

2026-2027 Action Plan



JR Harris ES

Principal Guadalupe Padilla

Assistant Principal Taylor Sunkett

J. R. Harris ES School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

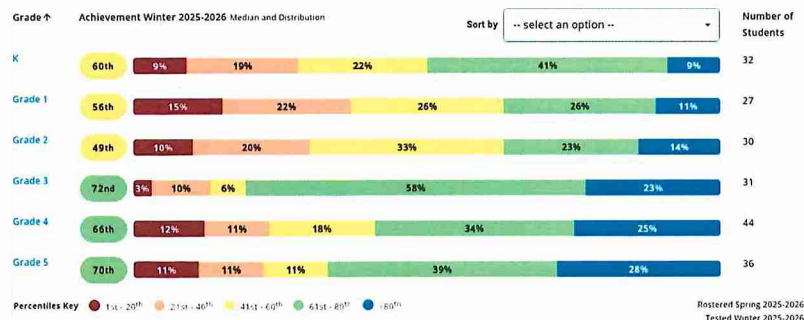
Needs related to student achievement data

The following data reflects current campus performance trends across academic achievement, language proficiency, early literacy, attendance, and writing outcomes. Overall, the data indicates continued academic growth and areas of strength across multiple content areas, while also identifying targeted instructional needs that will guide campus intervention efforts, differentiated instruction, and student support systems for the 2025–2026 school year.

Mathematics

Winter 2025–2026 NWEA Math data indicates overall positive achievement trends across the campus, with an overall median percentile rank of 66. More than half of students performed at or above the 61st percentile, reflecting strong grade-level performance.

Grades 3–5 demonstrated the strongest achievement, particularly Grade 3 with a median percentile of 72. Primary grades, especially Grade 2, continue to show a need for foundational numeracy support and targeted intervention.



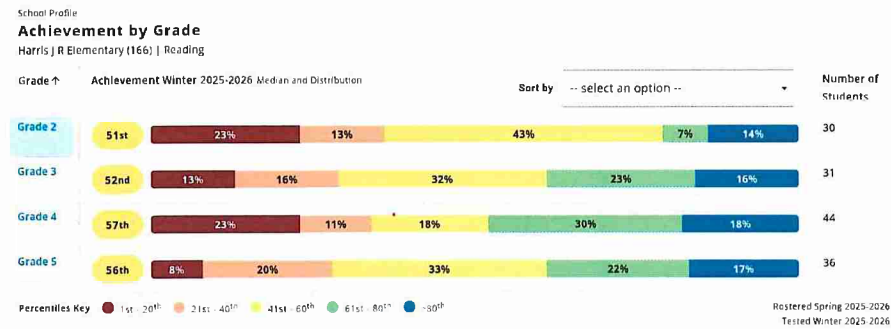
Although overall mathematics performance has improved from prior trends, continued emphasis on differentiated instruction and early intervention will be necessary to support struggling learners and sustain academic growth.

Reading

Winter 2025–2026 NWEA Reading data indicates overall student performance is approaching grade-level expectations, with median percentile ranks ranging from the 51st to 57th percentiles across grades 2–5. Grades 4 and 5 demonstrated the strongest overall reading performance, while Grades 2 and 3 continue to show greater instructional need.

Although many students are performing within the average achievement range, a notable percentage of students remain below the 40th percentile, particularly in Grades 2 and 4. These trends suggest continued needs in reading comprehension, literature analysis, and informational text skills.

Compared to prior trends, reading performance shows improvement; however, targeted intervention, vocabulary development, and differentiated literacy instruction remain necessary to support struggling readers and increase overall proficiency.

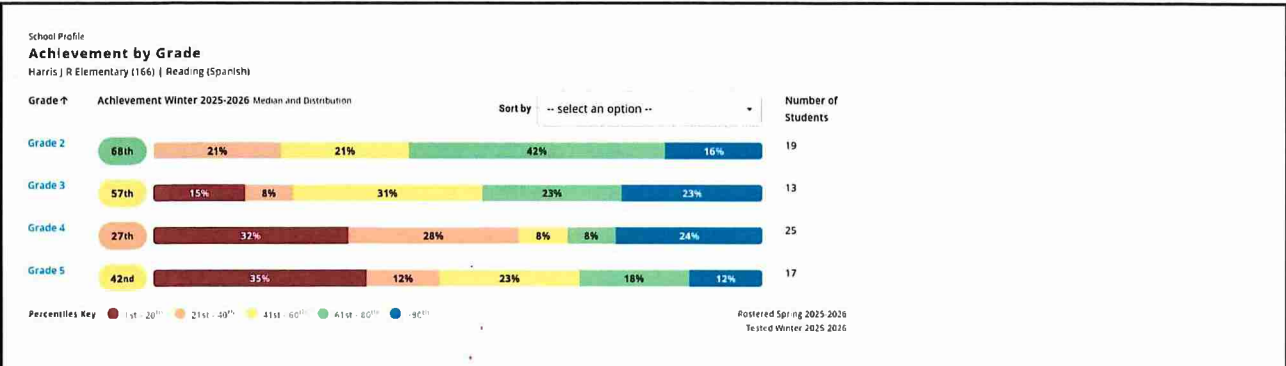


Reading (Spanish)

Winter 2025–2026 NWEA Spanish Reading data indicates varied performance across grade levels, with Grade 2 demonstrating the strongest achievement at a median percentile rank of 68. Grade 3 performed within the average range with a median percentile of 57, while Grades 4 and 5 showed greater instructional need, particularly Grade 4 with a median percentile rank of 27.

Although several students performed within or above the average achievement range, a significant percentage of students in Grades 4 and 5 scored below the 40th percentile, indicating continued needs in reading comprehension, vocabulary development, and literature analysis in Spanish literacy instruction.

Compared to prior trends, Spanish Reading performance reflects strengths in early bilingual literacy development; however, targeted bilingual interventions, differentiated small-group instruction, and continued support in academic vocabulary and comprehension strategies remain necessary to improve achievement outcomes across upper grade levels.

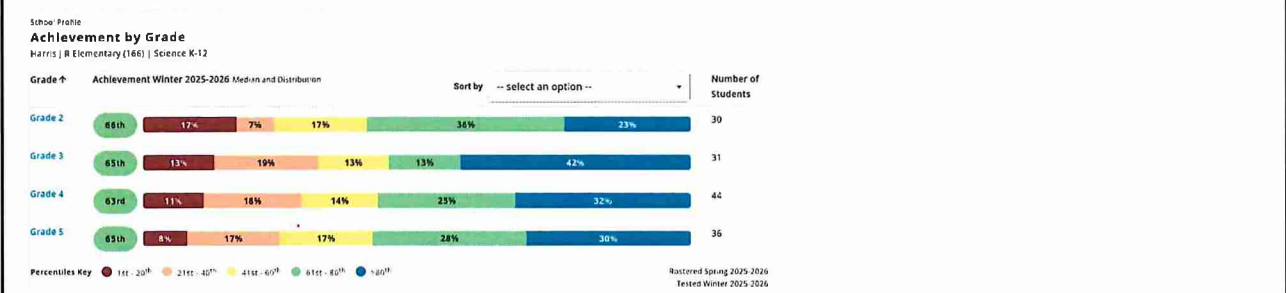


Science

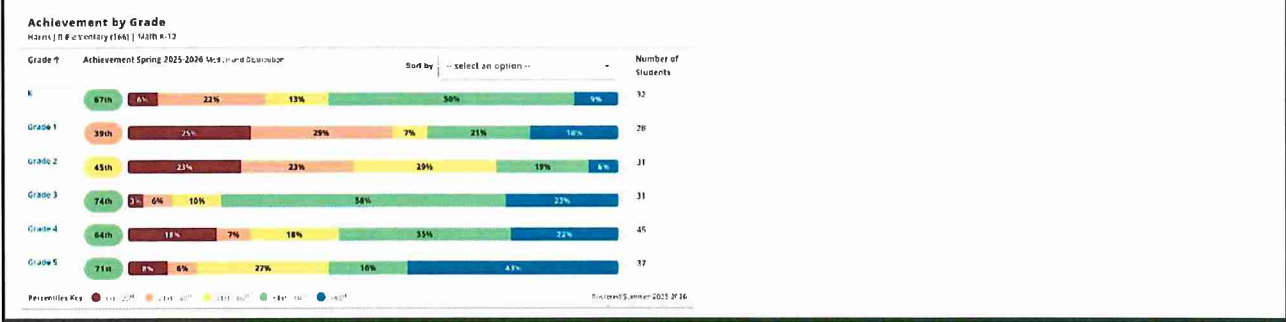
Winter 2025–2026 NWEA Science data indicates strong overall student achievement across grades 2–5, with median percentile ranks ranging from the 63rd to 66th percentiles. Grades 2, 3, and 5 demonstrated particularly strong performance, with a large percentage of students performing at or above the 61st percentile, including substantial representation in the above-average achievement range.

Although overall science performance reflects positive academic trends, a portion of students across grade levels continue to perform below the 40th percentile, indicating continued instructional needs in scientific reasoning, vocabulary development, and content comprehension. Grade 4 demonstrated slightly greater instructional need compared to other grade levels despite maintaining performance within the average achievement range.

Compared to prior trends, science achievement demonstrates overall growth and stronger student performance across content domains. Continued emphasis on hands-on inquiry, academic vocabulary, data analysis, and differentiated science instruction will be necessary to support struggling learners while sustaining high levels of achievement campus-wide.



NWEA EOY:



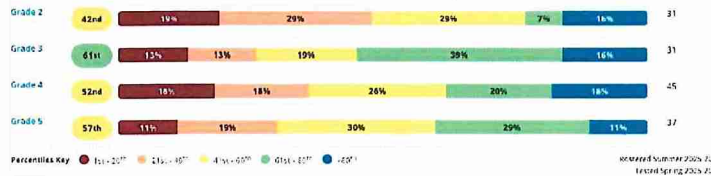
Achievement by Grade

Hardy Elementary (H&E) | Reading

Grade 4: Achievement Spring 2025-2026 Meets and Exceeds

Sort by: -- select an option --

Number of Students

**STAAR Data:****J.R. Harris ES STAAR Data
DOMAIN 1 GOAL**

	DNM			APPROACHES			MEETS			MASTERS		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
ELA	39%	29%	19%	61%	71%	81%	35%	46%	45%	10%	18%	17%
MATH	33%	23%	19%	67%	77%	81%	35%	53%	45%	6%	14%	23%
SCIENCE	33%	65%	43%	67%	35%	58%	26%	7%	15%	7%	2%	11%
TOTAL	35%	33%	27%	65%	67%	73%	32%	42%	35%	8%	13%	13%
JR HARRIS GOALS 2024- 2025				80%			45%			20%		

	DNM	Approaches	Meets	Masters
	25-26			
3rd RD	20%	80%	53%	20%
3rd Math	13%	87%	77%	50%
4th RD	30%	70%	50%	16%
4th Math	30%	70%	48%	25%
5th RD	28%	72%	58%	28%
5th Math	11%	89%	61%	14%

TELPAS Data: 2026**TELPAS 25-26**

Linear View

TELPAS 24-25

	Beginning		Intermediate		Advanced		Advanced High		Totals	
	#	%	#	%	#	%	#	%	#	%
Beginning	14	53.85%	11	42.31%	1	3.85%	0	0%	26	29.21%
Intermediate	6	15.38%	23	58.97%	9	23.08%	1	2.56%	39	43.82%
Advanced	0	0%	3	13.04%	10	43.48%	10	43.48%	23	25.84%
Advanced High	0	0%	0	0%	1	100%	0	0%	1	1.12%
Totals	20	22.47%	37	41.57%	21	23.6%	11	12.36%	89	100%

ECR Writing 3rd Grade

The Extended Constructed Response (ECR) data as of March 20, 2026 indicates significant instructional needs in 3rd grade writing development. Out of 29 students assessed, the average raw score was 0.83 with an average percent correct of 16.55%, reflecting continued challenges in constructed response writing and text-based comprehension skills.

Performance level data indicates that 58.62% of students scored at level 0 – Nonscorable or unsuccessful, while 20.69% scored at level 1 – Not Developed, demonstrating limited understanding of task expectations and writing structure. Only 13.8% of students performed within the Partially Developed or Effective ranges, indicating a continued need for targeted

writing intervention, explicit instruction, and frequent guided writing practice aligned to STAAR ECR expectations.

Average Raw Score		Average % Correct		
2.68		53.55%		
Performance Level Summary		#	%	✓
Number of Students Tested:		31		
0 - Nonscorable or unsuccessful	3	9.68%	✓	
1 - Not Developed	5	16.13%	✓	
2 - Limited	3	9.68%	✓	
3 - Partially Developed	13	41.94%	✓	
4 - Effective	2	6.45%	✓	
5 - Fully Developed	5	16.13%	✓	

Average Raw Score		Average % Correct		
0.83		16.55%		
Performance Level Summary		#	%	✓
Number of Students Tested:		29		
0 - Nonscorable or unsuccessful	17	58.62%	✓	
1 - Not Developed	6	20.69%	✓	
2 - Limited	2	6.9%	✓	
3 - Partially Developed	2	6.9%	✓	
4 - Effective	2	6.9%	✓	

Attendance

Attendance data for the 2025–2026 school year reflects overall strong student attendance, with the campus maintaining an Average Daily Attendance (ADA) rate of 95.90%. Most grade levels demonstrated attendance rates above 95%; however, PK4 showed the greatest attendance concern with an ADA rate of 91.23%, indicating a need for increased family outreach and early intervention support.

Although overall attendance trends remain positive, continued efforts to address chronic absenteeism and improve consistent student attendance particularly in early childhood grades will be necessary to minimize instructional loss and support academic achievement campus-wide.

J. R. Harris Elementary School 04/20/2026 to 06/04/2026 = 33 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Att'd	ADA	ADA %
-2	19	0	0	0	19	627	0	0	55.00	572.00	17.33	91.23%
-1	32	0	0	0	32	1056	0	0	44.00	1012.00	30.67	95.83%
0	33	0	0	0	33	1089	0	0	41.00	1048.00	31.76	96.24%
Subtotal	84	0	0	0	84	2772	0	0	140.00	2632.00	79.76	94.95%
1	28	0	0	0	28	924	0	0	36.00	888.00	26.91	96.10%
2	35	0	0	0	35	1155	0	0	57.00	1098.00	33.27	95.06%
3	33	0	0	1	32	1089	0	23	43.00	1023.00	31.00	95.97%
Subtotal	96	0	0	1	95	3168	0	23	136.00	3009.00	91.18	95.68%
4	46	0	0	0	46	1518	0	0	40.00	1478.00	44.79	97.36%
5	40	0	0	0	40	1320	0	0	43.00	1277.00	38.70	96.74%
Subtotal	86	0	0	0	86	2838	0	0	83.00	2755.00	83.49	97.08%
Grand Total	266	0	0	1	265	8778	0	23	359.00	8396.00	254.43	95.90%

Needs related to improving the quality of instruction

ROOT CAUSE

The data used for the campus needs assessment is derived from multiple sources of student performance data, including Winter 2025–2026 NWEA assessments in Mathematics, Reading, Spanish Reading, and Science, Extended Constructed Response (ECR) writing data, attendance data, and anticipated STAAR and TELPAS outcomes. Overall, the data reflects continued academic growth and strong performance trends across several content areas, particularly in Mathematics and Science, where students performed within or above grade-level expectations. However, the data also indicates continued instructional needs among struggling learners, particularly in early literacy, bilingual literacy development, and constructed response writing skills.

Campus data indicates a need for targeted intervention and differentiated instruction in foundational numeracy skills in primary grades, reading comprehension and vocabulary development in Grades 2–4, and Spanish literacy support in upper elementary grades. Additionally, ECR writing data demonstrates a significant need for explicit writing instruction, guided practice, and support with text-based responses aligned to STAAR expectations. Attendance trends also indicate a need for continued family outreach and early intervention supports to address chronic absenteeism, particularly in PK4.

The overall data suggests a continued need for professional development focused on differentiated instruction, small-group intervention, bilingual and literacy support strategies, academic vocabulary development, student engagement, and effective writing instruction to ensure continued academic growth and increased student achievement across all student groups

System evaluation (philosophy, processes, implementation, capacity)

The following processes are present in the campus action plan and help ensure accountability, continuous improvement, and data-driven decision-making to support student achievement and overall campus success.

- **Identifying Baseline Data:** The campus utilizes multiple sources of data, including NWEA, ECR writing data, attendance reports, TELPAS, and STAAR data, to identify current performance levels, academic strengths, and instructional areas of need. This process allows campus leadership to prioritize targeted interventions and align instructional practices to student needs.
- **Setting Measurable Goals:** Clear and measurable campus goals are established to improve student performance in reading, mathematics, science, writing, bilingual literacy, and attendance. These goals provide a focused framework for instructional planning, intervention implementation, and progress monitoring throughout the school year.
- **Monitoring Implementation:** Campus administrators, instructional leaders, and teachers regularly monitor the implementation of instructional strategies, small-group interventions, differentiated instruction, and student support systems through classroom observations, PLC meetings, data discussions, and instructional feedback cycles.
- **Measuring Progress:** Student academic growth and instructional effectiveness are continuously evaluated through progress monitoring assessments, formative data, benchmark assessments, and attendance reviews. This ongoing analysis allows the campus to determine whether instructional practices and interventions are positively impacting student achievement.

• **Making Adjustments:** Data analysis and progress monitoring are used to make timely instructional adjustments and provide additional supports for students demonstrating academic need. The campus will continue refining instructional practices, intervention systems, and professional development opportunities to ensure continuous growth and improved student outcomes across all student groups.

Key Actions (Focus Areas)

- Improve reading comprehension, vocabulary development, and literacy proficiency across grades 2–5 through targeted intervention, differentiated instruction, and small-group support.
- Strengthen foundational numeracy skills and mathematics achievement in primary grades while sustaining high levels of performance across grades 3–5 through data-driven instruction and early intervention support.
- Improve bilingual literacy outcomes and academic vocabulary development for Emergent Bilingual students, particularly in upper elementary Spanish Reading performance.
- Strengthen student writing performance in constructed response writing through explicit writing instruction, guided practice, and alignment to STAAR ECR expectations.
- Increase student engagement and academic achievement through differentiated instruction, active monitoring, and effective instructional strategies across all content areas.
- Improve attendance and reduce chronic absenteeism through consistent family outreach, early intervention supports, and campus-wide attendance initiatives, particularly in early childhood grades.
- Strengthen teacher capacity through ongoing focused Spot Feedback on literacy instruction, bilingual support strategies, differentiated instruction, intervention practices, and student engagement.

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Teachers in grades 2–5 will consistently implement differentiated reading instruction, targeted intervention, annotation strategies, and structured student discourse to improve reading comprehension and constructed response writing.
	Indicators of success (Measurable results that describe success.)
	<p>Indicator of Success #1 By December 2026, 4/4 Reading teachers in grades 2–5 will score 8/13 points on the spot rubric Instruction Component by demonstrate implementation of annotation practices, active engagement strategies, and structured student discourse evident on the Spot Forms, scoring 10/13 points by April 2027.</p> <p>Indicator of Success #2 By January 2027, 60% of students in grades 2–5 will meet their expected growth from BOY to MOY NWEA Reading assessments, and will increasing to 65% by May 2027 from MOY to EOY.</p> <p>Indicator of Success #3 By February 2027, 65% of students in grades 3–5 will demonstrate growth in constructed response writing as measured through ECR writing assessments and campus writing rubrics, increasing to 70% by May 2027.</p> <p>Indicator of Success #4 By January 2027, 100% of Emergent Bilingual students will complete a minimum of 45 minutes of Summit K12 weekly as documented through platform reports and 80% will increase at least one proficiency level in TELPAS Reading and Writing and/or meet their individualized language proficiency growth targets by May 2027.</p> <p>Indicator of Success #5</p>

By January 2027, 100% of students identified for Tier II and Tier III reading intervention will receive intervention services according to their intervention plans, as evidenced by intervention logs and progress monitoring data.

Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)

- Conduct weekly classroom walkthroughs using Spot Forms to monitor literacy instruction, student engagement, differentiated instruction, and intervention implementation while providing on the spot coaching or feedback within 24 hours.
- Provide monthly professional development and follow-up coaching on reading comprehension strategies, academic vocabulary instruction, guided reading, and constructed response writing aligned to STAAR expectations.
- Facilitate biweekly PLC meetings focused on analyzing NWEA, TELPAS, ECR writing, and classroom assessment data to identify trends, determine student needs, and adjust instruction.
- Monitor intervention groups biweekly through intervention logs, progress monitoring data, and student performance reviews to ensure targeted support is implemented with fidelity.
- Provide coaching cycles, lesson planning support, and modeling of bilingual literacy strategies and language supports based on walkthrough and student achievement data.
- Review progress monitoring data every three weeks and adjust instructional supports, intervention plans, and teacher coaching priorities accordingly.

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Implement differentiated literacy instruction and small-group interventions based on NWEA, TELPAS, ECR writing, and classroom assessment data.
- Utilize academic vocabulary strategies, guided reading, and comprehension routines to support literacy development across all student groups.
- Provide students with frequent opportunities to practice constructed response writing aligned to STAAR expectations using teacher feedback and writing rubrics.
- Implement bilingual instructional supports and language development strategies to support Emergent Bilingual students during reading and writing instruction.
- Participate in PLC meetings, data discussions, instructional coaching cycles, and professional development focused on literacy and writing instruction.
- Monitor student progress regularly and adjust instructional groups and interventions based on student performance data.

Key Action One: Staff Development

Who: Instructional Leaders

What: Provide quality PD sessions, on the spot coaching, daily planning, PLCs, and Demo days.

When: Daily & Weekly

Where: Campus & District Sites

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in targeted professional development focused on lesson internalization, differentiated literacy instruction, reading comprehension strategies, academic vocabulary development, constructed response writing, scaffolding instruction for EB and struggling learners, and effective small-group intervention practices to support a well-rounded education.	0
Materials/resources	Curriculum documents, Lead4ward resources, OnTrack reports, SPOT Forms, lesson internalization documents, intervention materials, literacy resources, writing rubrics, bilingual instructional supports, and progress monitoring tools such as Amira, DOLs, and Unit assessments.	
Purchased services	RACE cars, QR Cards, Technology, and Headphones	3,500
State Compensatory Education Funds	SCE funds will support teachers, instructional resources, supplemental programs, and targeted academic support for at-risk students, including Emergent Bilingual students and struggling readers.	
Other	Additional campus and district resources such as technology to support literacy digit platforms, instructional planning, and teacher coaching support.	
TOTAL		3,500
Funding sources: SCE Funds, Title Funds, and Campus-Based Resources.		

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	Strengthen foundational mathematics skills, student engagement, and differentiated instructional practices across all grade levels.
	Indicators of success (Measurable results that describe success.)
	<p>Indicator of Success #1 By December 2026, 4/4 Math teachers in grades 2–5 will score 8/13 points on the spot rubric Instruction Component by mathematical reasoning, active engagement, collaborative discourse, and differentiated instruction evident on the Spot Forms, scoring 10/13 points by April 2027.</p> <p>Indicator of Success #2 By January 2027, 80% of students in grades K–2 will complete 72 Zearn lessons with an increase to 100% completion of 90 grade-level lessons by May 2027.</p> <p>Indicator of Success #3 By January 2027, 65% of students in grades 3–5 will meet their expected growth from BOY to MOY NWEA Math assessments, increasing to 75% MOY to EOY by May 2027.</p> <p>Indicator of Success #4 By April 2027, 70% of Emergent Bilingual students in grades 2–5 will demonstrate growth in mathematics achievement as measured by NWEA Math growth projections and classroom unit assessment data.</p>

	<p>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</p> <ul style="list-style-type: none"> • Conduct weekly classroom observations using Spot Forms and provide actionable feedback within 48 hours to support teacher proficiency growth. • Provide professional development and coaching on foundational numeracy skills, math intervention strategies, and effective use of instructional technology programs such as Zearn. • Monitor Zearn usage reports biweekly to ensure students are completing grade-level lessons and receiving appropriate support for unfinished learning. • Facilitate data-driven PLC discussions focused on NWEA Math growth, intervention effectiveness, and student progress toward grade-level mastery. • Ensure teachers implement small-group instruction and targeted intervention for students identified as performing below grade level. • Monitor implementation of engagement strategies, checks for understanding, and academic discourse during math instruction. • Provide instructional resources and ongoing feedback to teachers to support rigorous and engaging mathematics instruction campus-wide. • Support teachers in implementing mathematics language supports, vocabulary development, and academic discourse strategies to increase access for Emergent Bilingual students.
	<p>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</p> <ul style="list-style-type: none"> • Implement differentiated math instruction and targeted intervention groups based on student assessment and progress monitoring data. • Utilize active monitoring, checks for understanding, and student engagement strategies during daily math instruction. • Provide students with opportunities to build foundational numeracy skills through hands-on learning, small-group instruction, and intervention programs such as Zearn. • Analyze NWEA Math and classroom assessment data during PLC meetings to identify student needs and adjust instructional practices. • Implement accommodations, scaffolds, and language supports to ensure all students can access grade-level math content. • Participate in instructional coaching, professional development, and collaborative planning focused on effective mathematics instruction and student engagement strategies.

Key Action TWO: Staff Development		
Who: Instructional Leaders, Math Teachers		
What: Provide professional development sessions: On the spot coaching, daily planning, PLCs, and Demo Days		
When: Daily & Weekly		
Where: Campus and District locations		
Key Action TWO: Budget		
Proposed item	Description	Amount

Staff development	Teachers will participate in targeted professional development focused on lesson internalization, differentiated math instruction, foundational numeracy development, student engagement strategies, small-group intervention, and scaffolding instruction to support all learners.	0
Materials/resources	Curriculum documents, Lead4ward resources, OnTrack reports, SPOT Forms, lesson internalization documents, Zearn, intervention materials, manipulatives, and progress monitoring tools such as DOL and Unit Assessments.	0
Purchased services	Math manipulatives, Technology, Headphones, Zearn Student consumables	3,000
State Compensatory Education Funds	SCE funds will support intervention teachers, supplemental instructional resources, math intervention programs, and targeted academic support for at-risk students.	
Other	Additional campus and district resources	
TOTAL		3,000
Funding sources: SCE Funds, Title Funds, and Campus-Based Resources.		

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Ensure students receiving Special Education services receive high-quality differentiated instruction, accommodations, modifications, and targeted intervention to improve academic achievement and progress toward individualized goals.
	Indicators of success (Measurable results that describe success.)
	<p>Indicator of Success #1 By December 2026, 75% of students receiving Special Education services will demonstrate progress toward their individualized academic and/or IEP goals as measured through progress monitoring data and classroom assessments, increasing to 85% by April 2027.</p> <p>Indicator of Success #2 By January 2027, 100% of Special Education teachers and support staff will demonstrate implementation of accommodations, modifications, and differentiated instructional practices as evidenced through walkthrough and instructional monitoring data.</p> <p>Indicator of Success #3 By February 2027, 65% of students receiving Special Education services will meet their individualized growth goals in Reading and/or Math as measured through progress monitoring data, increasing to 70% by May 2027.</p> <p>Indicator of Success #4 By April 2027, 85% of students receiving Special Education services will demonstrate increased classroom participation and task engagement as evidenced through classroom observation data, intervention documentation, and progress monitoring tracking tool.</p>

	<p>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</p> <ul style="list-style-type: none"> • Conduct biweekly walkthroughs and instructional monitoring to ensure IEP accommodations, modifications, and specialized supports are implemented with fidelity. • Provide monthly professional development and coaching on inclusive instructional practices, differentiation, behavior supports, and effective intervention strategies for students receiving Special Education services. • Facilitate biweekly collaboration meetings between Special Education teachers, interventionists, and general education teachers to support student learning and progress monitoring. • Review progress monitoring and IEP goal data every three weeks to ensure students are receiving appropriate instructional support and interventions. • Provide coaching cycles and feedback focused on increasing student engagement, participation, and academic achievement. • Ensure intervention schedules, support services, and instructional resources align with student academic and behavioral needs.
	<p>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</p> <ul style="list-style-type: none"> • Implement IEP accommodations, modifications, and specialized instructional supports consistently during daily instruction. • Utilize differentiated instruction and small-group intervention strategies to support the academic and behavioral needs of students receiving Special Education services. • Monitor student progress toward IEP goals and maintain accurate progress monitoring documentation. • Collaborate regularly with Special Education teachers, interventionists, and campus support staff to plan instruction and address student needs. • Use engagement strategies, behavior supports, and instructional scaffolds to increase student participation and academic success. • Participate in professional development and coaching opportunities focused on inclusion practices, intervention strategies, and differentiated instruction.

Key Action THREE: Staff Development		
Who: Instructional Leaders, Administrators, Special Education Teachers, General Education Teachers, Support Staff		
What: Provide professional development, instructional coaching, PLCs, lesson internalization support, and demonstration lessons focused on differentiated instruction, accommodations and modifications, inclusive practices, intervention strategies, student engagement, and progress monitoring for students receiving Special Education services. Instructional leaders will utilize SPOT Forms during walkthroughs to monitor teacher proficiency levels and provide actionable feedback and coaching support.		
When: Daily and Weekly		
Where: Campus Classrooms, PLC Meetings, Professional Development Sessions, and District Training Sites		
Key Action THREE: Budget		
Proposed item	Description	Amount

Staff development	Teachers and support staff will participate in targeted professional development focused on differentiated instruction, inclusion practices, accommodations and modifications, intervention strategies, behavior supports, and progress monitoring for students receiving Special Education services.	0
Materials/resources	Curriculum documents, Lead4ward resources, SPOT Forms, lesson internalization documents, intervention materials, progress monitoring tools, accommodations resources, and instructional support materials.	0
Purchased services	Technology, Sensory Manipulatives, Differentiation tools, Technology, Headphones	3,500
Other		
Other		
TOTAL		3,500
Funding sources: SCE Funds, Title Funds, and Campus-Based Resources.		

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective.)
	Improve student attendance and reduce chronic absenteeism, particularly in early childhood grades.
	Indicators of success (Measurable results that describe success.)
	<p>Indicator of Success #1 By December 2026, the campus Average Daily Attendance (ADA) rate will increase to 96%, with PK4 attendance increasing to 95%.</p> <p>Indicator of Success #2 By January 2027, 60% of students identified as chronically absent will improve their attendance rate by at least 5 percentage points through targeted intervention plans, family outreach, and attendance monitoring.</p> <p>Indicator of Success #3 By February 2027, 90% of parents and families of students with attendance concerns will participate in attendance meetings, documented phone conferences, home visits, or intervention support activities.</p> <p>Indicator of Success #4 By May 2027, the percentage of students identified as chronically absent will decrease by 10% as compared to BOY to EOY attendance data.</p>

	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> • Conduct daily culture rounds to ensure 100% fidelity to community circles. • Monitor attendance data weekly and identify students at risk for chronic absenteeism. • Facilitate monthly Attendance Review Team meetings to develop and monitor intervention plans for students with attendance concerns. • Collaborate with attendance committee and community partners to address barriers impacting student attendance. • Execute monthly campus team(s) gratitude moments/notes. (leaders will rotate teams to ensure equity in the moments of gratitude) • Plan and execute at least four parent engagement events by EOY that include attendance awareness, school expectations, and student success supports. • Set up and monitor parent connections on Parent Square, ensuring 100% of families are connected by October of the new school year. (and ongoing as new families enroll)
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	<ul style="list-style-type: none"> • Monitor student attendance regularly and communicate concerns promptly with parents, counselors, and campus administration. • Maintain consistent communication with families regarding the importance of daily attendance and academic impact of absences. • Implement classroom attendance incentives and positive reinforcement systems to encourage consistent student attendance. • Support students with attendance concerns through relationship-building, check-ins, and academic support opportunities. • Collaborate with campus staff and families to identify barriers affecting attendance and implement appropriate intervention supports. • Participate in campus attendance initiatives and maintain accurate attendance documentation and reporting procedures.

Key Action FOUR: Staff Development

Who: Administrators, Counselors, Teachers, Attendance Clerk, Support Staff

What: Provide professional development, campus collaboration, and staff support focused on attendance monitoring, family engagement, early intervention strategies, relationship-building, and systems to reduce chronic absenteeism. Instructional leaders will utilize attendance data and campus monitoring systems to identify attendance trends, provide support, and ensure consistent implementation of attendance interventions and outreach efforts.

When: Daily, Weekly and during monthly campus PD days

Where: Campus Classrooms, Attendance Meetings, Parent Conferences, PLC Meetings, and At Risk Meeting

Key Action FOUR: Budget

Proposed item	Description	Amount
Staff development	Staff will participate in professional development focused on attendance intervention strategies, family engagement, relationship-building, and systems to support improved student attendance and reduce chronic absenteeism.	0
Materials/resources	Attendance tracking systems, campus communication materials, parent outreach resources, attendance incentive materials, and student support documentation tools.	1,000
Purchased services	District-supported attendance intervention resources, family support services, and professional development resources as needed.	
Other		
Other		
TOTAL		1,000
Funding sources: SCE Funds, Title Funds, and Campus-Based Resources.		