Plano Independent School District

Memorial Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 23, 2026 at 03:34 PM

Mission Statement

Memorial Elementary will empower students to become successful, global, lifelong learners in a supportive, safe, and culturally responsive environment.

Vision

At Memorial Elementary, we inspire ALL students to become productive and well-rounded members of society. We are preparing future responsible citizens, who are kind, and have the tools necessary to become knowledgeable decision makers.

Value Statement

Emotional Wellness: Showing kindness, utilizing coping strategies, showing empathy, gratitude, etc.

Perserverance:
Being a risk taker, having a growth mindset, setting and revisiting goals, positive attitude/self-talk, asking for help, etc.

Relationships: Respecting differences, working with parents and community, words of affirmation, greetings, showing eye contact, etc.

Accountability: Meeting deadlines, student progress monitoring, goal setting, data driven practices, reflections, celebrations, collaboration, etc.

Table of Contents

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 6

Student Learning 8

School Processes & Programs 11

Perceptions 14

Priority Problem Statements 16

Data Documentation for CNA 18

Improvement Planning Data 19

Accountability Data 19

Student Data: Assessments 19

Student Data: Student Groups 20

Student Data: Behavior and Other Indicators 20

Employee Data 21

Parent/Community Data 21

Support Systems and Other Data 22

Priorities 23

Priority 1 : 1.2 Develop and deliver systems for learning that articulate expectations... 24

Priority 2 : 2.3 Increase access and opportunities for students to achieve CCMR re... 29

Priority 3 : 4.2 Implement interventions and systems of support to ensure a safe, o... 32

Priority 4 : 4.3 Create a cluture of belonging for all members of the Plano ISD Com... 34

Title I Summary 36

Title I Personnel 37

Funding Summary 38

211 Title I, Part A 39

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Memorial Elementary is a K–5 Title I campus in East Plano serving a diverse student population, with 75% Hispanic/Latino and 77% economically disadvantaged. While the campus benefits from high staff retention, strong communication systems, and active family/community partnerships, student performance data reveals significant areas of need.

Student Achievement: MAP data shows **82% of students are not projected to meet grade-level expectations in Math** and **71% in Reading**. TELPAS results indicate most English learners remain at **Beginning or Intermediate levels**, demonstrating the need for targeted language and content supports, particularly for our EB students.

Attendance & Behavior: The **94.1% attendance rate** is below the state target, with a campus goal of 94.6%. **410 discipline referrals** in 2024–25 signal a need for stronger Tier 1 behavior supports and SEL integration.

Instruction & Support: Despite a strong instructional leadership team and alignment to district HPKS, gaps persist in data-driven instruction, intervention effectiveness, and progress monitoring for at-risk and emergent bilingual students.

Culture & Engagement: Families are engaged through consistent communication, events, and a growing PTA; however, more parent involvement in supporting academics at home is needed.

Overall Need: The campus must prioritize **improving math and reading outcomes, accelerating language acquisition, reducing discipline incidents, and increasing attendance** while leveraging existing staff, community, and technology strengths.

Demographics

Strengths

487 Total students
75% Hispanic
10% African American
13% White
80.49 % economically disadvantaged
65% ELL
About 48% are on track for reading
About 35% on track for math
97 students referred for disciplinary actions
23/24 24/25 Last two years have been rated a D

- **Rich cultural and linguistic diversity** with a strong Hispanic/Latino student population, fostering opportunities for bilingualism, multicultural learning, and family engagement.
- **Racial and ethnic diversity** represented across multiple groups (Hispanic, Asian, Black/African American, White, Two-or-More), which supports inclusive learning environments.
- **Strong sense of community identity** through a majority student population sharing cultural heritage and traditions.
- **Strong representation of immigrant students** bringing global perspectives and experiences that enrich the school culture.
- **Military-connected students** provide opportunities for cultivating community respect for service and resilience.
- **High percentage of students qualifying for free/reduced meals (80.45%) in 2025-26** ensures eligibility for federal/state resources, nutrition programs, and funding to support academic initiatives. That number has increased from 77% in 2024-25

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	A demographic disproportionality exists in student discipline, where African American students account for 58% of referrals for disciplinary action and 27% of white students account for a higher percentage of disciplinary referrals relative to their total campus enrollment percentages.	Teachers do not consistently use STOIC to reinforce and model PBIS campus expectations in classrooms and common areas.
2	Disciplinary referrals impact approximately 20% of the student body (97 out of 487 total students), indicating a high rate of behavioral disruptions that diminish instructional time and campus learning environments.	
3	With 80.49% of students classified as Economically Disadvantaged and 65% designated as English Language Learners (ELL), current targeted instructional interventions are insufficient to bridge systemic achievement gaps across core content areas.	

★ = Priority

Student Learning

Summary

Overall, student achievement demonstrated positive growth in several grade levels, with notable gains in **2nd Grade**, **3rd Grade Spanish**, and **5th Grade**, where improvements were reflected in stronger STAAR performance. Instructional practices have been effective in moving students within the middle performance bands, and student-centered learning strategies have contributed to increased achievement. Reading performance continued to exceed mathematics achievement, highlighting opportunities to leverage successful literacy practices to strengthen mathematics instruction.

Despite these successes, several areas require continued attention. Across grade levels, increasing the percentage of students achieving the **Masters** performance level remains a priority. Achievement declined as students transitioned from 3rd to 4th grade and again from 4th to 5th grade, although 4th grade showed a modest increase in Masters performance. Additionally, MAP results did not consistently align with STAAR outcomes in 3rd and 5th Grade Spanish, and 4th grade STAAR performance fell below MAP projections, indicating a need to strengthen instructional alignment, assessment practices, and rigor.

Student growth was strong in Kindergarten and Grades 2–5, while 1st grade growth and the combined performance of monolingual and bilingual students in Kindergarten through 3rd grade indicate opportunities for targeted instructional support. Encouragingly, only 22% of 5th-grade students scored in the **Did Not Meet** category, demonstrating meaningful progress in reducing the number of students performing below grade-level expectations.

Next Steps include increasing instructional focus on moving students from **Approaches to Meets** and **Meets to Masters**, aligning classroom instruction and assessments more closely with STAAR expectations, integrating effective literacy strategies into mathematics instruction, and using subgroup data to develop targeted interventions that accelerate achievement for all learners.

TELPAS data from 2025-26 shows 46 Beginners, 77 (41%) Intermediate, 54 (29%) Advanced, and 9 (<1%) Advanced High

Strengths

Overall, student achievement demonstrated positive growth in several grade levels, with notable gains in **2nd Grade**, **3rd Grade Spanish**, and **5th Grade**, where improvements were reflected in stronger STAAR performance. Instructional practices have been effective in moving students within the middle performance bands, and student-centered learning strategies have contributed to increased achievement. Reading performance continued to exceed mathematics

achievement, highlighting opportunities to leverage successful literacy practices to strengthen mathematics instruction.

Student growth was strong in Kindergarten and Grades 2–5, while 1st grade growth and the combined performance of monolingual and bilingual students in Kindergarten through 3rd grade indicate opportunities for targeted instructional support. Encouragingly, only 22% of 5th-grade students scored in the **Did Not Meet** category, demonstrating meaningful progress in reducing the number of students performing below grade-level expectations.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Mathematics achievement continues to lag behind reading performance across grade levels, indicating a persistent gap in students meeting grade-level expectations and demonstrating advanced proficiency in mathematics.	
2	While reading performance exceeds mathematics achievement across grade levels, the percentage of students achieving in the Meets and Masters performance level remains below desired outcomes for CCMR, indicating a need to increase advanced academic achievement in reading.	
3 ★	The 2025-26 campus rating for STAAR was a 61%; an 18%age point discrepancy from MAP projections which projected the overall campus rating at 79%.	Daily instruction is not consistently aligned to the rigor and cognitive demands of STAAR.
4	Only 32% of 3rd and 4th grade students achieved the Meets or Masters performance level in Reading Language Arts, compared to district wide 3rd and 4th graders achieving at 58% in meets or masters.	Teachers inconsistently implement student progress monitoring and follow through with data-driven instructional adjustments and targeted interventions established during the PLC process.
5 ★	Only 30% of students in grades 3-5 achieved the Meets or above performance level in Math as compared to 55% overall in the district, according to the 2025-2026 STAAR results.	Teachers inconsistently implement student progress monitoring and follow through with data-driven instructional adjustments and targeted interventions that involve questioning that mirrors the complexity of questioning on the STAAR test.

★ = Priority

School Processes & Programs

Summary

Greatest strengths:

- Master Schedule provides time for intervention and enrichment
- We are rich with coaching Staff and academic support

Greatest Needs (Potential Problem Statements)

- Aggressive monitoring
- Implementing the Instructional Framework with Consistency
- Reflecting and using student data to adjust/differentiate instruction
- Consistent belief across the campus that every student will make at least one year's growth every year
- More intentional planning in PLC meetings

- Instruction is aligned to district HPKS (High Priorities)
- HB1416 students are monitored by our SSL (Student Support Liaison) and data meetings are held weekly to address individual student needs and create support plans as needed.
- We have an instructional leadership team consisting of two Title One Coaches, a math coach and a reading coach, one bilingual coach, our Student Support Liaison, principal and two assistant principals. In addition, we have one campus instructional support teacher, one bilingual interventionist, and a PACE teacher to support instruction across the campus.
- Weekly memos are shared with staff for updates.
- Parents also receive a bulletin each week outlining upcoming events, and sharing news from the district.
- With a Title I allotment of $245,000 we fund key staff who drive both teacher and student success. This investment supports our educators with coaching, modeling, and PLCs, while directly boosting student growth through targeted small-group lessons.

With a Title I allotment of $245,000 we fund key staff who drive both teacher and student success. This investment supports our educators with coaching, modeling, and PLCs, while directly boosting student growth through targeted small-group lessons.

Strengths

Greatest strengths:
Master Schedule provides time for intervention and enrichment

- We are rich with coaching Staff and academic support
- Instruction is aligned to district HPKS (High Priorities)
- HB1416 students are monitored by our SSL (Student Support Liaison) and data meetings are held weekly to address individual student needs and create support plans as needed.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	The campus does not consistently implement systems for aggressive daily monitoring of student learning and instructional practices across classrooms.	Inconsistent implementation of practices for monitoring student understanding and responding to learning needs is reflected in the discrepancy between projected MAP performance and actual STAAR outcomes.
2	Campus PLC processes are not consistently structured to analyze student data and work samples, uphold high expectations for research-based instructional practices, and rehearse key lesson components, resulting in variability in instructional planning and classroom implementation.	
3	Campus collaborative planning and data-analysis processes are not consistently used to inform differentiated instruction and maintain shared accountability for at least one year of academic growth for every student.	

★ = Priority

Perceptions

Summary

- Administrators and teachers in general feel that our school is safe and orderly.
- Administrators have concerns that students and their parents are not as aware of the rules and procedures in place at our school.
- Teachers feel that we could improve the order as well as parent and community engagement about school safety issues.
- Weekly Communication with staff and parents
- Pre-K has the biggest need for attendance support.
- 3rd grade and 5th grade have historically the highest attendance rates.
- Attendance hovers around the 94% range.
- A disproportionate number of African American and White students have higher percentages of referrals for disciplinary action compared to our enrollment percentages.
- Staff feels like they don't have adequate instructional time
- Low parent involvement

Strengths

- Administrators and teachers in general feel that our school is safe and orderly.
- Weekly Communication with staff and parents
- 3rd grade and 5th grade have historically the highest attendance rates.
- PTA has grown steadily with involvement and a PTA board over the past three years.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	A demographic disproportionality exists in student discipline, where African American and White students account for a higher percentage of disciplinary referrals relative to their total campus enrollment percentages.	Teachers do not consistently use STOIC to reinforce and model PBIS campus expectations in classrooms and common areas.
2	Overall campus attendance averages 94% falling short of the campus goal of 94.6% attendance.	The campus lacks a clear comprehensive attendance framework that clearly defines attendance expectations.
3	While staff perceive the school as generally safe, administrators and teachers report gaps in parent and community awareness regarding school safety rules, procedures, and overall school involvement.	

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The 2025-26 campus rating for STAAR was a 61%; an 18%age point discrepancy from MAP projections which projected the overall campus rating at 79%.	Daily instruction is not consistently aligned to the rigor and cognitive demands of STAAR.
2 ★	The campus does not consistently implement systems for aggressive daily monitoring of student learning and instructional practices across classrooms.	Inconsistent implementation of practices for monitoring student understanding and responding to learning needs is reflected in the discrepancy between projected MAP performance and actual STAAR outcomes.
3 ★	A demographic disproportionality exists in student discipline, where African American students account for 58% of referrals for disciplinary action and 27% of white students account for a higher percentage of disciplinary referrals relative to their total campus enrollment percentages.	Teachers do not consistently use STOIC to reinforce and model PBIS campus expectations in classrooms and common areas.
4 ★	Only 30% of students in grades 3-5 achieved the Meets or above performance level in Math as compared to 55% overall in the district, according to the 2025-2026 STAAR results.	Teachers inconsistently implement student progress monitoring and follow through with data-driven instructional adjustments and targeted interventions that involve questioning that mirrors the complexity of questioning on the STAAR test.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**

- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community service agencies and support services**

Support Systems and Other Data

☑ **Enrichment course/materials**

Priorities

Priority 1

1.2 Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

Goal 1

By the end of the 2026-2027 school year, Memorial Elementary will increase the percentage of students in Grades 3-5 achieving Meets Grade Level or above on the STAAR Reading Language Arts assessment from 34% to 46%, while increasing the percentage of K-2 students demonstrating expected or above-expected growth in reading, as measured by MAP assessment in BOY, MOY, and EOY, through rigorous Tier I instruction, targeted intervention, data-driven PLCs, and ongoing student progress monitoring.

Performance Target: K-5 READING LANGUAGE ARTS
HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 24% in 2026 to 35% in 2027. The Economically Disadvantaged student group performance will increase from 19% in 2026 to 29% by 2027. The Hispanic student group will increase from 23% to 33% by 2027. The EB student group performance will increase from 20% to 30% by 2027. The continuously enrolled student group will increase from 26% to 36% by 2027.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 31% in 2026 to 40% by June 2027. The Economically Disadvantaged student group performance will increase from 28% in 2026 to 35% by 2027. The Hispanic student group will increase from 27% to 37% by 2027. The EB student group performance will increase from 21% to 30% by 2027. The continuously enrolled student group will increase from 30% to 38% by 2027.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 47% in 2026 to 52% by June 2027. The Economically Disadvantaged student group performance will increase from 39% in 2026 to 44% by 2027. The Hispanic student group will increase from 46% to 50% by 2027. The EB student group performance will increase from 32% to 40% by 2027. The continuously enrolled student group will increase from 51% to 55% by 2027.

HB1416 Growth (Accelerated Learning) will increase from 32% to 50%.

Expected Result: Reading Language Arts performance at the Meets/Masters level will increase as measured by district assessments, bennchmarks, (MAP, MClass, PK CLI), and 2027 STAAR Results..

Strategy 1

Establish a campus-wide student progress monitoring system in which teachers regularly track individual student performance, identify students needing intervention or enrichment, and implement targeted supports to ensure students make progress toward the Meets or Masters performance levels, with Team Leaders using quarterly meetings to monitor progress and adjust action plans.

Staff Responsible for Monitoring: classroom teachers
Instructructional support/coaches
Admin.

Problem Statements: Student Learning 3, 5 - School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

Strengthen Tier 1 instruction by providing all PK-5 students with equitable, curriculum-aligned off-site learning experiences that connect classroom learning to authentic, real-world applications, while providing transportation to remove barriers to participation and extend opportunities for differentiated, high-level learning.

Staff Responsible for Monitoring: Classroom teachers
Admin.

Problem Statements: Student Learning 3, 5

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

Formative Reviews

November	February	June

Strategy 3

Strengthen Tier 1 instruction for Emergent Bilingual students by sending K-2 and 3-5 teacher representatives to the Texas Association for Bilingual Education Conference and Expo to build instructional expertise and lead campus professional learning focused on effective dual-language practices that accelerate EB student growth in TELPAS and STAAR.

Staff Responsible for Monitoring: One K-2 teacher
One 3-5 teacher
Bilingual instructional coach
Admininstration

Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1

Funding Sources: 211 Title I, Part A, $2,490.26

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	A demographic disproportionality exists in student discipline, where African American students account for 58% of referrals for disciplinary action and 27% of white students account for a higher percentage of disciplinary referrals relative to their total campus enrollment percentages.	Teachers do not consistently use STOIC to reinforce and model PBIS campus expectations in classrooms and common areas.

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	The 2025-26 campus rating for STAAR was a 61%; an 18%age point discrepancy from MAP projections which projected the overall campus rating at 79%.	Daily instruction is not consistently aligned to the rigor and cognitive demands of STAAR.
5	Only 30% of students in grades 3-5 achieved the Meets or above performance level in Math as compared to 55% overall in the district, according to the 2025-2026 STAAR results.	Teachers inconsistently implement student progress monitoring and follow through with data-driven instructional adjustments and targeted interventions that involve questioning that mirrors the complexity of questioning on the STAAR test.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The campus does not consistently implement systems for aggressive daily monitoring of student learning and instructional practices across classrooms.	Inconsistent implementation of practices for monitoring student understanding and responding to learning needs is reflected in the discrepancy between projected MAP performance and actual STAAR outcomes.

Goal 2

By the end of the 2026-2027 school year, increase the percentage of students in Grades 3-5 achieving Meets Grade Level or above on the STAAR Mathematics assessment from 30% to 40%, while increasing the percentage of K-2 students demonstrating expected or above-expected growth in mathematics, as measured by MAP assessments in BOY, MOY, and EOY, through rigorous Tier I instruction, targeted intervention, data-driven decision-making, and ongoing student progress monitoring.

Performance Target: K-5 MATHEMATICS
HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 19% in 2026 to 30% in 2027. The Economically Disadvantaged student group performance will increase from 15% in 2026 to 25% by 2027. The Hispanic student group will increase from 16% to 26% by 2027. The EB student group performance will increase from 13% to 25% by 2027. The continuously enrolled student group will increase from 18% to 30% by 2027.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 16% in 2026 to 26% by June 2027. The Economically Disadvantaged student group performance will increase from 13% in 2026 to 25% by 2027. The Hispanic student group will increase from 8% to 20% by 2027. The EB student group performance will increase from 5% to 20% by 2027. The continuously enrolled student group will increase from 15% to 25% by 2027.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 25% in 2026 to 35% by June 2027. The Economically Disadvantaged student group performance will increase from 21% in 2026 to 31% by 2027. The Hispanic student group will increase from 25% to 35% by 2027. The EB student group performance will increase from 20% to 30% by 2027. The continuously enrolled student group will increase from 28% to 35% by 2027.

HB1416 Growth (Accelerated Learning) will increase from 22% to 50%.

Expected Result: Mathematics performance at the Meets or Above level will increase, as measured by district assessments, bennchmarks (MAP, MClass, PK CLI), and 2027 STAAR results.

Strategy 1

Establish a student-owned goal-setting system in which students use BOY, MOY, and EOY assessment data to set, monitor, and reflect on individual growth goals and clearly articulate the specific reading and math skills they are working to improve.

Staff Responsible for Monitoring: Counselors
Teachers
Admin.

Problem Statements: Student Learning 5

Formative Reviews

November	February	June

Strategy 2

Teachers will engage in Professional Learning Communities (PLCs) to collaboratively plan lessons, analyze student work, and adjust instruction to meet student needs. Implementation and effectiveness will be monitored through walkthrough feedback, unit and district assessments, team planning agendas, grade-level data dashboards, and collaborative team meeting agendas.

Staff Responsible for Monitoring: Walkthrough feedback, Unit Assessments, District Assessments, Team planning agendas, grade level data dashboards, Collaborative Team Agendas

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	The 2025-26 campus rating for STAAR was a 61%; an 18%age point discrepancy from MAP projections which projected the overall campus rating at 79%.	Daily instruction is not consistently aligned to the rigor and cognitive demands of STAAR.
5	Only 30% of students in grades 3-5 achieved the Meets or above performance level in Math as compared to 55% overall in the district, according to the 2025-2026 STAAR results.	Teachers inconsistently implement student progress monitoring and follow through with data-driven instructional adjustments and targeted interventions that involve questioning that mirrors the complexity of questioning on the STAAR test.

Priority 2

2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

Goal 1

By the end of the 2026-27 school year, Memorial Elementary will strengthen Tier 1 and Tier 2 instructional practices with consistent daily aggressive monitoring of student outcomes and maintaining daily, weekly, and BOY, MOY, EOY data tracking systems in order to monitor the progress of each student and adjust instruction accordingly.

Performance Target: K-5 READING LANGUAGE ARTS
HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 24% in 2026 to 35% in 2027. The Economically Disadvantaged student group performance will increase from 19% in 2026 to 29% by 2027. The Hispanic student group will increase from 23% to 33% by 2027. The EB student group performance will increase from 20% to 30% by 2027. The continuously enrolled student group will increase from 26% to 36% by 2027.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 31% in 2026 to 40% by June 2027. The Economically Disadvantaged student group performance will increase from 28% in 2026 to 35% by 2027. The Hispanic student group will increase from 27% to 37% by 2027. The EB student group performance will increase from 21% to 30% by 2027. The continuously enrolled student group will increase from 30% to 38% by 2027.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 47% in 2026 to 52% by June 2027. The Economically Disadvantaged student group performance will increase from 39% in 2026 to 44% by 2027. The Hispanic student group will increase from 46% to 50% by 2027. The EB student group performance will increase from 32% to 40% by 2027. The continuously enrolled student group will increase from 51% to 55% by 2027.

HB1416 Growth (Accelerated Learning) will increase from 32% to 42%.

K-5 MATHEMATICS
HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 19% in 2026 to 30% in 2027. The Economically Disadvantaged student group performance will increase from 15% in 2026 to 25% by 2027. The Hispanic student group will increase from 16% to 26% by 2027. The EB student group performance will increase from 13% to 25% by 2027. The continuously enrolled student group will increase from 18% to 30% by 2027.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 16% in 2026 to 26% by June 2027. The Economically Disadvantaged student group performance will increase from 13% in 2026 to 25% by 2027. The Hispanic student group will increase from 8% to 20% by 2027. The EB student group performance will increase from 5% to 20% by 2027. The continuously enrolled student group will increase from 15% to 25% by 2027.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 25% in 2026 to 35% by June 2027. The Economically Disadvantaged student group performance will increase from 21% in 2026 to 31% by 2027. The Hispanic student group will increase from 25% to 35% by 2027. The EB student group performance will increase from 20% to 30% by 2027. The continuously enrolled student group will increase from 28% to 35% by 2027.

HB1416 Growth (Accelerated Learning) will increase from 22% to 50%.

Expected Result: Improved teacher effectiveness with planning and delivery of lessons; leading to increased

monitoring of student growth targets and a reduction in performance gaps on MAP, STAAR, and TELPAS.

Strategy 1

Establish a collaborative PLC data-monitoring system in which teachers use common data trackers, engage students in goal-setting following BOY and MOY MAP assessments, and utilize and analyze daily Cruisin' Clipboard data to identify trends, adjust instruction, and provide targeted support based on student needs.

Staff Responsible for Monitoring: Admin.
Instructional Coaches/MTSS Student Support Liaison
Classroom teachers

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

Leverage PLCs as an ongoing professional learning system in which teachers engage in job-embedded learning and collaborative planning focused on data analysis protocols, Depth and Complexity, AVID strategies, and PBIS practices, with teams applying and monitoring the impact of these practices in their classrooms.

Staff Responsible for Monitoring: Classroom teachers
Student Support Liaison
Admin.

Problem Statements: Student Learning 3 - School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 3

Implement a targeted Saturday learning program for HB 1416 students, providing small-group, data-driven instruction focused on identified learning gaps and aligned to grade-level standards across two semesters.

Staff Responsible for Monitoring: Teachers
Admin
Coaches

Problem Statements: Student Learning 3, 5

Funding Sources: Extra Duty Pay for Saturday School Staff 211 Title I, Part A, $13,629, Planning for HB1416 Saturday Tutoring 211 Title I, Part A, $4,071

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	The 2025-26 campus rating for STAAR was a 61%; an 18%age point discrepancy from MAP projections which projected the overall campus rating at 79%.	Daily instruction is not consistently aligned to the rigor and cognitive demands of STAAR.
5	Only 30% of students in grades 3-5 achieved the Meets or above performance level in Math as compared to 55% overall in the district, according to the 2025-2026 STAAR results.	Teachers inconsistently implement student progress monitoring and follow through with data-driven instructional adjustments and targeted interventions that involve questioning that mirrors the complexity of questioning on the STAAR test.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The campus does not consistently implement systems for aggressive daily monitoring of student learning and instructional practices across classrooms.	Inconsistent implementation of practices for monitoring student understanding and responding to learning needs is reflected in the discrepancy between projected MAP performance and actual STAAR outcomes.

Priority 3

4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment. (behavior)

Goal 1

By the end of the 2026-2027 school year, teachers will consistently model, teach, and reinforce campus behavior expectations in classrooms and common areas, resulting in improved student behavior, increased predictability of routines, and more equitable discipline outcomes.

Performance Target: During the 2026-2027 school year Memorial will decrease office referrals for persistent classroom disruption by 15% compared to 2025-2026.

Expected Result: A measurable reduction in discipline disproportionality and a clear increase in consistent PBIS implementation across the campus.

Strategy 1

Strengthen campus-wide PBIS practices by establishing clear common-area expectations, increasing consistent use of the leveled behavior guide, implementing Character Strong Tier 2 and Tier 3 supports, and equipping staff with walkie-talkies to ensure timely, equitable access to behavioral support and minimize disruptions to student learning.

Staff Responsible for Monitoring: Admin.
Classroom teachers
Counselors
SSL

Problem Statements: Demographics 1

Funding Sources: Character Strong T2 and T3 Curriclua 211 Title I, Part A, $2,995

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	A demographic disproportionality exists in student discipline, where African American students account for 58% of referrals for disciplinary action and 27% of white students account for a higher percentage of disciplinary referrals relative to their total campus enrollment percentages.	Teachers do not consistently use STOIC to reinforce and model PBIS campus expectations in classrooms and common areas.

Priority 4 4.3 Create a cluture of belonging for all members of the Plano ISD Community (attendance)

Goal 1

Student attendance will average 95% or better from F2S 2026-27.

Performance Target: Student attendance will be 95% at each 9 week period.

Expected Result: Student attendance will improve overall from last year to a 95% average over each 9-week period.

Strategy 1

Strengthen attendance through monthly Attendance Review Committee meetings to identify and support students experiencing chronic absenteeism, while partnering with Plano PD's community outreach through the "No Tardy Taters" Mr. Potato Head campaign to promote consistent daily attendance.

Staff Responsible for Monitoring: APs, counselors, data clerk

Problem Statements: Student Learning 3, 5

Formative Reviews

November	February	June

Strategy 2

Board games will be used during a Title I Parent and Family Engagement activity or sent home to provide parents with hands-on strategies and resources they can use with their children at home to reinforce academic, developmental, communication, problem-solving, and fine-motor skills. Parents will be provided guidance on how to use the games as an interactive learning activity that supports student achievement and strengthens the parent-child learning relationship

Staff Responsible for Monitoring: Parent Liason
Counselors

Problem Statements: Student Learning 3, 5

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	The 2025-26 campus rating for STAAR was a 61%; an 18%age point discrepancy from MAP projections which projected the overall campus rating at 79%.	Daily instruction is not consistently aligned to the rigor and cognitive demands of STAAR.
5	Only 30% of students in grades 3-5 achieved the Meets or above performance level in Math as compared to 55% overall in the district, according to the 2025-2026 STAAR results.	Teachers inconsistently implement student progress monitoring and follow through with data-driven instructional adjustments and targeted interventions that involve questioning that mirrors the complexity of questioning on the STAAR test.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Barbara Langston	Reading Coach	Instructional Supoprt	NaN
Deanna Bane	Math Coach	Instructional Support	NaN
Lara Jacobs	TI Paraprofessional	Instructional Support	NaN

Funding Summary

Funding Summary

211 Title I, Part A

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	$8,000.00
1	1	3		--	$2,490.26
2	1	3	Extra Duty Pay for Saturday School Staff	--	$13,629.00
2	1	3	Planning for HB1416 Saturday Tutoring	--	$4,071.00
3	1	1	Character Strong T2 and T3 Curriclua	--	$2,995.00
				Sub-Total	$31,185.26
				Budgeted Fund Source Amount	$51,480.00
				+/- Difference	**$20,294.74**