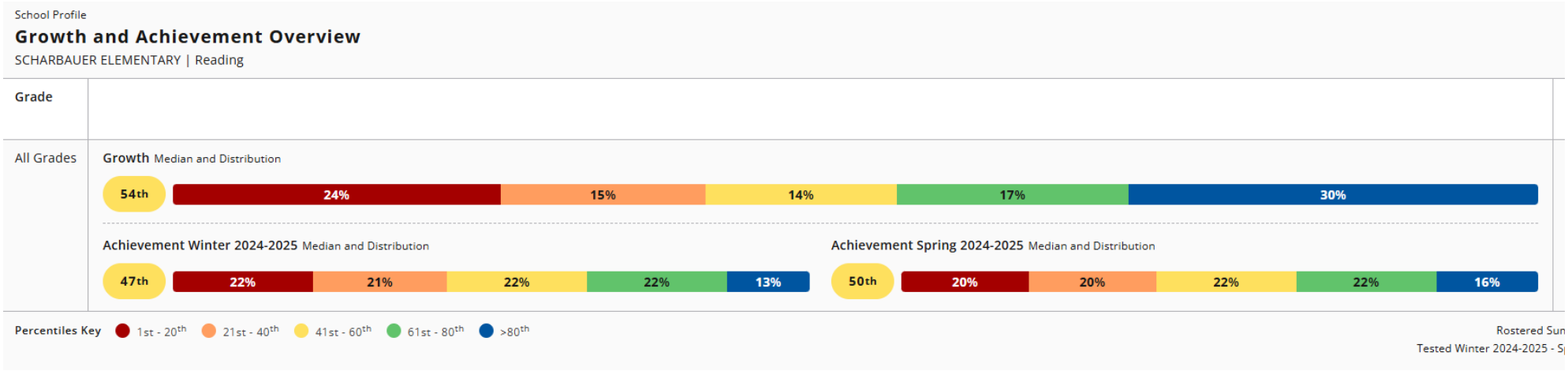
Student Learning

Student Learning Summary

MAP ELAR Growth & Achievement:

For the 2025-2026 school year, Scharbauer ES increased in their growth for MAP ELAR scores to the 71st quantile of schools. Last year, we were in the 54th quantile. Achievement also increased from the 50th quantile to the 69th quantile. There is a breakdown of MAP ELAR data below:





School Profile

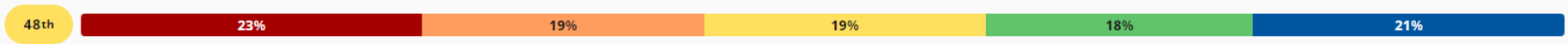
Growth and Achievement Overview

SCHARBAUER ELEMENTARY | Reading

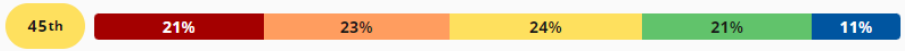
Grade

All Grades

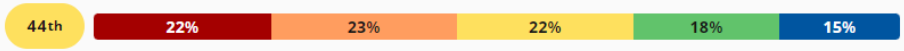
Growth Median and Distribution



Achievement Fall 2023-2024 Median and Distribution



Achievement Spring 2023-2024 Median and Distribution



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

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Tested Fall 2023-2024 - Sp

School Profile

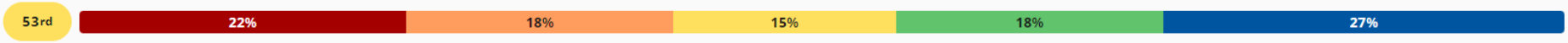
Growth and Achievement Overview

SCHARBAUER ELEMENTARY | Reading

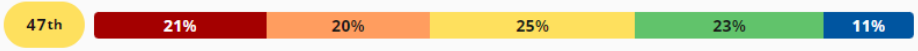
Grade

All Grades

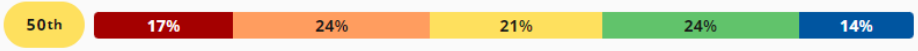
Growth Median and Distribution



Achievement Fall 2022-2023 Median and Distribution

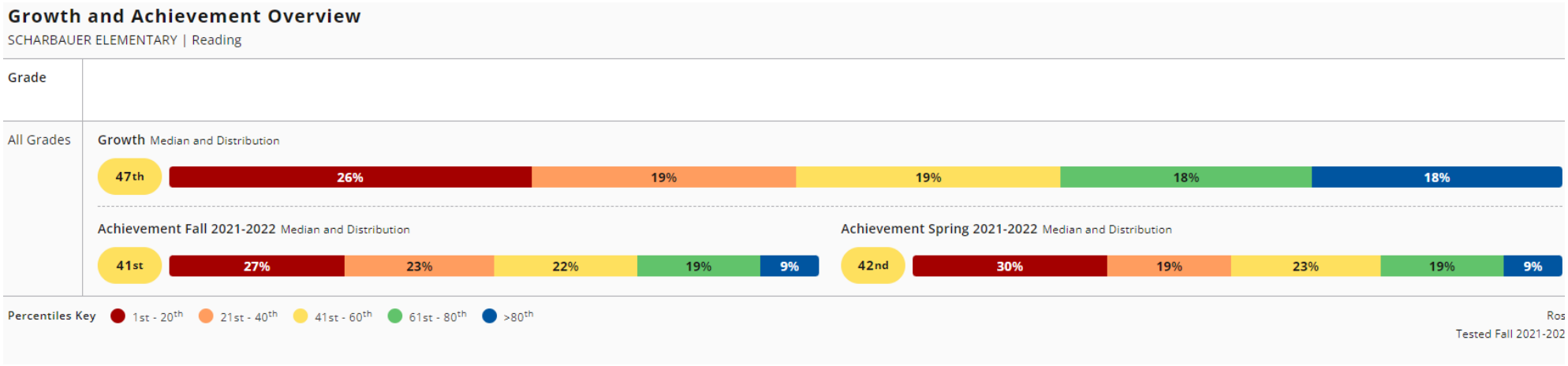


Achievement Spring 2022-2023 Median and Distribution



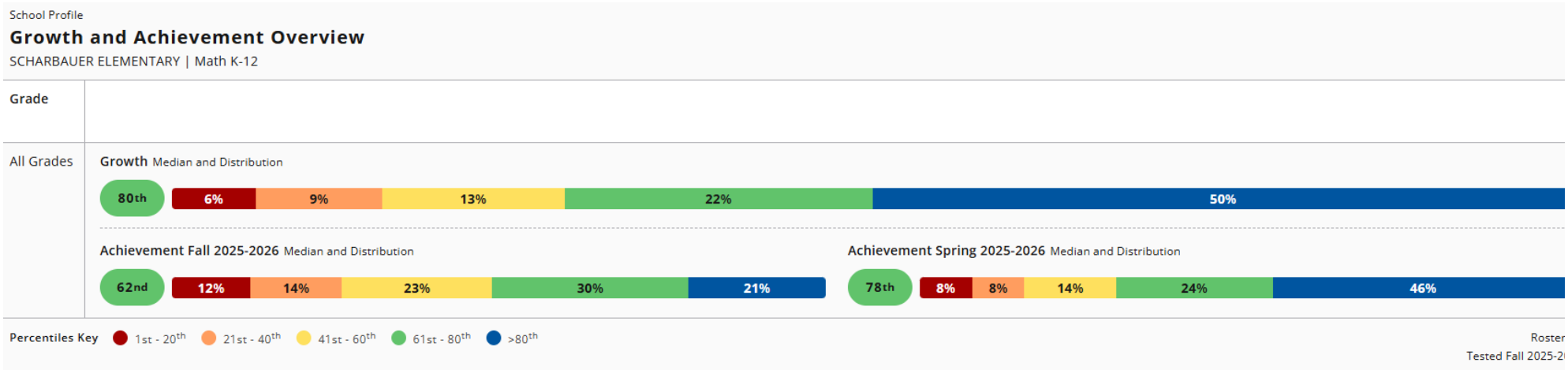
Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th

Rostere
Tested Fall 2022-2023



MAP Math Growth & Achievement:

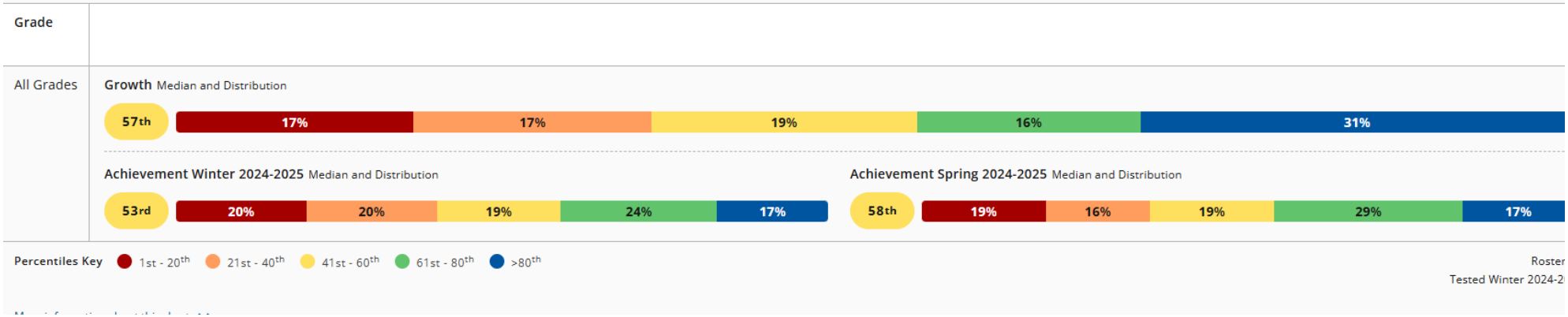
For the 2025-2026 school year, Scharbauer ES improved their MAP Math growth scores to the 80th quantile from the 57th quantile. We have continuously improved our MAP Math growth over the last four years. Our achievement has followed that same path as well. Our achievement increased from the 58th quantile to the 78th quantile. The breakdown for MAP Math is below:



School Profile

Growth and Achievement Overview

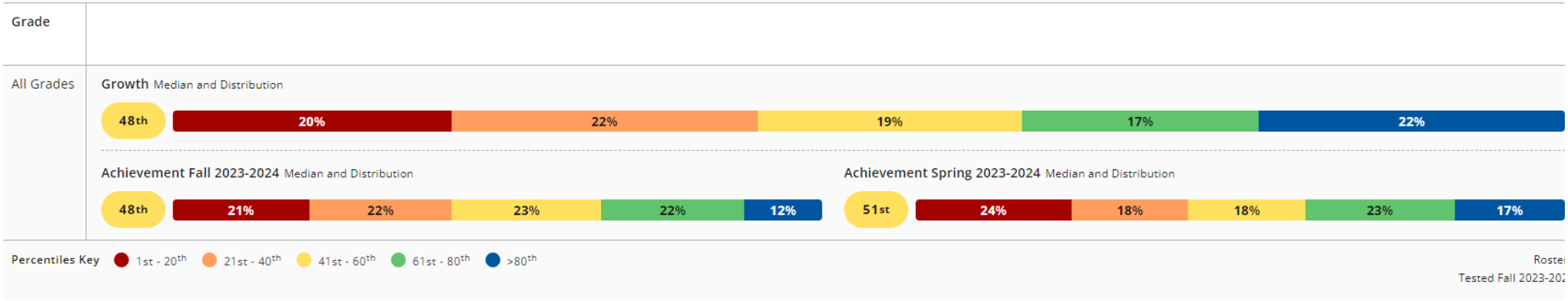
SCHARBAUER ELEMENTARY | Math K-12

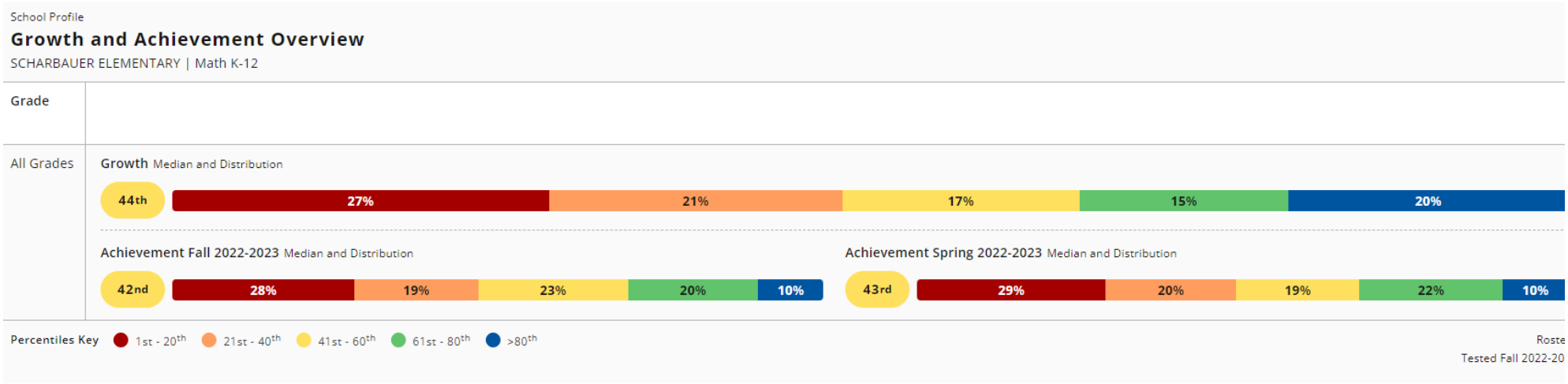


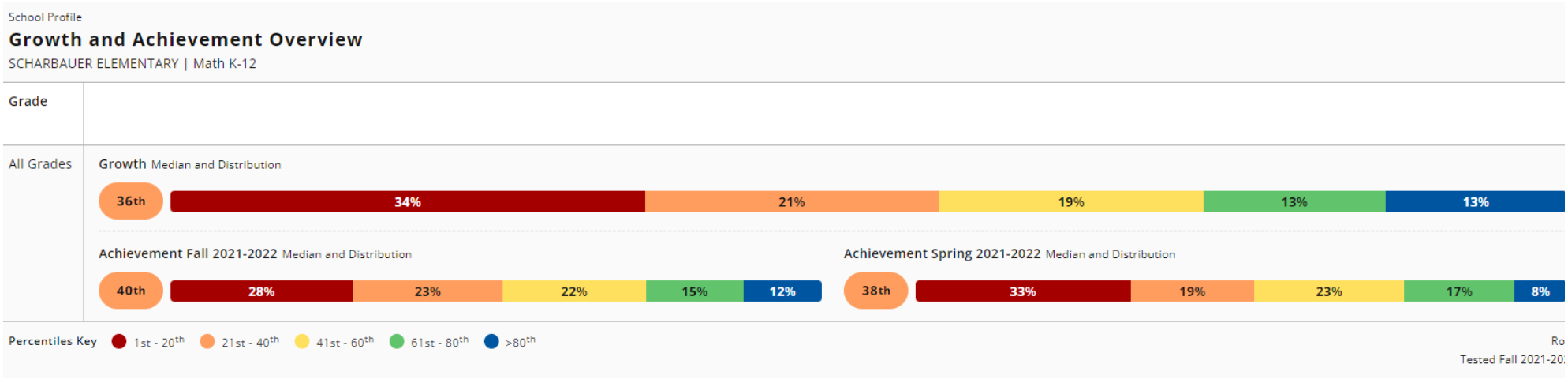
School Profile

Growth and Achievement Overview

SCHARBAUER ELEMENTARY | Math K-12

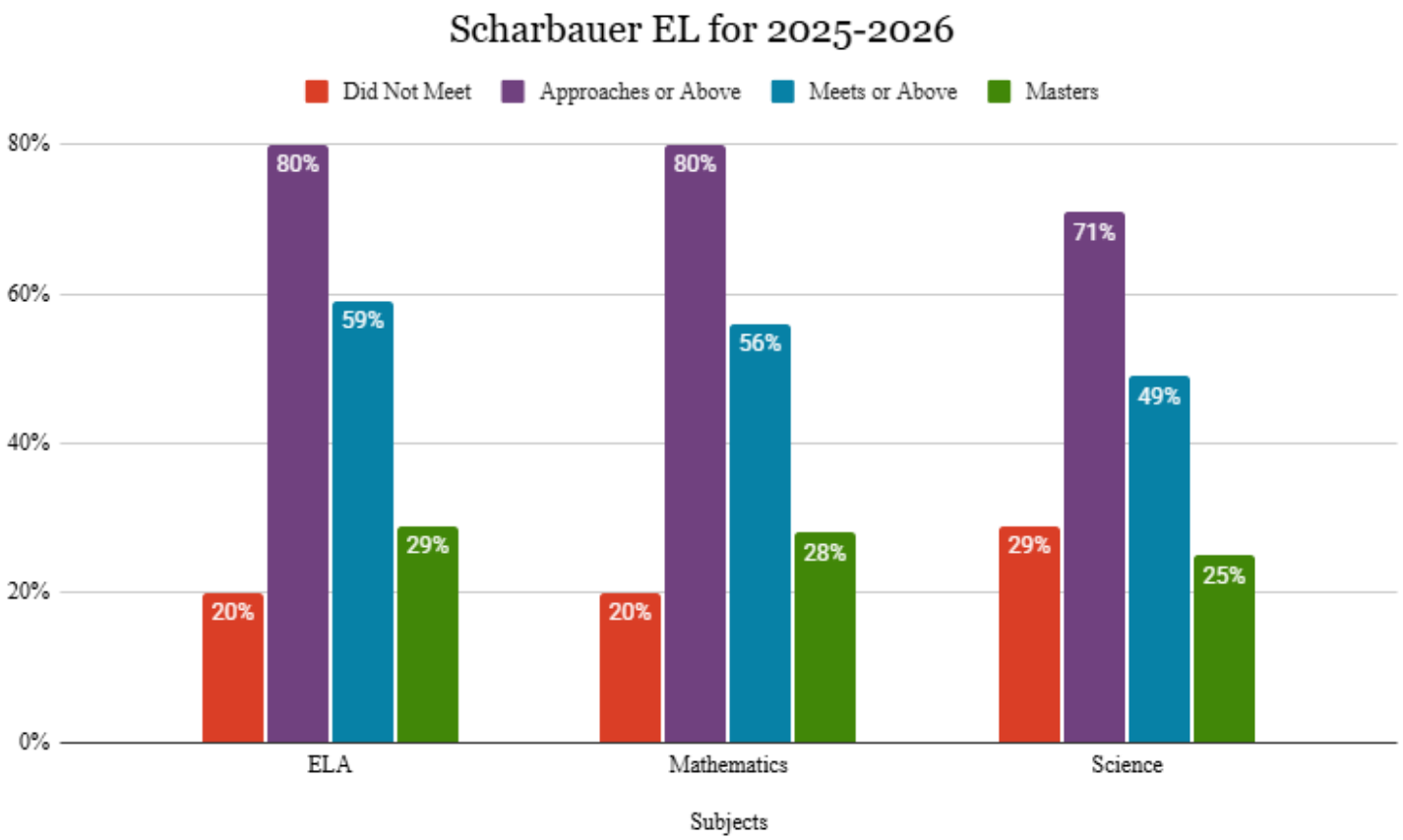


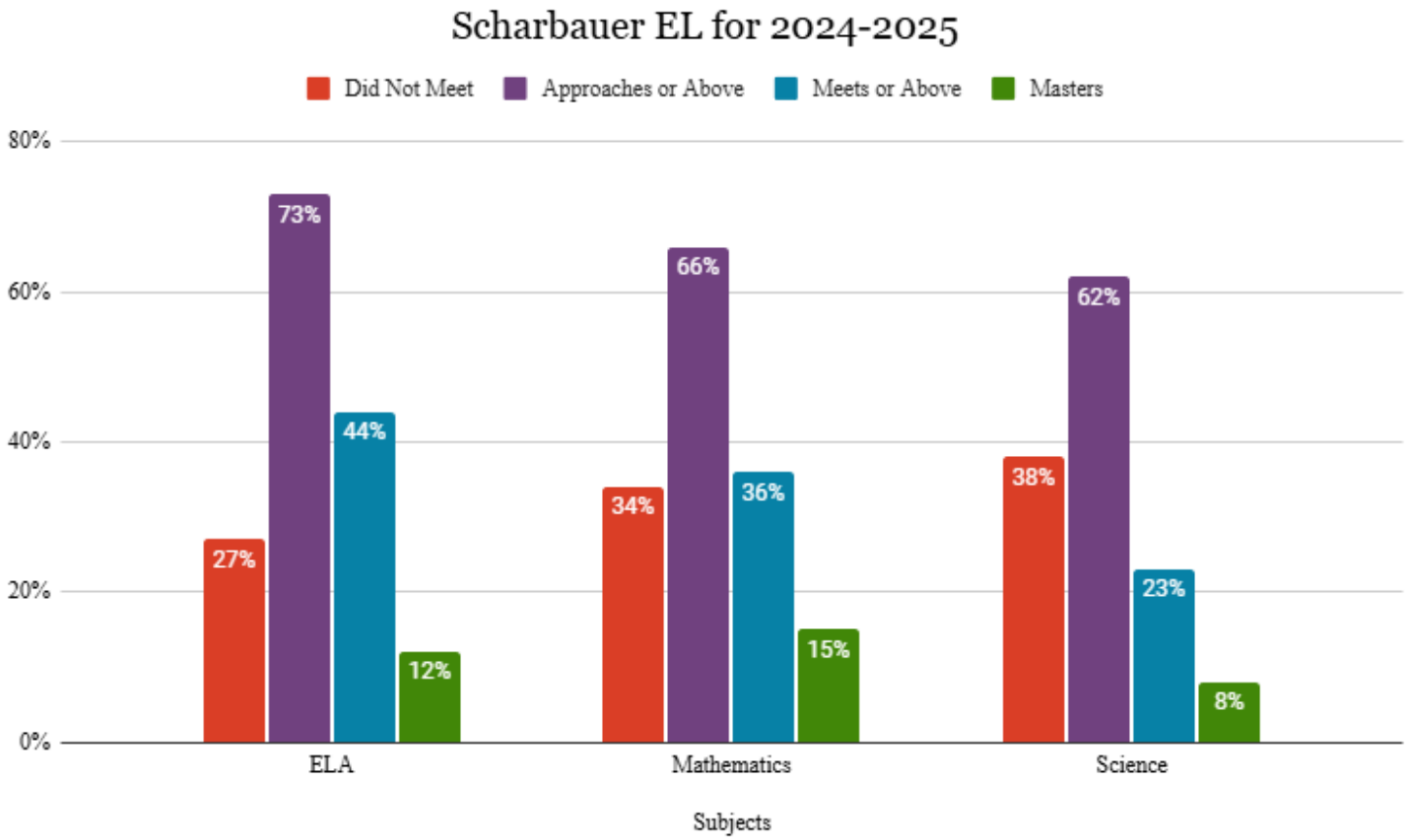


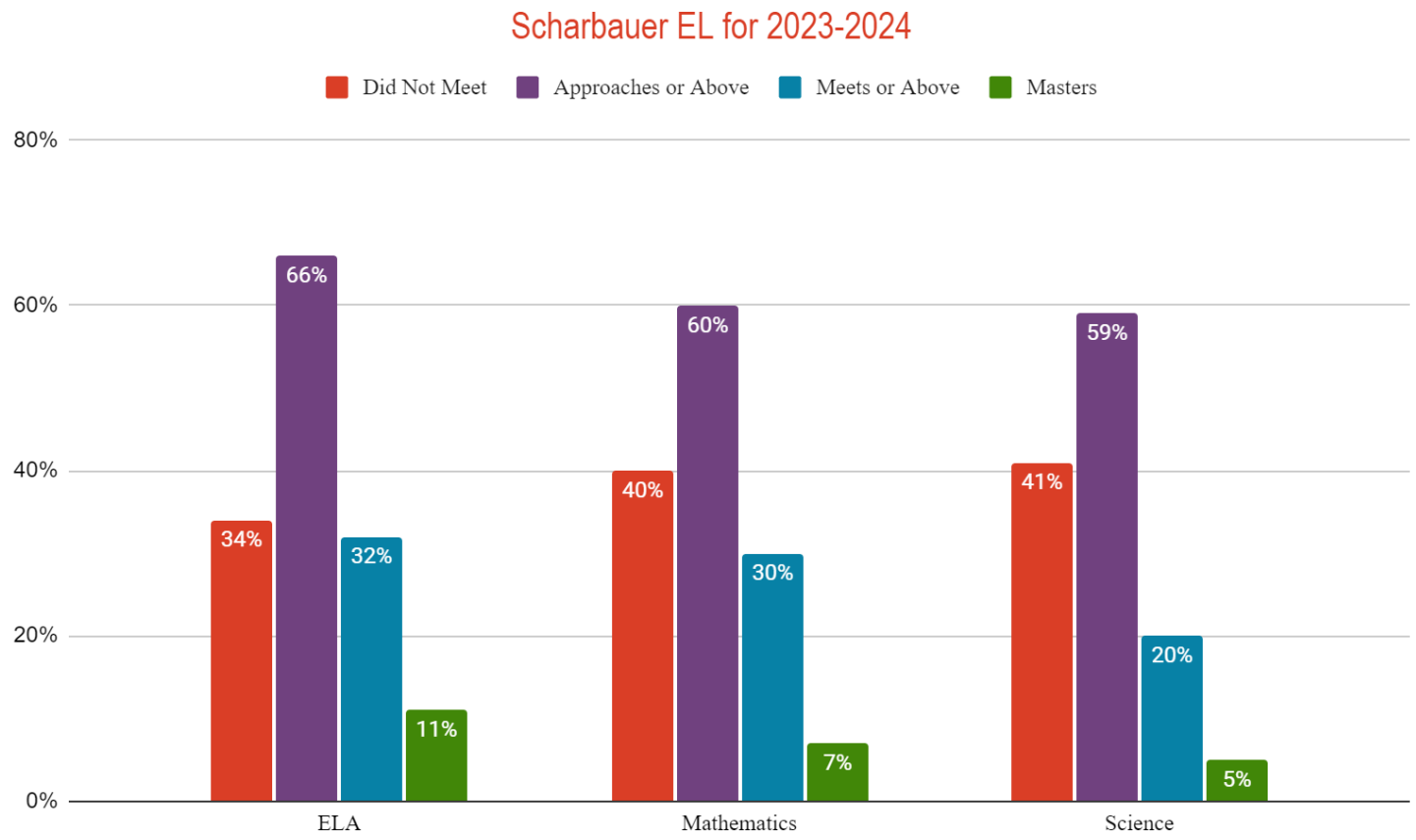


STAAR Performance

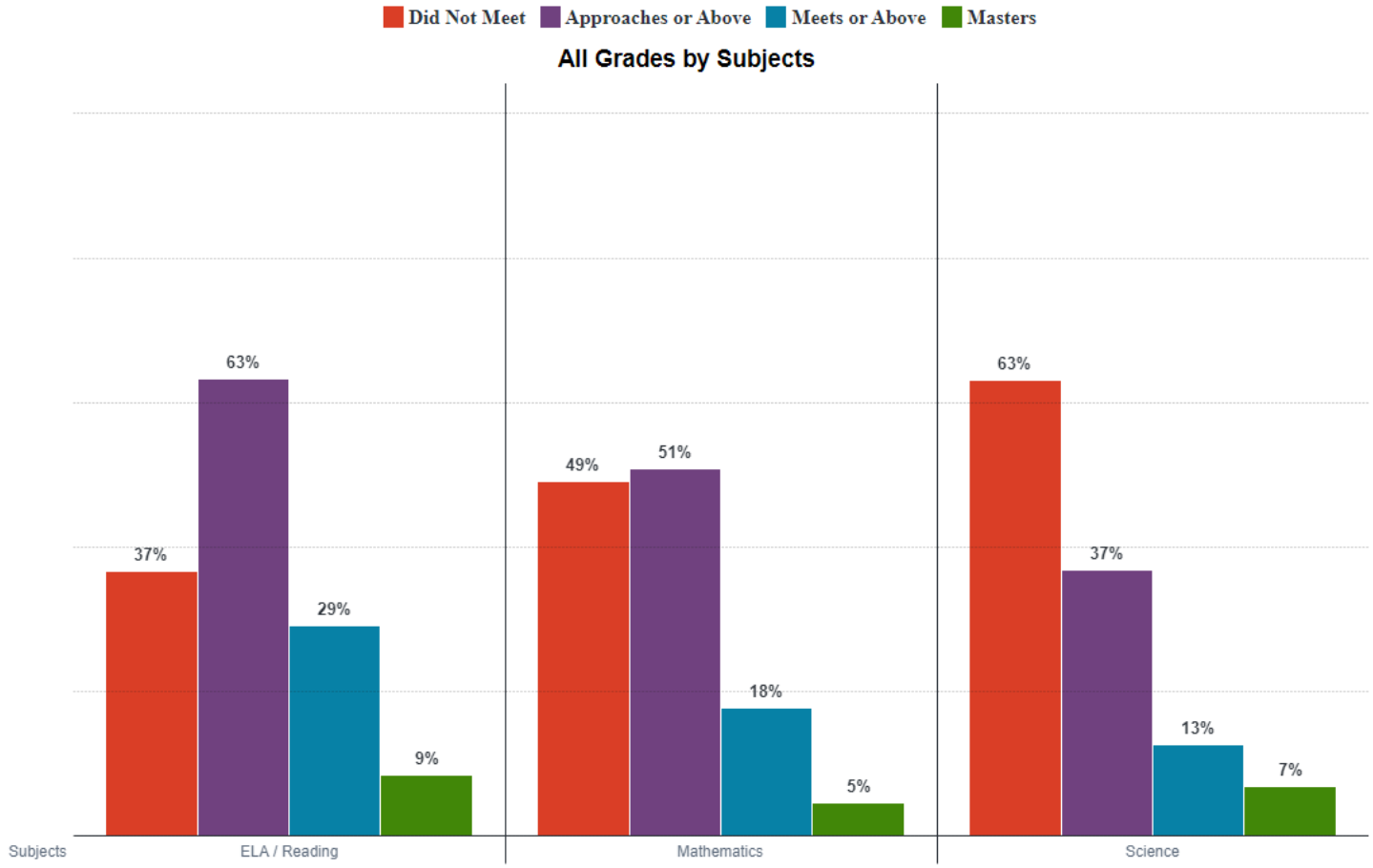
For the 2025-2026 school year, Scharbauer ES improved in performance in Math, ELAR, and Science STAAR for the areas of Approaches, Meets, and Masters grade level. Also, our overall accountability increased from an F three years ago to a high B due to our focus on growth and closing the content gaps. Below are STAAR comparisons:


Scharbauer EL for 2025-2026
Did Not Meet
Approaches or Above
Meets or Above
Masters
80%
60%
40%
20%
0%
20%
80%
59%
29%
20%
80%
56%
28%
29%
71%
49%
25%
ELA
Mathematics
Science
Subjects

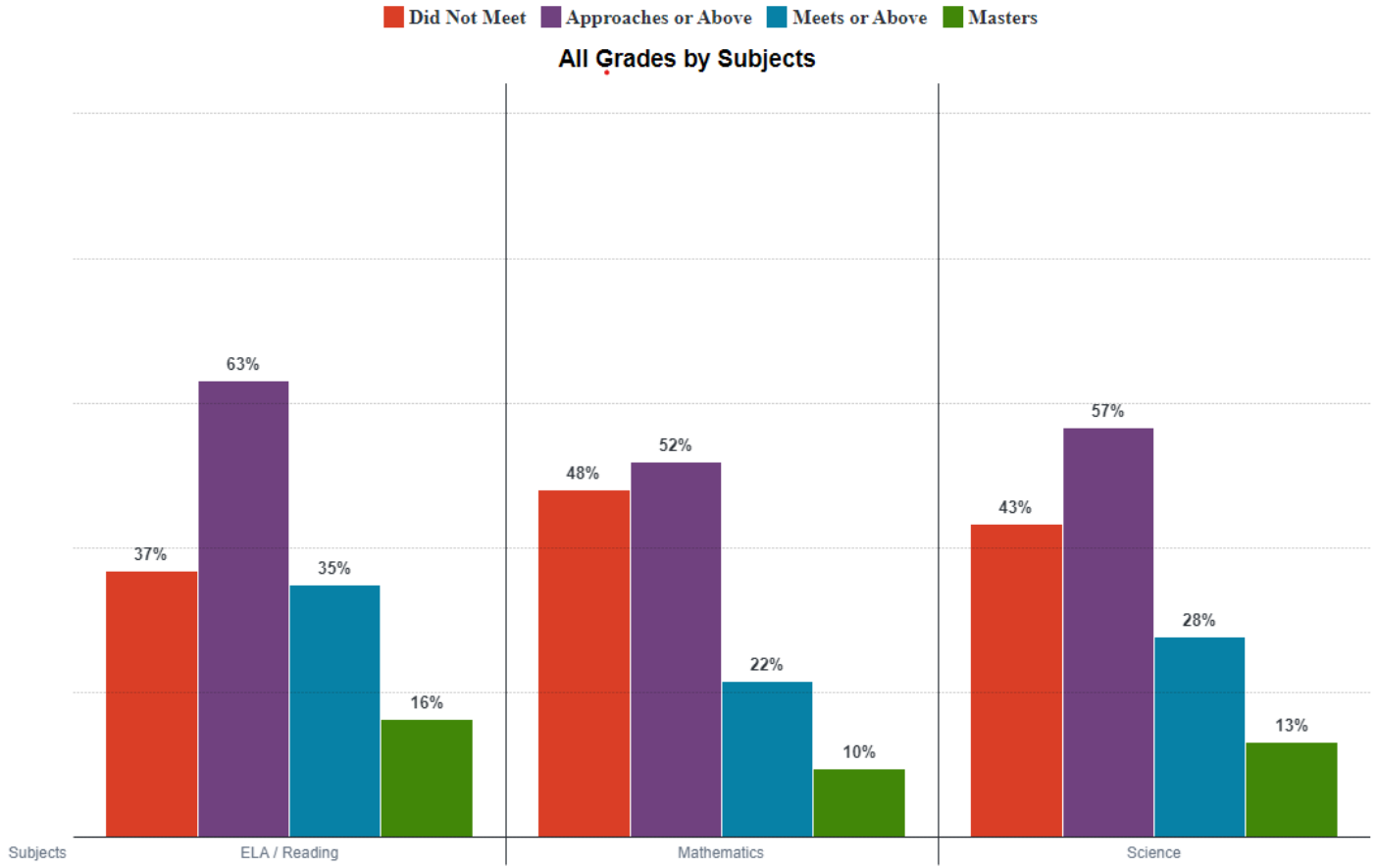

Scharbauer EL for 2024-2025
Did Not Meet
Approaches or Above
Meets or Above
Masters
80%
60%
40%
20%
0%
73%
66%
62%
44%
36%
38%
27%
34%
23%
15%
12%
8%
ELA
Mathematics
Science
Subjects


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

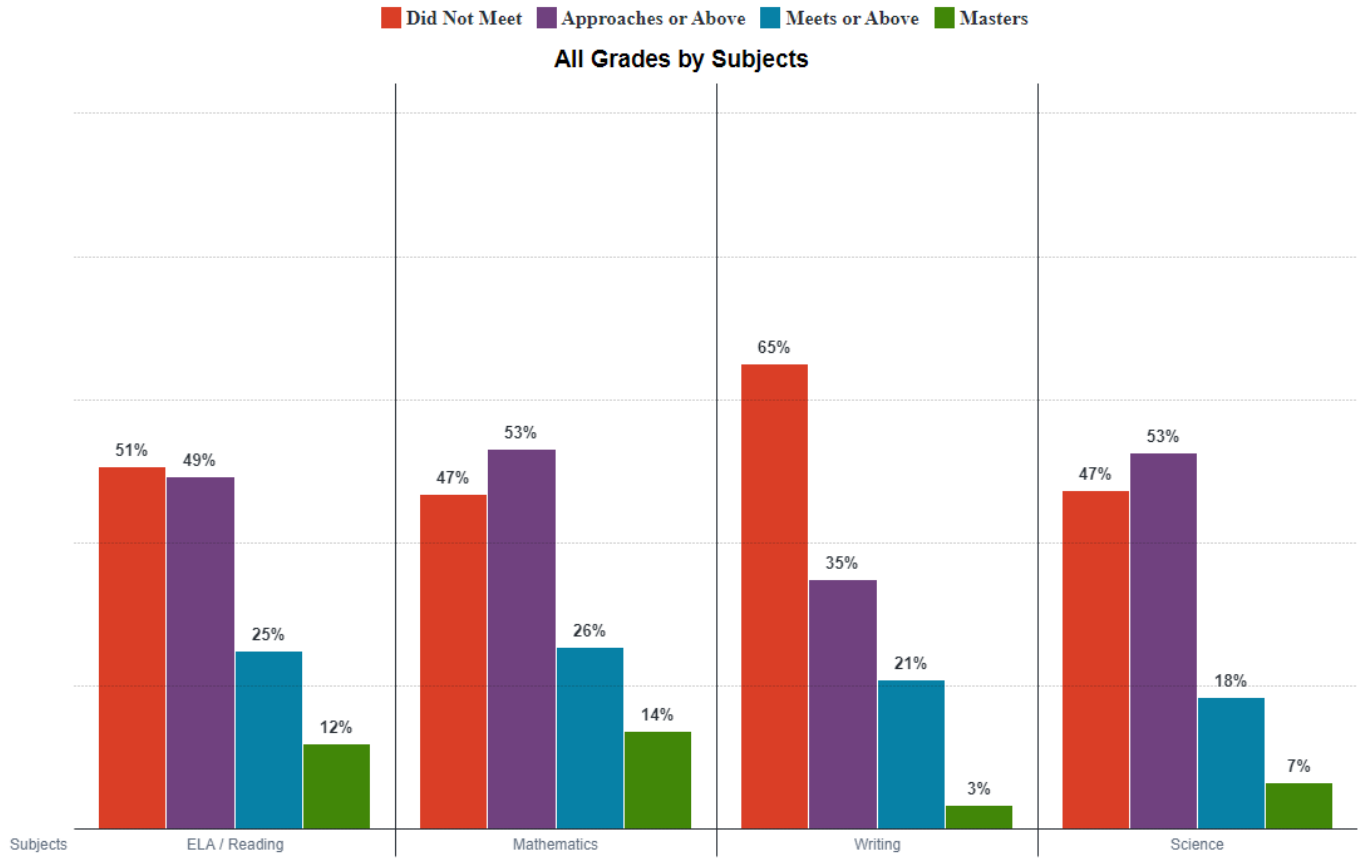
STAAR Performance
SCHARBAUER EL || MIDLAND ISD (165901125) for 2022-23



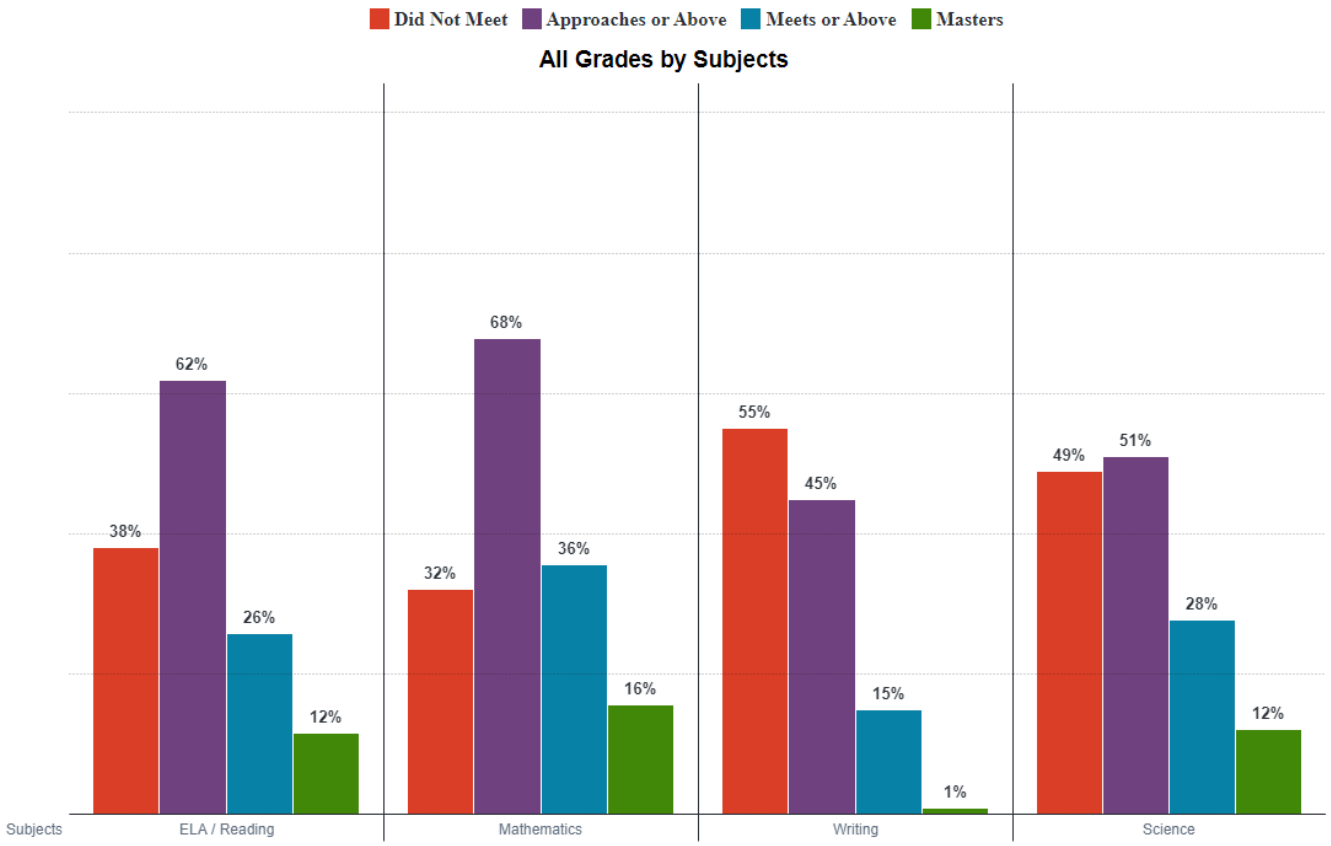
STAAR Performance
SCHARBAUER EL || MIDLAND ISD (165901125) for 2021-22

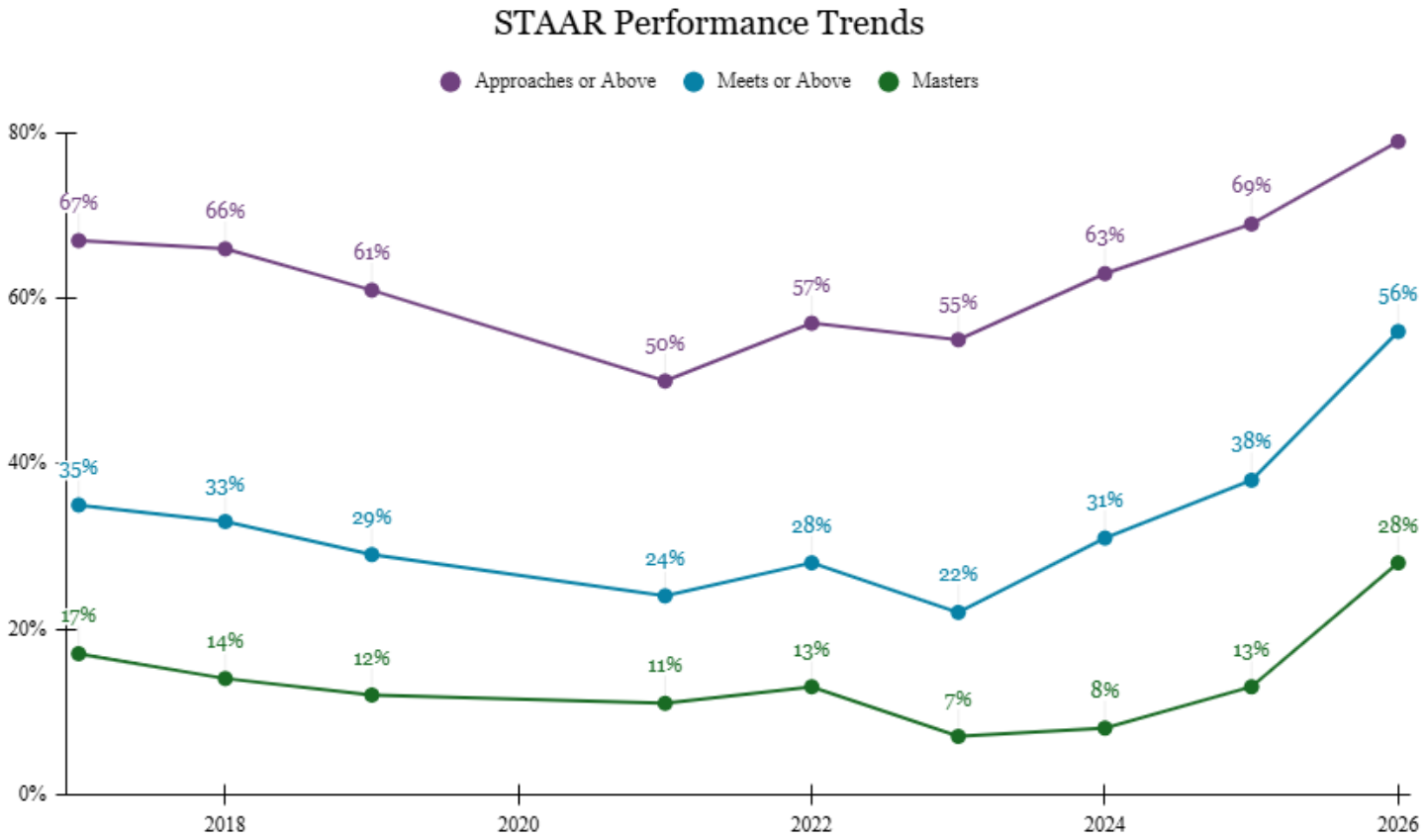


STAAR Performance
SCHARBAUER EL || MIDLAND ISD (165901125) for 2020-21



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




STAAR Performance Trends
Approaches or Above
Meets or Above
Masters
80%
60%
40%
20%
0%
67%
66%
61%
50%
57%
55%
63%
69%
35%
33%
29%
24%
28%
22%
31%
38%
56%
17%
14%
12%
11%
13%
7%
8%
13%
28%
2018
2020
2022
2024
2026

Performance Distribution, By Program: SCHARBAUER EL, 2025-2026

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

STAAR Summative Mathematics

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

Tests Taken: **295** Date Last Taken: **04/22/2026**



Percent	**21%**	**24%**	**27%**	**28%**
Count	63	70	80	82

STAAR Summative Reading Language Arts

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

Tests Taken: **295** Date Last Taken: **04/15/2026**



Percent	**21%**	**21%**	**28%**	**31%**
Count	61	62	82	90

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **76** Date Last Taken: **04/14/2026**



Percent	**30%**	**21%**	**24%**	**25%**
Count	23	16	18	19

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

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

STAAR Summative Mathematics

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

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



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

STAAR Summative Science

Grades Tested: **5**

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



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

STAAR Summative Reading Language Arts

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

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



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

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

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

STAAR Summative Mathematics

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

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



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

STAAR Summative Science

Grades Tested: **5**

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



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

STAAR Summative Reading Language Arts

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

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



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

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

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

STAAR Summative Mathematics

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

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



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

STAAR Summative Reading Language Arts

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

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



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

STAAR Summative Science

Grades Tested: **5**

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



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

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

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

STAAR Summative Science

Grades Tested: **5**

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



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

STAAR Summative Reading

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

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



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

STAAR Summative Mathematics

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

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



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

Student Learning Strengths

The STAAR data shows that we increased in every content area including Math, ELAR, Science for the proficiency levels of Approaches, Meets, & Masters, as well as closing the gaps. Our growth was consistent the last two academic years. We increased from a C to a B in our student achievement score. We are beginning to fill in content gaps of our students and our achievement as well as growth has increased. Our overall campus rating has increased from an F three years ago, and we are on track to earn a high B for the 2025-2026 school year. We will continue to focus this year on differentiation at the small group table, checking for

understanding from all students while providing Tier I instruction, providing immediate feedback to fill in the gaps in the moment, and continuing to build motivation, determination, and perseverance in our students to improve their academic growth and achievement.

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading Language Arts performance is lower than desired across multiple grade levels, with the most significant concerns evident in Grades 5 and 6, where student proficiency rates decline substantially compared to earlier grades.
Root Cause: Students are entering upper elementary grades without the academic vocabulary, comprehension skills, and text analysis strategies necessary to successfully access increasingly complex grade-level texts. In addition, instructional supports may not be consistently aligned to address language development and higher-order thinking skills.

Problem Statement 2 (Prioritized): Student achievement declines significantly from Grade 4 to Grade 5 in both Reading Language Arts and Mathematics.
Root Cause: Increased academic rigor and independence expectations in Grade 5 may exceed students' readiness levels due to gaps in vertical alignment, inconsistent scaffolding practices, and insufficient intervention support during the transition from lower to upper elementary grades.

Problem Statement 3 (Prioritized): Grade 6 students demonstrate lower mathematics performance than students in other grade levels, indicating challenges with grade-level mathematical concepts and application skills.
Root Cause: Students struggle to apply mathematical concepts to multi-step problem-solving situations and often experience difficulty understanding academic vocabulary embedded within mathematical tasks. Opportunities for mathematical discourse and reasoning may not be consistently embedded in instruction.

Problem Statement 4 (Prioritized): Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels.
Root Cause: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.

Problem Statement 5 (Prioritized): African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics.
Root Cause: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

School Processes & Programs

School Processes & Programs Summary

For the 2026-2027 school year, Scharbauer ES will be utilizing HQIM resources in addition to other TEKS aligned resources to provide high quality instruction. Our curricula resources will be: STEMScopes Math [Kinder-6th Grade], Bluebonnet ELAR [Kinder-6th Grade], and SAVVAS Science. Tier I instruction, formal and informal assessments, exit tickets, and materials and activities will meet the rigor and specificity of the grade level TEKS.

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

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

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

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

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

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

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

Our students have one-to-one technology. Our 1st-6th grade students will be using chromebooks, while our Kindergarten and PreKindergarten students will be using iPads. We will also partake in UIL A+ Academics this year in the areas of Number Sense, Oral Reading, Spelling, Chess, and Math. Scharbauer will house a GEM 2.O [Gifted Education Midland] that will serve students from Fasken, Greathouse, Parker, Rusk, Bush, Long, Henderson, Yarbrough, Scharbauer, and Burnet. In addition, we will maintain our Pre-Kindergarten sections to include 24 tuition based seats.

School Processes & Programs Strengths

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): New to campus teachers are not as effective as veteran teachers in terms of achievement or student growth.
Root Cause: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful for these teachers on other campuses.

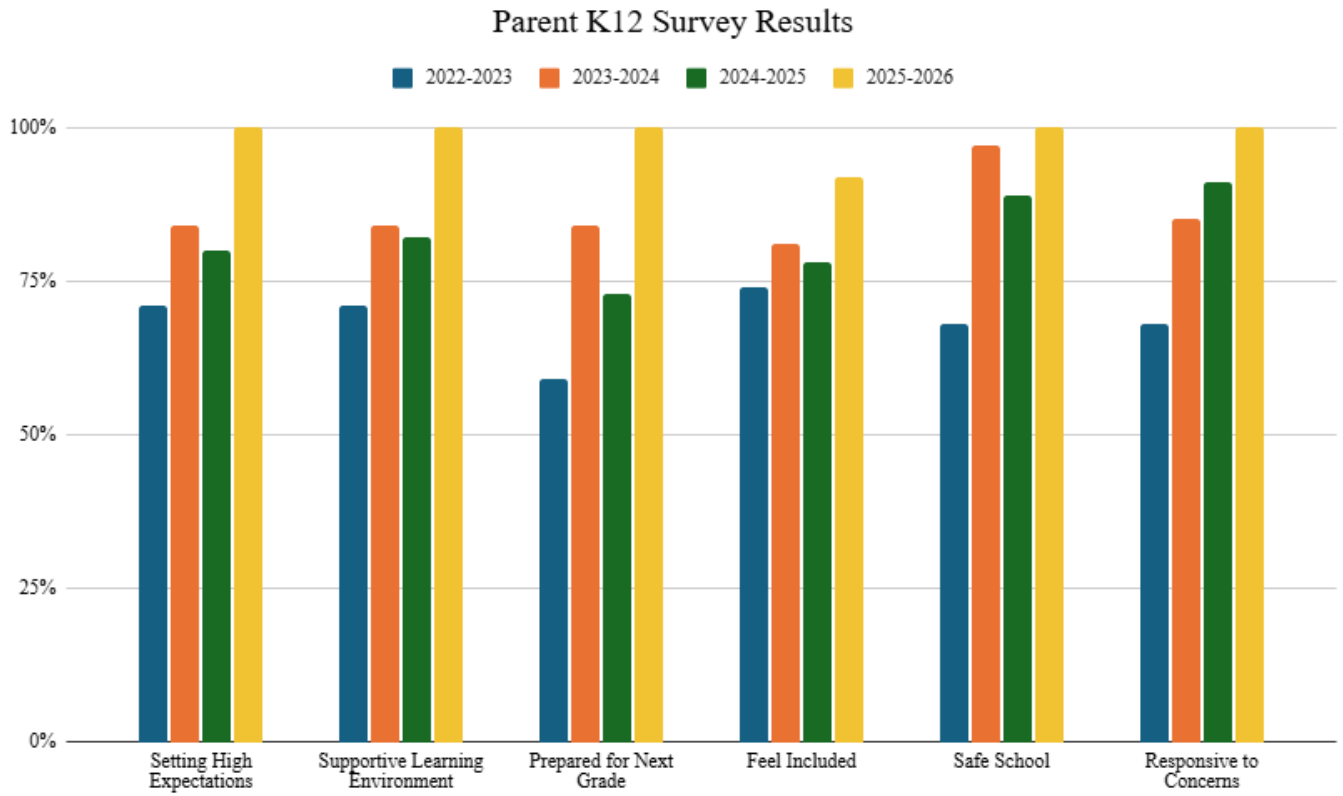
Problem Statement 2 (Prioritized): All teachers do not understanding of all of the components of a true Professional Learning Community.
Root Cause: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.

Perceptions

Perceptions Summary

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

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



We are continuing to focus on increasing our parent engagement through offering many after school events as well as volunteer opportunities throughout the school day. We are working with our PTA to improve PTA participation and involvement. Over the last two years, our PTA membership has increased from less than 30 to over 100 members. We want our parents and community members to be a part of their students' education.

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

Perceptions Strengths

We will continue to provide surveys to families, staff, and students to find areas in need of improvement. We will then make

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

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

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

We will also continue to focus on improving student attendance and meeting student needs utilizing district resources and with help of our assistant principal.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Scharbauer ES has low parent engagement and volunteering.
Root Cause: Lack of transportation for many of our families within our school community.

Problem Statement 2 (Prioritized): Scharbauer ES does not have sufficient stakeholder, community, and parental input in the decision making process.
Root Cause: All stakeholders have not felt their input is valued when making decisions regarding the campus.

Priority Problem Statements

Problem Statement 1: Reading Language Arts performance is lower than desired across multiple grade levels, with the most significant concerns evident in Grades 5 and 6, where student proficiency rates decline substantially compared to earlier grades.

Root Cause 1: Students are entering upper elementary grades without the academic vocabulary, comprehension skills, and text analysis strategies necessary to successfully access increasingly complex grade-level texts. In addition, instructional supports may not be consistently aligned to address language development and higher-order thinking skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Grade 6 students demonstrate lower mathematics performance than students in other grade levels, indicating challenges with grade-level mathematical concepts and application skills.

Root Cause 2: Students struggle to apply mathematical concepts to multi-step problem-solving situations and often experience difficulty understanding academic vocabulary embedded within mathematical tasks. Opportunities for mathematical discourse and reasoning may not be consistently embedded in instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student achievement declines significantly from Grade 4 to Grade 5 in both Reading Language Arts and Mathematics.

Root Cause 3: Increased academic rigor and independence expectations in Grade 5 may exceed students' readiness levels due to gaps in vertical alignment, inconsistent scaffolding practices, and insufficient intervention support during the transition from lower to upper elementary grades.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels.

Root Cause 4: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics.

Root Cause 5: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

Problem Statement 5 Areas: Demographics - Student Learning

Problem Statement 6: New to campus teachers are not as effective as veteran teachers in terms of achievement or student growth.

Root Cause 6: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful for these teachers on other campuses.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: All teachers do not understanding of all of the components of a true Professional Learning Community.
Root Cause 7: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.
Problem Statement 7 Areas: School Processes & Programs

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

Problem Statement 9: Scharbauer ES does not have sufficient stakeholder, community, and parental input in the decision making process.
Root Cause 9: All stakeholders have not felt their input is valued when making decisions regarding the campus.
Problem Statement 9 Areas: Perceptions

Goals

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 1: The percentage of PreK students performing at grade level in ELAR will increase from 85% to 100% by June 2027.
The percentage of PreK students performing at grade level in Math will increase from 71% to 100% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Three Cheers for Pre-K Letter Sound & Math Scope and Sequence will be consistently implemented in the classroom, including strategies designed to meet the varied learning needs and styles of our PK students. **Strategy's Expected Result/Impact:** Students will be exposed to all of the letters & routines will be in place to help develop letter names & sounds with scaffolded exposure. Also, they will learn about numbers, patterns, subsidizing, and counting and will perform well on their EOY assessments. **Staff Responsible for Monitoring:** Teachers & Administrators **Problem Statements:** School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Our high quality veteran teachers will support our newer PreK teacher in PLCs and will coach on how to deliver effective Tier I instruction. **Strategy's Expected Result/Impact:** PK team will maintain their collegiality and effectiveness which maximizes student outcomes. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** School Processes & Programs 1, 2				

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

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: New to campus teachers are not as effective as veteran teachers in terms of achievement or student growth. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful for these teachers on other campuses.
Problem Statement 2: All teachers do not understanding of all of the components of a true Professional Learning Community. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 2: The percentage of Kinder students performing at grade in ELAR will increase from 77% to 80% by June 2027. (mCLASS)
The percentage of Kinder students performing at grade in ELAR will increase from 90% to 92% by June 2027. (iREADY)
The percentage of Kinder students performing at grade level in Math will increase from 79% to 82% by June 2027. (iREADY)

High Priority

HB3 Goal

Evaluation Data Sources: mCLASS & iREADY

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

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

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

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Reading Language Arts performance is lower than desired across multiple grade levels, with the most significant concerns evident in Grades 5 and 6, where student proficiency rates decline substantially compared to earlier grades. **Root Cause**: Students are entering upper elementary grades without the academic vocabulary, comprehension skills, and text analysis strategies necessary to successfully access increasingly complex grade-level texts. In addition, instructional supports may not be consistently aligned to address language development and higher-order thinking skills.

School Processes & Programs
Problem Statement 1: New to campus teachers are not as effective as veteran teachers in terms of achievement or student growth. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful for these teachers on other campuses.
Problem Statement 2: All teachers do not understanding of all of the components of a true Professional Learning Community. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 3: The percentage of 1st grade students performing at grade in ELAR will increase from 59% to 70% by June 2027. (mCLASS)
The percentage of 1st grade students performing at grade in ELAR will increase from 60% to 75% by June 2027. (iREADY)
The percentage of 1st grade students performing at grade level in Math will increase from 71% to 75% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: mCLASS & iREADY

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will focus on holding all students accountable for showing their understanding of the content- using the TLAC strategy of "Everybody Writes". **Strategy's Expected Result/Impact:** Teachers will be provided with research based action steps to help meet student needs and improve their instructional delivery. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 2 - Student Learning 1, 5 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will determine small groups and after school tutoring groups based on the daily work in the classroom & determine targeted reading intervention based on student data from formative assessments. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 4, 5 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: First grade team will continue to utilize TLAC strategies such as lesson internalization, planning, assessment, lesson delivery & practice, analysis of student work & data, checking for understanding and reteaching. **Strategy's Expected Result/Impact:** Teachers will internalize lessons, provide on grade level Tier I instruction, provide differentiation at the small group table to meet the needs of all students, assess students to determine mastery of the content, delivery engaging lessons, address the gaps in content knowledge of their students, and how to provide additional reteach and/or enrichment. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 4, 5 - School Processes & Programs 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.

Problem Statement 2: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

Student Learning

Problem Statement 1: Reading Language Arts performance is lower than desired across multiple grade levels, with the most significant concerns evident in Grades 5 and 6, where student proficiency rates decline substantially compared to earlier grades. **Root Cause**: Students are entering upper elementary grades without the academic vocabulary, comprehension skills, and text analysis strategies necessary to successfully access increasingly complex grade-level texts. In addition, instructional supports may not be consistently aligned to address language development and higher-order thinking skills.

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Problem Statement 5: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

School Processes & Programs

Problem Statement 1: New to campus teachers are not as effective as veteran teachers in terms of achievement or student growth. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful for these teachers on other campuses.

School Processes & Programs
Problem Statement 2: All teachers do not understanding of all of the components of a true Professional Learning Community. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 4: The percentage of 2nd grade students performing at grade in ELAR will increase from 69% to 75% by June 2027. (mCLASS)
The percentage of 2nd grade students performing at grade in ELAR will increase from 69% to 75% by June 2027. (iREADY)
The percentage of 2nd students performing at grade level in Math will increase from 66% to 73% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: mCLASS & iREADY

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers in grades 2nd-6th will vertically align writing strategies that ensure alignment and student success for both reading and writing. **Strategy's Expected Result/Impact:** Teachers will be provided with research based strategies to increase student achievement. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 4, 5 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Strategic staffing will be utilized to place strong teacher with support using additional teacher in 2nd grade ELAR to ensure that students have a strong reading language arts foundation prior to advancing to third grade. **Strategy's Expected Result/Impact:** Students will have solid ELAR foundation before entering 3rd grade. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 4, 5 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Second Grade will hold horizontal PLCs with 1st grade that will include lesson internalization, planning, assessment, lesson delivery & practice, analysis of student work & data, checking for understanding from all and reteaching. **Strategy's Expected Result/Impact:** ELAR teachers will internalize lessons, provide on grade level Tier I instruction, provide differentiation at the small group table to meet the needs of all students, assess students to determine mastery of the content, delivery engaging lessons, address the gaps in content knowledge of their students, and how to provide additional reteach and/or enrichment. **Staff Responsible for Monitoring:** Administrators, Leadership Team **Problem Statements:** Demographics 1, 2 - Student Learning 1, 4, 5 - School Processes & Programs 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.

Problem Statement 2: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

Student Learning

Problem Statement 1: Reading Language Arts performance is lower than desired across multiple grade levels, with the most significant concerns evident in Grades 5 and 6, where student proficiency rates decline substantially compared to earlier grades. **Root Cause**: Students are entering upper elementary grades without the academic vocabulary, comprehension skills, and text analysis strategies necessary to successfully access increasingly complex grade-level texts. In addition, instructional supports may not be consistently aligned to address language development and higher-order thinking skills.

Problem Statement 4: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.

Problem Statement 5: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

School Processes & Programs

Problem Statement 1: New to campus teachers are not as effective as veteran teachers in terms of achievement or student growth. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful for these teachers on other campuses.

School Processes & Programs
Problem Statement 2: All teachers do not understanding of all of the components of a true Professional Learning Community. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 5: The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 50% to 53% by June 2027.
The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 39% to 42% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Third grade teacher will implement effective reading and writing strategies that align more closely with the TEKS and extended constructed response grading rubric to increase student mastery. **Strategy's Expected Result/Impact:** Increase in extended constructed response scores. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 4, 5 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Third grade teachers will use CFUs to determine students that need small group support and targeted intervention while focusing on our lowest two subpopulations and providing enrichment for our students to increase our meets and masters percentages. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will analyze exit slips each day and record daily mastery of Tier I instruction. The Campus North Star goal is 80%. Administrators and MCLs will observe the daily mastery results in order to differentiate support. **Strategy's Expected Result/Impact:** Differentiated support for teachers & improved instruction for students **Staff Responsible for Monitoring:** Admin & Leadership Team **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.

Problem Statement 2: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

Student Learning

Problem Statement 1: Reading Language Arts performance is lower than desired across multiple grade levels, with the most significant concerns evident in Grades 5 and 6, where student proficiency rates decline substantially compared to earlier grades. **Root Cause**: Students are entering upper elementary grades without the academic vocabulary, comprehension skills, and text analysis strategies necessary to successfully access increasingly complex grade-level texts. In addition, instructional supports may not be consistently aligned to address language development and higher-order thinking skills.

Problem Statement 2: Student achievement declines significantly from Grade 4 to Grade 5 in both Reading Language Arts and Mathematics. **Root Cause**: Increased academic rigor and independence expectations in Grade 5 may exceed students' readiness levels due to gaps in vertical alignment, inconsistent scaffolding practices, and insufficient intervention support during the transition from lower to upper elementary grades.

Problem Statement 4: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.

Problem Statement 5: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

School Processes & Programs

Problem Statement 1: New to campus teachers are not as effective as veteran teachers in terms of achievement or student growth. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful for these teachers on other campuses.

School Processes & Programs
Problem Statement 2: All teachers do not understanding of all of the components of a true Professional Learning Community. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 6: The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 70% to 73% by June 2027.
The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 74% to 76% by June 2027.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Fourth grade math and reading teachers will focus on providing enrichment for their meets, masters, and bubble students throughout the year to increase the number of students at the meets and masters level of achievement while focusing on their two lowest subpopulations. **Strategy's Expected Result/Impact:** Increase enrichment to increase meets and masters scores. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 4, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Fourth grade teachers will continue to utilize Relay strategies through reteaching to target students for intervention and support using modeling and guided discourse following CFUs, benchmark assessments, and summative assessments. **Strategy's Expected Result/Impact:** Mastery of content will increase after giving assessments due to effective reteaching. **Staff Responsible for Monitoring:** Administrators, Leadership Team **Problem Statements:** Demographics 1, 2 - Student Learning 1, 4, 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Students will attend Saturday sessions in the Spring and after school tutoring throughout the year to receive targeted support for Math. **Strategy's Expected Result/Impact:** Increase the percentage of students that meet or exceed their STAAR performance level for Math. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1, 2 - Student Learning 4, 5				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.

Problem Statement 2: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

Student Learning

Problem Statement 1: Reading Language Arts performance is lower than desired across multiple grade levels, with the most significant concerns evident in Grades 5 and 6, where student proficiency rates decline substantially compared to earlier grades. **Root Cause**: Students are entering upper elementary grades without the academic vocabulary, comprehension skills, and text analysis strategies necessary to successfully access increasingly complex grade-level texts. In addition, instructional supports may not be consistently aligned to address language development and higher-order thinking skills.

Problem Statement 4: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.

Problem Statement 5: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 7: The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 57% to 68% by June 2027.
The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 67% to 70% by June 2027.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Strategically placing MCLs in 5th grade to fill in content gaps and to provide intervention and enrichment to increase meets and masters percentages while supplementing for our 2 lowest subpopulations. **Strategy's Expected Result/Impact:** Increased achievement scores for all content areas in 5th grade. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 4, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilizing our 5th grade MCLs to effectively teach their reach associate how to facilitate a lesson to allow for release time for them to coach and support other grade levels. **Strategy's Expected Result/Impact:** Consistent implementation of curriculum regardless of teacher in the classroom. **Staff Responsible for Monitoring:** Administrators & MCLs **Problem Statements:** Demographics 1, 2 - Student Learning 1, 4, 5 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Fifth grade MCLs will ensure that TLAC and the DDI processes are used with fidelity including lesson internalization, planning, assessment, lesson delivery & practice, analysis of student work & data, checking for understanding and reteaching. **Strategy's Expected Result/Impact:** Teachers will internalize lessons, provide on grade level Tier I instruction, provide differentiation at the small group table to meet the needs of all students, assess students to determine mastery of the content, delivery engaging lessons, address the gaps in content knowledge of their students, and how to provide additional reteach and/or enrichment. **Staff Responsible for Monitoring:** Administrators, Leadership Team **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.
Problem Statement 2: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

Student Learning
Problem Statement 1: Reading Language Arts performance is lower than desired across multiple grade levels, with the most significant concerns evident in Grades 5 and 6, where student proficiency rates decline substantially compared to earlier grades. **Root Cause**: Students are entering upper elementary grades without the academic vocabulary, comprehension skills, and text analysis strategies necessary to successfully access increasingly complex grade-level texts. In addition, instructional supports may not be consistently aligned to address language development and higher-order thinking skills.
Problem Statement 2: Student achievement declines significantly from Grade 4 to Grade 5 in both Reading Language Arts and Mathematics. **Root Cause**: Increased academic rigor and independence expectations in Grade 5 may exceed students' readiness levels due to gaps in vertical alignment, inconsistent scaffolding practices, and insufficient intervention support during the transition from lower to upper elementary grades.
Problem Statement 3: Grade 6 students demonstrate lower mathematics performance than students in other grade levels, indicating challenges with grade-level mathematical concepts and application skills. **Root Cause**: Students struggle to apply mathematical concepts to multi-step problem-solving situations and often experience difficulty understanding academic vocabulary embedded within mathematical tasks. Opportunities for mathematical discourse and reasoning may not be consistently embedded in instruction.
Problem Statement 4: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.

Student Learning

Problem Statement 5: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

School Processes & Programs

Problem Statement 1: New to campus teachers are not as effective as veteran teachers in terms of achievement or student growth. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful for these teachers on other campuses.

Problem Statement 2: All teachers do not understanding of all of the components of a true Professional Learning Community. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 8: The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 49% to 52% by June 2027.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Fifth grade Science teacher will ensure that all students are held accountable for the answers to questions and ensure that all questions are rigorous and on grade level. **Strategy's Expected Result/Impact:** Teachers will be provided with research based action steps to help meet student needs and improve their instructional delivery. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 4, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Using formative and summative assessment data, fifth grade teacher will determine small groups for small group and targeted reading intervention based on student need that will take place during our intervention block. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1, 2 - Student Learning 4, 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Fifth grade science teacher will use supplemental resources to help close content gaps and to provide more STAAR like questioning throughout Tier I instruction. **Strategy's Expected Result/Impact:** Science achievement scores will increase. **Staff Responsible for Monitoring:** Administrators, Leadership Team **Problem Statements:** Demographics 1, 2 - Student Learning 4, 5				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.
Problem Statement 2: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.
Student Learning
Problem Statement 4: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.
Problem Statement 5: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 9: The percentage of 6th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 58% to 61% by June 2027.
The percentage of 6th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 42% to 50% by June 2027.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Everybody writes will be a focus means of participation for sixth grade. **Strategy's Expected Result/Impact:** Teacher will provide writing prompts for students to practice weekly to increase mastery. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Math MCL will support sixth grade math teacher using coaching and feedback cycles from Teach Like a Champion and Get Better Faster rubrics while creating action steps to improve classroom management, student engagement, checking for understanding from all students, and Tier I instruction. **Strategy's Expected Result/Impact:** Teachers will be provided with research based action steps to help meet student needs and improve their instructional delivery. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3, 4, 5 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Sixth grade teacher will use CFUs, summative, and formative assessments to determine gaps in student content knowledge and determine the most effective reteaching strategies. Students will targeted based on their needed support. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 9 Problem Statements:

Demographics

Problem Statement 1: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.

Problem Statement 2: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

Student Learning

Problem Statement 1: Reading Language Arts performance is lower than desired across multiple grade levels, with the most significant concerns evident in Grades 5 and 6, where student proficiency rates decline substantially compared to earlier grades. **Root Cause**: Students are entering upper elementary grades without the academic vocabulary, comprehension skills, and text analysis strategies necessary to successfully access increasingly complex grade-level texts. In addition, instructional supports may not be consistently aligned to address language development and higher-order thinking skills.

Problem Statement 2: Student achievement declines significantly from Grade 4 to Grade 5 in both Reading Language Arts and Mathematics. **Root Cause**: Increased academic rigor and independence expectations in Grade 5 may exceed students' readiness levels due to gaps in vertical alignment, inconsistent scaffolding practices, and insufficient intervention support during the transition from lower to upper elementary grades.

Problem Statement 3: Grade 6 students demonstrate lower mathematics performance than students in other grade levels, indicating challenges with grade-level mathematical concepts and application skills. **Root Cause**: Students struggle to apply mathematical concepts to multi-step problem-solving situations and often experience difficulty understanding academic vocabulary embedded within mathematical tasks. Opportunities for mathematical discourse and reasoning may not be consistently embedded in instruction.

Problem Statement 4: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.

Problem Statement 5: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

School Processes & Programs

Problem Statement 1: New to campus teachers are not as effective as veteran teachers in terms of achievement or student growth. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful for these teachers on other campuses.

Problem Statement 2: All teachers do not understanding of all of the components of a true Professional Learning Community. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 10: Enhance the fidelity of bilingual instructional platforms and resources to support language acquisition and content mastery for emergent bilingual students, increasing their performance level by 20%.

High Priority

Evaluation Data Sources: TELPAS Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Monitor EB students using the Summit K12 platform to ensure practice and to increase mastery of their language acquisition. **Strategy's Expected Result/Impact:** Increased growth scores **Staff Responsible for Monitoring:** Administrators & teachers **Problem Statements:** Demographics 1 - Student Learning 4 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide guidance and support in relation to the different components of language acquisition by building up the confidence of our EB students for expressing themselves using English. **Strategy's Expected Result/Impact:** Increase student mastery and growth **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - Student Learning 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers provide targeted intervention and supports using Summit K12 data to ensure each student reaches growth goal. **Strategy's Expected Result/Impact:** All students meeting their growth goals. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 1 - Student Learning 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 1: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.
Student Learning
Problem Statement 4: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.
School Processes & Programs
Problem Statement 1: New to campus teachers are not as effective as veteran teachers in terms of achievement or student growth. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful for these teachers on other campuses.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 11: By June 2027, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency. **Strategy's Expected Result/Impact:** Increase basic reading skills **Staff Responsible for Monitoring:** Dyslexia teacher, teacher, administrator **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans, with fidelity of implementation monitored by campus administration. **Strategy's Expected Result/Impact:** Increase in basic reading skills **Staff Responsible for Monitoring:** Dyslexia teacher, administrators **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings. **Strategy's Expected Result/Impact:** Increased reading supports and acheivement **Staff Responsible for Monitoring:** Dyslexia teachers, teachers, administrators **Problem Statements:** Student Learning 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 11 Problem Statements:

Student Learning

Problem Statement 1: Reading Language Arts performance is lower than desired across multiple grade levels, with the most significant concerns evident in Grades 5 and 6, where student proficiency rates decline substantially compared to earlier grades. **Root Cause**: Students are entering upper elementary grades without the academic vocabulary, comprehension skills, and text analysis strategies necessary to successfully access increasingly complex grade-level texts. In addition, instructional supports may not be consistently aligned to address language development and higher-order thinking skills.

Problem Statement 2: Student achievement declines significantly from Grade 4 to Grade 5 in both Reading Language Arts and Mathematics. **Root Cause**: Increased academic rigor and independence expectations in Grade 5 may exceed students' readiness levels due to gaps in vertical alignment, inconsistent scaffolding practices, and insufficient intervention support during the transition from lower to upper elementary grades.

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 1: The percentage of campuses who score a B or higher in Domain 1 will increase from 70% to 76% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: TEA Accountability Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Scharbauer will utilize coaching and feedback cycles using the Teach Like a Champion and Get Better Faster rubrics while creating action steps to improve classroom management, student engagement, checking for understanding from all students, and Tier I instruction. **Strategy's Expected Result/Impact:** Teachers will be provided with research based action steps to help meet student needs and improve their instructional delivery. **Staff Responsible for Monitoring:** Leadership Team & administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Using formative and summative assessment data, we will determine small groups for small group and targeted reading intervention based on student need that will take place during our intervention block. **Strategy's Expected Result/Impact:** Fill in content gaps during small group instruction and intervention/enrichment. **Staff Responsible for Monitoring:** Administrators, MCLs **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: We will hold weekly data meetings and use data trackers with fidelity after our comprehensive 18 and 27 week assessments. **Strategy's Expected Result/Impact:** Determine the students that need additional support that have not met their goal or that need intervention/enrichment. **Staff Responsible for Monitoring:** Admin & teachers **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.
Problem Statement 2: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.
Student Learning
Problem Statement 1: Reading Language Arts performance is lower than desired across multiple grade levels, with the most significant concerns evident in Grades 5 and 6, where student proficiency rates decline substantially compared to earlier grades. **Root Cause**: Students are entering upper elementary grades without the academic vocabulary, comprehension skills, and text analysis strategies necessary to successfully access increasingly complex grade-level texts. In addition, instructional supports may not be consistently aligned to address language development and higher-order thinking skills.
Problem Statement 2: Student achievement declines significantly from Grade 4 to Grade 5 in both Reading Language Arts and Mathematics. **Root Cause**: Increased academic rigor and independence expectations in Grade 5 may exceed students' readiness levels due to gaps in vertical alignment, inconsistent scaffolding practices, and insufficient intervention support during the transition from lower to upper elementary grades.
Problem Statement 3: Grade 6 students demonstrate lower mathematics performance than students in other grade levels, indicating challenges with grade-level mathematical concepts and application skills. **Root Cause**: Students struggle to apply mathematical concepts to multi-step problem-solving situations and often experience difficulty understanding academic vocabulary embedded within mathematical tasks. Opportunities for mathematical discourse and reasoning may not be consistently embedded in instruction.
Problem Statement 4: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.
Problem Statement 5: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.
School Processes & Programs
Problem Statement 1: New to campus teachers are not as effective as veteran teachers in terms of achievement or student growth. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful for these teachers on other campuses.
Problem Statement 2: All teachers do not understanding of all of the components of a true Professional Learning Community. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 1: Increase the percentage of students demonstrating progress toward college, career, and military readiness from 82% to 84% by the end of the year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Monitor progress through weekly PLCs of student work samples, daily mastery of Tier I instruction, and data reviews. **Strategy's Expected Result/Impact:** Increased mastery & growth **Staff Responsible for Monitoring:** Teachers & Administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Using HQIM (High Quality Instructional Materials) to build strong literacy and math foundations aligned with college and career readiness standards. **Strategy's Expected Result/Impact:** Provide high quality education for all students **Staff Responsible for Monitoring:** Teachers & Administratos **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Integrating career exploration activities into core content lessons (guest speakers, career days, virtual field trips) and promote goal-setting and reflection activities for students after every major assessment. **Strategy's Expected Result/Impact:** increase career exploration before jr high **Staff Responsible for Monitoring:** Teachers, administrators, & counselors **Problem Statements:** Perceptions 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.

Problem Statement 2: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

Student Learning

Problem Statement 1: Reading Language Arts performance is lower than desired across multiple grade levels, with the most significant concerns evident in Grades 5 and 6, where student proficiency rates decline substantially compared to earlier grades. **Root Cause**: Students are entering upper elementary grades without the academic vocabulary, comprehension skills, and text analysis strategies necessary to successfully access increasingly complex grade-level texts. In addition, instructional supports may not be consistently aligned to address language development and higher-order thinking skills.

Problem Statement 2: Student achievement declines significantly from Grade 4 to Grade 5 in both Reading Language Arts and Mathematics. **Root Cause**: Increased academic rigor and independence expectations in Grade 5 may exceed students' readiness levels due to gaps in vertical alignment, inconsistent scaffolding practices, and insufficient intervention support during the transition from lower to upper elementary grades.

Problem Statement 3: Grade 6 students demonstrate lower mathematics performance than students in other grade levels, indicating challenges with grade-level mathematical concepts and application skills. **Root Cause**: Students struggle to apply mathematical concepts to multi-step problem-solving situations and often experience difficulty understanding academic vocabulary embedded within mathematical tasks. Opportunities for mathematical discourse and reasoning may not be consistently embedded in instruction.

Problem Statement 4: Emergent Bilingual students perform below campus expectations in Reading Language Arts and Mathematics and are underrepresented at the Meets and Masters performance levels. **Root Cause**: Students require additional opportunities to develop academic language proficiency, content-specific vocabulary, and structured oral and written language practice across all content areas. Language supports may not be consistently implemented in all classrooms.

Problem Statement 5: African American students are not consistently performing at the Meets and Masters levels in Reading Language Arts and Mathematics. **Root Cause**: Students may require increased access to rigorous instructional experiences, targeted intervention supports, and enrichment opportunities designed to accelerate achievement and close performance gaps.

School Processes & Programs

Problem Statement 1: New to campus teachers are not as effective as veteran teachers in terms of achievement or student growth. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful for these teachers on other campuses.

Problem Statement 2: All teachers do not understanding of all of the components of a true Professional Learning Community. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.

Perceptions

Problem Statement 1: Scharbauer ES has low parent engagement and volunteering. **Root Cause**: Lack of transportation for many of our families within our school community.

Problem Statement 2: Scharbauer ES does not have sufficient stakeholder, community, and parental input in the decision making process. **Root Cause**: All stakeholders have not felt their input is valued when making decisions regarding the campus.

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 2: By June 2027, 100% of campuses will implement and monitor a comprehensive bullying prevention and response plan aligned with state law and district policy, resulting in a 10% decrease in bullying and cyberbullying incident reports, as measured by discipline data and climate survey results. All campuses will ensure proper documentation and follow-up procedures for any reports of bullying or retaliation, with evidence of compliance maintained through district audits.

Evaluation Data Sources: Discipline referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Educate all students, parents, and teachers on the characteristics of bullying and how to report once it occurs. **Strategy's Expected Result/Impact:** Decrease bullying occurrences and allegations. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Perceptions 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Continue to maintain a positive school environment with clear expectations and rules regarding bullying and reporting. **Strategy's Expected Result/Impact:** Reduce bullying & have positive environment to learn. **Staff Responsible for Monitoring:** Administrators & Teachers **Problem Statements:** Perceptions 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Staff will lead by example with modeling kindness, acceptance, and respect. We will hold ourselves accountable for all of the same expectations as our students follow. **Strategy's Expected Result/Impact:** Students learn how to treat one another from their teachers and other staff. **Staff Responsible for Monitoring:** Administrator & Teachers **Problem Statements:** Perceptions 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Scharbauer ES has low parent engagement and volunteering. **Root Cause**: Lack of transportation for many of our families within our school community.
Problem Statement 2: Scharbauer ES does not have sufficient stakeholder, community, and parental input in the decision making process. **Root Cause**: All stakeholders have not felt their input is valued when making decisions regarding the campus.

Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 1: The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 70% to 76% by the end of June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: TAPR

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

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

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

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: New to campus teachers are not as effective as veteran teachers in terms of achievement or student growth. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful for these teachers on other campuses.
Problem Statement 2: All teachers do not understanding of all of the components of a true Professional Learning Community. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.

Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 2: Monthly professional learning sessions are provided to all Opportunity Culture Roles and Campus Instructional support roles with attendance of 80% or higher of required roles monthly.

Evaluation Data Sources: Attendance trackers
Sign in Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: OC staff will attend all required trainings throughout the school year. **Strategy's Expected Result/Impact:** increased knowledge in tool box **Staff Responsible for Monitoring:** Administrators **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: OC staff bring back and train all staff over new content learned during trainings. **Strategy's Expected Result/Impact:** Supports all other staff **Staff Responsible for Monitoring:** Administrators & MCLs **Problem Statements:** School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Administrators will attend all required training to ensure district alignment. **Strategy's Expected Result/Impact:** Passing information, training staff **Staff Responsible for Monitoring:** Administrators **Problem Statements:** School Processes & Programs 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: New to campus teachers are not as effective as veteran teachers in terms of achievement or student growth. **Root Cause**: Lack of professional development, modeling, and coaching on the essential skills necessary to be successful for these teachers on other campuses.

Problem Statement 2: All teachers do not understanding of all of the components of a true Professional Learning Community. **Root Cause**: Lack of sufficient training and coaching for teachers that delves deep into the different components of the PLC process.

Policies, Procedures, and Requirements

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

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