Plano Independent School District

Barksdale Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

Plano ISD Mission Statement

Our Plano ISD learning community will educate, inspire and empower every student to activate their unique learning potential in a dynamic world.

Campus Mission Statement

Where children feel safe, loved, and enjoy learning; where children see themselves as responsible lifelong learners; where respect and kindness define our Bronco spirit; where the commitment of school and community is celebrated.

Vision

Plano ISD Vision Statement

Committed to Excellence

Dedicated to Caring

Powered by Learning

Plano ISD Proud

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Comprehensive Needs Assessment

Demographics

Summary

Barksdale Elementary is in Plano ISD, a Collin County district with 44 elementary schools, 13 middle schools, 7 high schools, 3 senior high schools, and a Virtual Academy. Barksdale Elementary serves a diverse student population in grades K-5. Starting the 2025-2026 school year, total enrollment was approximately 577 students. Additionally, in the beginning of the 2025-2026 school year, the Barksdale student population demographics consisted of 35.5%
White, 32.5% Asian, 12% Hispanic, 11% African American, 8% 2 or more ethnicities, and 1% American Indian. The Barksdale student population by programs consisted of 13.5% Special Education, 16.2% Gifted and Talented, 7% 504, 17.5% Economically Disadvantaged, 4% Dyslexia, and 28% English Language Learners. The top 5 foreign languages spoken are: Telugu, Tamil, Hindi, Spanish, and Urdu. The Barksdale attendance rate is 96%.

Barksdale takes pride in the services that it provides to its students and families. Our staff are responsive to our diverse student needs and offer support to the families that make up our incredible community. New staff are provided a teacher mentor as well as the support of their collaborative team who walk alongside them during their first few years in education. Our grade level teachers meet regularly as collaborative teams to analyze student data, identify areas of strength and areas of concern, and then work to develop solutions, interventions, or support for those areas of need. Our Special Education program consists of three incredible teachers and two assistants who support the Special Education needs across Barksdale. Additionally, Barksdale is home to Elevate and Connect classrooms which support students with special needs. Our AMPED team is made up of exceptional program leaders who work to build up our students in the areas of physical education, music, and art, which provide excellent opportunities for the students to pursue their passions and interests. Finally, our campus Specialists, including a Student Support Liaison, Dyslexia Teacher, ESL Specialist, PACE Teacher, and Library Media
Specialist, have worked to develop high caliber programs for our students who make up those programs.

Finally, Barksdale has a highly involved parent community and PTA who are actively involved in supporting the students and staff. Barksdale has a positive school culture with regular school events and after school programs. Our students and families feel a sense of belonging and pride at being a part of such a high performing campus.

Strengths

- Barksdale Elementary has a diverse student population.
- There are numerous languages and cultures represented at Barksdale Elementary.
- High parental involvement across different cultures.
- Barksdale has an active parent community, exceptional PTA support, and a student population that is engaged in school functions.
- Attendance rates have stayed consistent and fall above the state and district averages.

- Barksdale had the highest overall attendance growth percentage in the entire school district last school year.
- Even with such a highly diverse campus, our student behavioral expectations are regularly followed by the student body and discipline issues are low.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The high mobility rate of 15% causes challenges as the new students must adjust to the new school learning environment and the teacher must adjust to the inconsistency of the students they are responsible for.	
2	Students who are considered At-Risk (26%) have higher rates of academic, behavioral, social and emotional, and attendance needs.	
3 ★	Students who are considered Emergent Bilinguals (28%) have higher rates of academic, behavioral, social and emotional, and attendance needs. (+10% increase)	Emergent Bilingual students have a difficult time transitioning and adjusting to a new country, school system, and school culture, and are more hesitant to engage and participate in the learning process.

★ = Priority

Student Learning

Summary

Highlighted sections need to be updated once we have that information

Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2026 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group. The student achievement data indicates that across grade levels students are making progress. Our students are showing growth in multiple areas based on the various assessment tools. Across grade levels, the majority of the students are exceeding projected growth. STAAR, MAP, and TELPAS data were reviewed and analyzed to identify strengths and weaknesses within the Barksdale instructional program. Overall, there is consistent growth and achievement in all areas and in all demographics. With an emphasis on differentiation and targeted intervention, we were able to identify and target the needs of specific students. Additionally, emphasis was placed on the social emotional needs of the students who require additional support. Additionally, the implementation of a Multi Tiered Systems of Support and the Student Support Team monitoring the needs of students and applying targeted interventions helped to close the gaps.

According to the TEA (Texas Education Agency), Barksdale Elementary School has a 2026 Campus Accountability overall score of 94 (Letter Grade A). The overall score is based on the school's performance in three different domains: Students Achievement, School Progress, and Closing the Gaps. In the domain of Student Achievement, Barksdale's accountability score was 94 out of 100. The Student Achievement domain is based on STAAR performance only (grades 3, 4, and 5) and informs us how much students know and are able to do at the end of the year. The School Progress domain informs how students are performing over time and compares that progress to similar schools. Barksdale scored a 94 (Academic Growth) and 89 (Relative Performance) out of 100 on School Progress domain. The Closing the Gaps domain tells us how well different populations of students on the campus are performing. Barksdale scored a 94 out of 100. Barksdale also received all six state distinction designations (Last Reported in 2022) including Academic Achievement in English/Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25%: Comparative Academic Growth, Postsecondary Readiness, and Top 25%: Comparative Closing the Gaps.

Strengths

Barksdale is a campus that performs historically above the district and state on STAAR at all levels of performance. The students are actively engaged in the learning process, and the staff work to develop strong Tier 1 instruction as well as Tier 2 and 3 interventions and supports. The Barksdale Collaborative Teams meet regularly to analyze data, develop interventions, and monitor the progress of the students they serve. The classrooms are dynamic and active environments of learning, growth, and development.

There was tremendous growth in our campus percentages this year. The largest gains came from our students

moving from Meets to Masters which demonstrates the high quality Tier 1 instruction of our teachers and staff and the development of a positive school and classroom culture and effective routines and procedures.

The following scores show the percent of students on the 2025 STAAR assessment who reached the levels of Approaches, Meets, and Masters Standard:

Reading:

- 3rd Grade: 86% Approaches, 72% Meets, 46% Masters
- 4th Grade: 91% Approaches, 67% Meets, 41% Masters
- 5th Grade: 95% Approaches, 86% Meets, 71% Masters

Math:

- 3rd Grade: 84 % Approaches, 63% Meets, 35% Masters
- 4th Grade: 82% Approaches, 65% Meets, 42% Masters
- 5th Grade: 95% Approaches, 80% Meets, 55% Masters

Science:

- 5th Grade: __% Approaches, __% Meets, __% Masters

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Our Emerging Bilingual students made 32-89% growth in TELPAS composite score, with second grade struggling the most with the shift from holistic to online testing.	
2	Barksdale's Emerging Bilingual students grew from 18%-28%.	

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School Processes & Programs

Summary

Barksdale Elementary school follows the state standards (TEKS) and district curriculum documents and resources in order to provide a guaranteed and viable curriculum for all learners. In addition to these curriculum resources, Barksdale implemented DuFour's model for Professional Learning Communities to help teachers identify student needs and work collaboratively to ensure that all students learn at high levels. New teachers to Barksdale Elementary are mentored by the campus mentor liaison. There are monthly meetings and check-ins to support our newest staff members.

Barksdale Elementary is in year 5 of PBIS implementation. Over the last four years, the PBIS team attended the Foundations training through Safe and Civil Schools. There is continued work around the development of a common language around student discipline and character development through our “Be Like Bucky” campaign. The campus continues to recognize positive behaviors through “Bucky Bucks” and a school-wide ticket reward system. The PBIS Foundations Team regularly analyzes campus behavioral data and works through a problem solving protocol to highlight campus common areas and policies that are in need of refinement. Safety and Security operates at the heart of the campus through use of the Standard Response Protocol. The campus has developed an Incident Command System and Reunification Process. Staff are trained in SRM and conduct annual practices with the goal of refining and improving our response to an incident.

Additionally, Barksdale has developed a strong Multi-Tiered System of Support (MTSS) which utilizes data to identify students in need of academic, behavioral, or social emotional support, and then develops interventions and supports to meet the immediate needs of the student. The MTSS Team meets weekly to review campus data and trends in order to apply the continuous improvement cycle, support teachers, and provide solutions to our campus needs. Additionally, Collaborative Teams meet regularly to review grade level data and develop interventions, pull small groups, and target foundational skills during time at the teacher table. Finally, the collaborative teams monitor the progress of our students through progress monitoring entries and documentation of success. Barksdale is calling our intervention and enrichment time Learning Adventures. Grades 4 and 5 have a common Learning Adventures time which utilizes our Specialists and Special Education team to address the foundational skills that are identified. Finally, the Barksdale staff have identified High Priority Knowledge and Skills (HPKS) to address throughout the year as a proactive and preventative measure as well as a spiral review after the unit of instruction. This will ensure those identified skills are learned and growth is made on our lowest areas of performance.

Strengths

- Special Education and Dyslexia Programs
- PACE Program: Gifted and Talented education utilizes Depth & Complexity to enrich and challenge our PACE students
- Emergent Bilingual Support Program: Training in SIOP
- Professional Learning Communities: PISD Collaborative Team Framework & Collaborative Team Planning

- Refined Multi-Tiered-Support-System & Student Support Teams (SST): Development of Student Support Plans (SSP)
- Data Analysis Meetings that drive instructional decisions and the addition of Vertical Planning Meetings
- PTA sponsored after-school clubs National PTA school of Excellence
- School Based Improvement Committee (SBIC)
- Positive Behavioral Intervention and Supports (PBIS)
- Character Education through Character Strong curriculum
- Grade Level, School Counseling, & Campus Newsletters communicate programs and processes to the larger campus community.
- High Reliable Schools (HRS): Staff, student, & parent surveys are effective at understanding campus climate and identifying areas of improvement.
- Newly refined campus Master Schedule that meets the recommended Instructional Minutes and highlights time spent for intervention and enrichment through our Learning Adventures program.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	The depth of understanding curriculum and instruction for the 40% of the teachers that have joined Barksdale within the last 4 years is not at the same level as experienced teachers.	New teachers have not developed the same content knowledge and experience as more experienced teachers which results in a need to spend targeted, intentional time focused on Tier 1 instruction across the campus.
2 ★	Students, especially from special populations, do not consistently demonstrate positive academic and social behaviors.	A growing number of students do not have a clear understanding of the high expectations, rules, and procedures of a learning environment.

★ = Priority

Perceptions

Summary

Barksdale Elementary is a neighborhood school that prides itself on building relationships within the staff and with students. This results in a welcoming environment where learners and their families feel loved and valued. The staff at Barksdale implemented a PBIS system that promotes a positive school climate, setting clear expectations for campus behavior, and developing students' character through our guidelines for success and "Be Like Bucky" campaign. Teachers award students with Bucky Bucks when they are caught representing our Be Like Bucky character traits. Students are given the Bronco Best award monthly to recognize good work habits, perseverance and character by their classroom teacher. Each nine weeks, the classroom teacher also selects a Principal Proclamation winner who demonstrates traits of a lifelong learner and upstanding citizenship. All students at Barksdale are awarded tickets by the teachers for which they can purchase privileges and prizes. The campus wide behavioral expectations and systems have created a positive culture and understanding of what it takes to be a successful student and lifelong learner.

Family involvement is a key component to learner success. It is imperative that we support parents by creating a positive climate that is communicative in nature allowing the school and family to work as partners in the educational process. Parents report that Barksdale is a warm and welcoming environment. Additionally, on the parent feedback survey conducted during the school year, parents state they are impressed with clear and consistent communication with staff. Barksdale families have many opportunities in which they can support the students, teachers, and community such as Watch DOGs (MOB), Color Run, Texas Celebration Day, Book Fair, Spring Picnic/Carnival, Spirit Nights, and Field Trip chaperones. It is through these partnerships that students recognize the importance of the partnership between the parents and teachers at Barksdale. Overall, we have a strongly positive community perception at Barksdale. Both parents and students agree that our school is a safe place to learn with specific rules and procedures in place. It is a goal to provide more opportunities for parent and community input and feedback which we feel will strengthen the school to home bond.

The last several years, Barksdale has worked to become a Highly Reliable School (HRS) which seeks continuous improvement in three important areas including:

- Level 1: A Safe, Orderly, & Collaborative Culture
- Level 2: Highly Effective Teaching in Every Classroom
- Level 3: A Guaranteed & Viable Curriculum

Through staff, student, and parent surveys, Barksdale leadership has identified key leading indicators to develop and refine in its pursuit of excellence.

Strengths

- Staff use of Restorative Practices and Community Circles to build a positive classroom culture.
- Multiple events are held throughout the year that involve Barksdale parents and the community.

- School is seen as safe and orderly for our students and staff
- PTA National School of Excellence award recipient
- Social media platforms are effectively utilized to communicate and celebrate the great things taking place at Barksdale.
- Campus newsletters provide information, recommendations, and resources to the larger school community
- Safety & Security measures are communicated, practiced, and refined each year

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Barksdale needs to provide teachers and staff formal ways to provide input regarding the optimal functioning of the school.	
2	Barksdale needs to provide more consistent opportunities for parents to provide feedback on relevant topics.	

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The depth of understanding curriculum and instruction for the 40% of the teachers that have joined Barksdale within the last 4 years is not at the same level as experienced teachers.	New teachers have not developed the same content knowledge and experience as more experienced teachers which results in a need to spend targeted, intentional time focused on Tier 1 instruction across the campus.
2 ★	Students, especially from special populations, do not consistently demonstrate positive academic and social behaviors.	A growing number of students do not have a clear understanding of the high expectations, rules, and procedures of a learning environment.
3 ★	Students who are considered Emergent Bilinguals (28%) have higher rates of academic, behavioral, social and emotional, and attendance needs. (+10% increase)	Emergent Bilingual students have a difficult time transitioning and adjusting to a new country, school system, and school culture, and are more hesitant to engage and participate in the learning process.

★ = Priority

Priorities

Priority 1 Teaching & Learning

Goal 1

By the end of the 2026-2027 school year, classroom teachers will facilitate Tier I Reading instruction more effectively, by incorporating high-leverage strategies and techniques through the use of district-approved curriculum and opportunities for students to engage in academic language with their peers, so that all students meet or exceed their expected progress based on end-of-year MAP assessments in math and reading.

Performance Target: The percentage of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 72% in 2026 to 75% by June 2027. The Special Education student group performance will increase from 29% in 2026 to 34% by June 2027. The Emerging Bilingual student group performance will increase from
58% in 2026 to 63% by 2027.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 63% in 2026 to 65% by June 2027. The Special Education student group performance will increase from 39% in 2026 to 44% by June 2027. The Emerging Bilingual student group performance will increase from 36% in 2026 to 40% by 2027.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 86% in 2026 to 88% by June 2027. The Special Education student group performance will increase from 38% in 2026 to 43% by June 2027. The Emerging Bilingual student group performance will increase from 63% in 2026 to 68% by 2027.

Expected Result: Improved planning process as measured by refined data sets and grade level I&E plans resulting in an increase in student performance and closing the achievement gaps of students not meeting grade level standards on STAAR, MAP, and TELPAS.

Strategy 1

Grade-level teams will collaboratively plan for effective instructional delivery using high-quality instructional resources (HQIR). Implementation will be monitored and supported through lesson plans, administrative planning walkthroughs, and classroom observations.

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

Teachers will engage in ongoing professional development to learn, identify, and implement

research-based, differentiated instructional practices within daily Tier 1 instruction to support all learners. Success will be measured through walkthrough feedback.

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 3

Grade-level teams will regularly analyze data to identify students who are performing below grade level or require Accelerated Instruction (AI) and design intensive intervention to address their needs. Goal: At least 50% of students receiving AI hours will progress by one or more performance levels on the STAAR assessment.

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The depth of understanding curriculum and instruction for the 40% of the teachers that have joined Barksdale within the last 4 years is not at the same level as experienced teachers.	New teachers have not developed the same content knowledge and experience as more experienced teachers which results in a need to spend targeted, intentional time focused on Tier 1 instruction across the campus.

Goal 2

By the end of the 2026-2027 school year, classroom teachers will facilitate Tier I math instruction more effectively, by incorporating high-leverage strategies and techniques through the use of district-approved curriculum and opportunities for students to engage in academic language with their peers, so that all students meet or exceed their expected progress based on end-of-year MAP assessments in math and reading.

Performance Target: The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 63% in 2025 to 65% by June 2027. The Special Education student group performance will increase from 24% in 2026 to 29% by June 2027. The Emerging Bilingual student group performance will increase from 55% in 2026
to 60% by 2027.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 65% in 2025 to 67% by June 2027. The Special Education student group performance will increase from 44% in 2026 to 49% by June 2027. The Emerging Bilingual student group performance will increase from 64% in 2026 to 69% by 2027.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 80% in 2026 to 82% by June 2027. The Special Education student group performance will increase from 38% in 2026 to 43% by June 2027. The Emerging Bilingual student group performance will increase from 75% in 2026 to 80% by 2027.

Expected Result: Improved planning process as measured by refined data sets and grade level I&E plans resulting in an increase in student performance and closing the achievement gaps of students not meeting grade level standards on STAAR, MAP, and TELPAS.

Strategy 1

Grade-level teams will collaboratively plan for effective instructional delivery using high-quality instructional resources (HQIR). Implementation will be monitored and supported through lesson plans, administrative planning walkthroughs, and classroom observations.

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

Teachers will engage in ongoing professional development to learn, identify, and implement research-based, differentiated instructional practices within daily Tier 1 instruction to support all learners. Success will be measured through walkthrough feedback.

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 3

Grade-level teams will regularly analyze data to identify students who are performing below grade level or require Accelerated Instruction (AI) and design intensive intervention to address their needs. Goal: At least 50% of students receiving AI hours will progress by one or more performance levels on the STAAR assessment.

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The depth of understanding curriculum and instruction for the 40% of the teachers that have joined Barksdale within the last 4 years is not at the same level as experienced teachers.	New teachers have not developed the same content knowledge and experience as more experienced teachers which results in a need to spend targeted, intentional time focused on Tier 1 instruction across the campus.

Priority 2 Life Ready

Goal 1

By the end of the 2026-2027 school year, Barksdale Elementary will utilize SIOP strategies and intentional planning to support language acquisition, ensuring that Emergent Bilingual students demonstrate at least one year's growth in English proficiency on TELPAS.

Performance Target: Reading:
The Emerging Bilingual student group performance will increase from 58% in 2026 to 63% by 2027.

The Emerging Bilingual student group performance will increase from 36% in 2026 to 40% by 2027.

The Emerging Bilingual student group performance will increase from 63% in 2026 to 68% by 2027.

Math:
The Emerging Bilingual student group performance will increase from 55% in 2026 to 60% by 2027.

The Emerging Bilingual student group performance will increase from 64% in 2026 to 69% by 2027.

The Emerging Bilingual student group performance will increase from 75% in 2026 to 80% by 2027.

Expected Result: Improved planning process as measured by refined data sets and grade level I&E plans resulting in an increase in student performance and closing the achievement gaps of students not meeting grade level standards on STAAR, MAP, and TELPAS.

Strategy 1

Collaborative Data Analysis & Need Identification:
Teachers will engage in a collaborative data analysis process using TELPAS, MAP, and mClass data to identify specific language acquisition needs and drive targeted instruction for Emergent Bilingual students.

Problem Statements: Demographics 3

Formative Reviews

November	February	June

Strategy 2

Student Empowerment & Goal Setting:
Teachers will empower Emergent Bilingual students by collaboratively setting and tracking individualized language development goals to build ownership and boost progress in English proficiency.

Problem Statements: Demographics 3

Formative Reviews

November	February	June

Strategy 3

Capacity Building through SIOP Implementation:
Educators will build instructional capacity by intentionally training on and implementing the new ELPS and Sheltered Instruction Observation Protocol (SIOP) components and features across daily content instruction to support language acquisition.

Problem Statements: Demographics 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Students who are considered Emergent Bilinguals (28%) have higher rates of academic, behavioral, social and emotional, and attendance needs. (+10% increase)	Emergent Bilingual students have a difficult time transitioning and adjusting to a new country, school system, and school culture, and are more hesitant to engage and participate in the learning process.

Priority 3 Safety, Wellness, and Community Engagement

Goal 1

By the end of the 2026-2027 school year, Barksdale Elementary will utilize the PBIS Foundations Team to establish a data-driven problem-solving process that refines campus behavior management systems, resulting in improved student climate and reduced disciplinary referrals.

Performance Target: Our objective is to create a Positive Behavior Support system that is designed to give our school a common purpose & approach to discipline, creating an environment where students can grow socially & academically. More specifically, our PBS system will apply evidence-based strategies & systems to decrease problem behaviors, increase academic performance, increase safety and establish a positive school culture.

Expected Result: Our PBS system will apply evidence-based strategies & systems to decrease problem behaviors, increase academic performance, increase safety and establish a positive school culture.

Strategy 1

Collaborative Data Analysis & Problem-Solving:
The PBIS Foundations Team will utilize a refined planning agenda to establish a structured problem-solving process that tracks and analyzes quantitative, observational, and perception behavioral data sets.

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 2

Multi-Tiered Behavioral Interventions & Supports:
Educators will design and deliver targeted behavioral interventions and supports by fully integrating the Multi-Tiered System of Supports (MTSS) process and utilizing Student Support Teams (SSTs).

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 3

Proactive Behavioral Instruction & Climate Building:
Staff will explicitly teach, reinforce, and promote positive academic and social behaviors schoolwide through Character Strong curriculum and daily morning announcements.

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Students, especially from special populations, do not consistently demonstrate positive academic and social behaviors.	A growing number of students do not have a clear understanding of the high expectations, rules, and procedures of a learning environment.

Goal 2

Barksdale Elementary will increase student attendance and reduce chronic absenteeism and tardies by systematically monitoring attendance data through the MTSS process, developing individualized student attendance support plans when needed, and strengthening communication and collaboration among teachers, families, and campus staff. The campus will promote consistent attendance and punctuality through the shared attendance motto: "In Seats, On Time, Each Day, and Most of All, Ready to Learn." Positive attendance habits will be reinforced through campus incentives, including the Attendance Incentive Wheel and the Right On Time Award.

Performance Target: Maintain a campus attendance rate above 96% for the 2026-27 school year, while reducing the number of students identified as chronically absent and decreasing the frequency of student tardies.

Expected Result: Students will demonstrate improved attendance and punctuality, resulting in a sustained campus attendance rate above 96%. Students identified as having attendance concerns will receive timely monitoring, appropriate support, and documented interventions through the MTSS process. Teachers and campus staff will consistently communicate with families regarding attendance concerns and collaborate to remove barriers to regular attendance and punctuality.

Strategy 1

Monitor attendance data through MTSS: Review attendance data regularly to identify students with emerging attendance concerns and determine appropriate levels of support.

Staff Responsible for Monitoring: MTSS Team, Teachers

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 2

Develop student attendance support plans: Create individualized plans for students demonstrating patterns of excessive absences or tardies, including specific goals, interventions, progress monitoring, and follow-up.

Staff Responsible for Monitoring: MTSS Team, Teachers

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 3

Strengthen teacher-family communication: Establish timely and consistent communication with families regarding attendance concerns, patterns, and successes.

Staff Responsible for Monitoring: MTSS Team, Teachers

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 4

Develop and refine systems to support positive attendance including: Consistently reinforce "In Seats, On Time, Each Day, and Most of All, Ready to Learn" through classroom, campus, and family communications. Utilize the Attendance Incentive Wheel and recognize students who demonstrate consistent punctuality and attendance. Implement the Right On Time Award to celebrate students who consistently arrive at school ready to learn.

Staff Responsible for Monitoring: MTSS Team, Teachers

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Students, especially from special populations, do not consistently demonstrate positive academic and social behaviors.	A growing number of students do not have a clear understanding of the high expectations, rules, and procedures of a learning environment.