

Cityscape Schools
Buckner Preparatory
2024-2025 Campus Improvement Plan



Mission Statement

Cityscape Schools Mission:

Cityscape Schools exists to work in an educational partnership with families. We desire to provide a distinctive environment of educational opportunity for all children and young people in our community. Cityscape students will have the opportunity to become well prepared, life-long learners possessing the character, knowledge, and wisdom necessary to succeed, lead, and contribute to their community and to society, as a whole.

Campus Mission:

At Buckner Preparatory, we are committed to promoting the growth and success of every student. In collaboration with students, parents, teachers, and the community, Buckner Preparatory will provide a rigorous academic environment that will challenge each student to achieve academic excellence through programs that will empower our students to be bilingual, bi-literate, and bi-cultural thinkers and leaders. We are committed to providing a climate that fosters positive self-esteem, cross-cultural attitudes, cooperation, and excellence.

Vision

Cityscape Schools Vision:

The vision of Cityscape Schools is to work in partnership with families to prepare children and young people to fulfill productive leadership roles in society.

Campus Vision:

At Buckner Preparatory, our students will develop the skills, knowledge, attitudes, and values to become critical thinkers and productive members and leaders of their community.

Core Beliefs

At Cityscape Schools, we believe that:

- Families are charged with the primary responsibility for the comprehensive well-being of their children and the district must therefore work in partnership with the family.
- The greatest need of the students is to know that they are loved and respected by all staff in all circumstances.
- The primary assumption of the district is that all students are college bound.
- The district will provide students with developmentally appropriate opportunities to acquire the knowledge and values necessary for success throughout their school years up to and including college.
- The district will provide students with developmentally appropriate instruction that addresses the spiritual, academic, intellectual, social, emotional, physical, and creative needs of its students.
- All students have the potential to serve their community and their fellow man as leaders and role models.
- All students deserve a high-quality college bound education regardless of their zip code.

Students will:

- Model their lives after adults exhibiting wisdom, character, and a love of learning.
- Acquire basic academic skills.
- Take advantage, when appropriate, of advanced academic opportunities.
- Develop a strong work ethic.
- Be motivated.
- Develop thinking skills.
- Develop self-discipline.
- Develop the skills to acquire knowledge independently.
- Develop a love of learning.
- Learn to use the full range of their intellectual abilities: knowledge, comprehension, application, analysis, synthesis, and evaluation.
- Develop healthy relationships.
- Know that they are loved and respected in all circumstances and by all faculty and staff.
- Recognize the human body as a temple with the implications this brings regarding health, fitness, and lifestyle choices.
- Cultivate and develop their creative talents while guiding them to use and apply those creative gifts and abilities in service to their community and their fellow man.
- Remain faithful to the values learned at Cityscape Schools in the face of pressure to compromise.

Campus Core Beliefs

At Buckner Preparatory it is our belief that Excellence is not an Act, but a Habit! Every student can learn and by working together with

parents, we can ensure success for each student by honoring the BP Way of P.R.I.D.E. (Perseverance, Respect, Integrity, Determination, Excellence)

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cityscape Schools is a twelfth-generation open-enrollment charter school district that was created to offer an oasis for at-risk children in the geographical area of East Dallas. Buckner Preparatory was strategically located in the Pleasant Grove area of Dallas so that it could be an information and opportunity center for families within the community. Buckner Preparatory opened its doors in the fall of 2019 with 202 students in grades PK(3) through third grade. Now in its fifth year and with 394 students in PreK through seventh grade, the campus provides a comprehensive academic program that includes General Education services, Dual Language education services, Bilingual education services, PE, Technology, Art, Counseling services, Special Education and Speech services, Dyslexia services, Section 504 services, English as a Second Language (ESL) services, and Gifted and Talented (GT) services.

Our goal is that highly qualified and effective personnel be recruited, trained, and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction to optimize student engagement and learning.

Demographics Strengths

The diverse population of our students and staff helps stakeholders develop an understanding of the cultures of children and staff from various backgrounds, and to learn to function in a multicultural environment.

- Total minority Staff: 86%
- Teachers with 6-20 years of experience: 12%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The attendance rate for the 2021-2022 academic year averaged 93.4% and 94.1% for the 2020-2021 academic year, resulting in a 0.7% decrease. **Root Cause:** Chronic and acute illnesses associated with the COVID-19 Pandemic significantly impacted student absences. Misconceptions about the impact of absences may have also contributed to the decrease in attendance.

Problem Statement 2 (Prioritized): Chronic absenteeism went from 20% in 2020-2021 to 23.8% for the 2021-2022 school year. A significant increase in chronic absenteeism

occurred among Hispanic students with 16.7 % during the 2020-2021 to 24.8% during the 2021-2022 school year. **Root Cause:** Chronic and acute illnesses associated with COVID-19 changes in family responsibilities or housing, lack of reliable transportation, and misconceptions about the impact of absences may have contributed to the increase in chronic absenteeism.

Student Learning

Student Learning Summary

Buckner Preparatory did not receive an accountability rating for the 2021-2022 school year. An accountability rating of Not Rated for the 2022-2023 school year was received and a preliminary rating of a C was received for the 2023-2024 school year.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	58%	63%	*	61%	-	-	-	-	*	*	*	59%	75%	64%	56%
	2022	76%	51%	49%	50%	49%	-	-	-	-	-	*	-	59%	43%	49%	46%
At Meets Grade Level or Above	2023	50%	30%	30%	*	29%	-	-	-	-	*	*	*	27%	38%	32%	25%
	2022	51%	26%	22%	13%	24%	-	-	-	-	-	*	-	29%	18%	22%	21%
At Masters Grade Level	2023	20%	10%	10%	*	7%	-	-	-	-	*	*	*	9%	13%	11%	6%
	2022	30%	9%	11%	0%	14%	-	-	-	-	-	*	-	6%	14%	10%	8%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	59%	70%	*	68%	-	-	-	-	*	*	*	64%	88%	71%	63%
	2022	71%	41%	44%	50%	43%	-	-	-	-	-	*	-	35%	50%	44%	38%
At Meets Grade Level or Above	2023	45%	21%	33%	*	32%	-	-	-	-	*	*	*	32%	38%	36%	38%
	2022	43%	15%	18%	13%	19%	-	-	-	-	-	*	-	24%	14%	17%	17%
At Masters Grade Level	2023	19%	5%	3%	*	4%	-	-	-	-	*	*	*	5%	0%	4%	6%
	2022	21%	3%	7%	0%	8%	-	-	-	-	-	*	-	6%	7%	7%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	59%	56%	40%	62%	-	-	-	-	-	*	*	64%	52%	54%	53%
	2022	77%	42%	30%	*	24%	-	-	-	-	-	0%	-	50%	21%	28%	18%
At Meets Grade Level or Above	2023	48%	21%	31%	20%	34%	-	-	-	-	-	*	*	43%	24%	30%	21%
	2022	54%	21%	20%	*	18%	-	-	-	-	-	0%	-	33%	14%	17%	9%
At Masters Grade Level	2023	22%	5%	10%	10%	10%	-	-	-	-	-	*	*	14%	8%	11%	5%
	2022	28%	7%	0%	*	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	53%	67%	70%	66%	-	-	-	-	-	*	*	64%	68%	65%	58%
	2022	70%	21%	30%	*	29%	-	-	-	-	-	0%	-	33%	29%	28%	36%
At Meets Grade Level or Above	2023	48%	29%	33%	30%	34%	-	-	-	-	-	*	*	50%	24%	32%	21%
	2022	43%	5%	10%	*	6%	-	-	-	-	-	0%	-	17%	7%	11%	0%
At Masters Grade Level	2023	22%	13%	23%	20%	24%	-	-	-	-	-	*	*	21%	24%	24%	11%
	2022	23%	1%	5%	*	0%	-	-	-	-	-	0%	-	17%	0%	6%	0%

Grade 5 Reading

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	64%	40%	*	38%	-	-	-	-	-	0%	-	33%	50%	42%	20%
	2022	81%	64%	74%	71%	75%	-	-	-	-	-	*	*	*	75%	72%	70%
At Meets Grade Level or Above	2023	57%	39%	15%	*	6%	-	-	-	-	-	0%	-	8%	25%	16%	10%
	2022	58%	30%	47%	43%	50%	-	-	-	-	-	*	*	*	50%	44%	60%
At Masters Grade Level	2023	28%	8%	5%	*	6%	-	-	-	-	-	0%	-	0%	13%	5%	10%
	2022	36%	16%	26%	14%	33%	-	-	-	-	-	*	*	*	25%	22%	40%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	68%	60%	*	69%	-	-	-	-	-	17%	-	58%	63%	63%	60%
	2022	77%	55%	74%	43%	92%	-	-	-	-	-	*	*	*	75%	72%	90%
At Meets Grade Level or Above	2023	51%	39%	30%	*	31%	-	-	-	-	-	0%	-	25%	38%	32%	30%
	2022	48%	25%	32%	0%	50%	-	-	-	-	-	*	*	*	38%	28%	40%
At Masters Grade Level	2023	21%	6%	5%	*	0%	-	-	-	-	-	0%	-	8%	0%	5%	0%
	2022	25%	8%	11%	0%	17%	-	-	-	-	-	*	*	*	13%	11%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	51%	40%	*	38%	-	-	-	-	-	0%	-	25%	63%	42%	30%
	2022	66%	36%	58%	43%	67%	-	-	-	-	-	*	*	*	56%	56%	60%
At Meets Grade Level or Above	2023	36%	24%	10%	*	0%	-	-	-	-	-	0%	-	8%	13%	11%	0%
	2022	38%	10%	21%	0%	33%	-	-	-	-	-	*	*	*	25%	17%	40%
At Masters Grade Level	2023	16%	8%	5%	*	0%	-	-	-	-	-	0%	-	8%	0%	5%	0%
	2022	18%	4%	11%	0%	17%	-	-	-	-	-	*	*	*	13%	11%	20%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	67%	67%	67%	71%	-	-	-	-	*	*	*	67%	67%	67%	67%
	2022	70%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	52%	36%	38%	33%	43%	-	-	-	-	*	*	*	33%	40%	38%	42%
	2022	43%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	22%	5%	5%	17%	0%	-	-	-	-	*	*	*	0%	7%	5%	0%
	2022	23%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	81%	67%	93%	-	-	-	-	*	*	*	83%	80%	81%	100%
	2022	73%	53%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	(Current & Monitored)
At Meets Grade Level or Above	2023	40%	31%	33%	17%	43%	-	-	-	-	*	*	*	17%	40%	33%	42%
	2022	39%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	16%	10%	14%	17%	14%	-	-	-	-	*	*	*	17%	13%	14%	17%
	2022	16%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	64%	61%	57%	63%	-	-	-	-	*	29%	58%	57%	66%	62%	57%
	2022	74%	47%	50%	51%	49%	-	-	-	-	-	21%	*	49%	50%	49%	48%
At Meets Grade Level or Above	2023	49%	31%	29%	33%	29%	-	-	-	-	*	21%	8%	28%	30%	30%	26%
	2022	48%	19%	23%	16%	25%	-	-	-	-	-	21%	*	24%	23%	22%	24%
At Masters Grade Level	2023	20%	8%	10%	17%	8%	-	-	-	-	*	15%	8%	9%	11%	10%	6%
	2022	23%	7%	10%	5%	11%	-	-	-	-	-	13%	*	7%	11%	9%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	67%	57%	52%	59%	-	-	-	-	*	36%	50%	56%	59%	57%	51%
	2022	75%	58%	50%	61%	47%	-	-	-	-	-	18%	*	58%	47%	49%	44%
At Meets Grade Level or Above	2023	53%	34%	29%	33%	29%	-	-	-	-	*	21%	17%	28%	30%	30%	25%
	2022	53%	28%	27%	28%	27%	-	-	-	-	-	18%	*	31%	26%	26%	27%
At Masters Grade Level	2023	20%	9%	8%	14%	7%	-	-	-	-	*	14%	17%	7%	9%	9%	5%
	2022	25%	12%	12%	6%	14%	-	-	-	-	-	9%	*	8%	14%	10%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	64%	69%	62%	71%	-	-	-	-	*	36%	67%	65%	73%	70%	68%
	2022	72%	43%	48%	44%	48%	-	-	-	-	-	18%	*	38%	52%	47%	49%
At Meets Grade Level or Above	2023	45%	31%	33%	29%	34%	-	-	-	-	*	29%	0%	33%	32%	33%	32%
	2022	42%	16%	19%	11%	21%	-	-	-	-	-	18%	*	19%	19%	18%	18%
At Masters Grade Level	2023	19%	9%	13%	19%	11%	-	-	-	-	*	21%	0%	11%	14%	13%	9%
	2022	20%	4%	7%	6%	8%	-	-	-	-	-	9%	*	8%	7%	8%	4%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	60%	40%	*	38%	-	-	-	-	-	0%	-	25%	63%	42%	30%
	2022	76%	37%	58%	43%	67%	-	-	-	-	-	*	*	*	56%	56%	60%
At Meets Grade Level or Above	2023	47%	28%	10%	*	0%	-	-	-	-	-	0%	-	8%	13%	11%	0%
	2022	47%	9%	21%	0%	33%	-	-	-	-	-	*	*	*	25%	17%	40%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	6%	5%	*	0%	-	-	-	-	-	0%	-	8%	0%	5%	0%

	2022	21%	4%	11%	0%	17%	-	-	-	-	-	*	*	*	13%	11%	20%	
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																		
3rd Graders																		
Reading and Mathematics	2023	37%	17%	23%	*	21%	-	-	-	-	-	*	*	*	23%	25%	25%	25%
	2022	36%	13%	18%	13%	19%	-	-	-	-	-	-	*	-	24%	14%	17%	17%
Reading and Mathematics Including EOC	2023	37%	17%	23%	*	21%	-	-	-	-	-	*	*	*	23%	25%	25%	25%
	2022	36%	13%	18%	13%	19%	-	-	-	-	-	-	*	-	24%	14%	17%	17%
Reading Including EOC	2023	50%	30%	30%	*	29%	-	-	-	-	-	*	*	*	27%	38%	32%	25%
	2022	51%	26%	22%	13%	24%	-	-	-	-	-	-	*	-	29%	18%	22%	21%
Math Including EOC	2023	45%	21%	33%	*	32%	-	-	-	-	-	*	*	*	32%	38%	36%	38%
	2022	43%	15%	18%	13%	19%	-	-	-	-	-	-	*	-	24%	14%	17%	17%
4th Graders																		
Reading and Mathematics	2023	38%	16%	28%	20%	31%	-	-	-	-	-	-	*	*	43%	20%	27%	21%
	2022	36%	5%	10%	*	6%	-	-	-	-	-	-	0%	-	17%	7%	11%	0%
Reading and Mathematics Including EOC	2023	38%	16%	28%	20%	31%	-	-	-	-	-	-	*	*	43%	20%	27%	21%
	2022	36%	5%	10%	*	6%	-	-	-	-	-	-	0%	-	17%	7%	11%	0%
Reading Including EOC	2023	48%	21%	31%	20%	34%	-	-	-	-	-	-	*	*	43%	24%	30%	21%
	2022	54%	21%	20%	*	18%	-	-	-	-	-	-	0%	-	33%	14%	17%	9%
Math Including EOC	2023	48%	29%	33%	30%	34%	-	-	-	-	-	-	*	*	50%	24%	32%	21%
	2022	43%	5%	10%	*	6%	-	-	-	-	-	-	0%	-	17%	7%	11%	0%
5th Graders																		
Reading and Mathematics	2023	43%	27%	10%	*	6%	-	-	-	-	-	-	0%	-	8%	13%	11%	10%
	2022	41%	15%	21%	0%	33%	-	-	-	-	-	-	*	*	*	25%	17%	40%
Reading and Mathematics Including EOC	2023	43%	27%	10%	*	6%	-	-	-	-	-	-	0%	-	8%	13%	11%	10%
	2022	41%	15%	21%	0%	33%	-	-	-	-	-	-	*	*	*	25%	17%	40%
Reading Including EOC	2023	57%	39%	15%	*	6%	-	-	-	-	-	-	0%	-	8%	25%	16%	10%
	2022	58%	30%	47%	43%	50%	-	-	-	-	-	-	*	*	*	50%	44%	60%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	46%	56%	50%	59%	-	-	-	-	-	*	*	64%	52%	54%	55%
Grade 4 Mathematics	2023	63%	57%	67%	60%	69%	-	-	-	-	-	*	*	75%	62%	66%	63%
Grade 5 ELA/Reading	2023	65%	64%	42%	*	38%	-	-	-	-	-	10%	-	46%	36%	44%	20%
Grade 5 Mathematics	2023	71%	84%	76%	*	75%	-	-	-	-	-	80%	-	83%	64%	75%	80%
Grade 6 ELA/Reading	2023	51%	54%	32%	*	29%	-	-	-	-	*	*	*	33%	31%	32%	33%
Grade 6 Mathematics	2023	54%	75%	71%	*	68%	-	-	-	-	*	*	*	75%	69%	71%	71%
All Grades Both Subjects	2023	64%	67%	58%	60%	58%	-	-	-	-	*	47%	19%	65%	54%	58%	55%

All Grades ELA/Reading	2023	63%	61%	47%	53%	46%	-	-	-	-	*	17%	*	52%	43%	46%	40%
All Grades Mathematics	2023	66%	73%	70%	68%	70%	-	-	-	-	*	78%	*	78%	64%	70%	70%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	29%	11%	0%	15%	-	-	-	-	-	*	*	20%	8%	11%	18%
Grade 4 Mathematics	2023	27%	21%	33%	40%	31%	-	-	-	-	-	*	*	38%	30%	33%	36%
Grade 5 ELA/Reading	2023	37%	45%	21%	*	23%	-	-	-	-	-	0%	-	27%	*	23%	0%
Grade 5 Mathematics	2023	48%	62%	53%	*	62%	-	-	-	-	-	20%	-	55%	*	57%	50%
Grade 6 ELA/Reading	2023	26%	32%	40%	*	*	-	-	-	-	-	*	*	*	*	40%	*
Grade 6 Mathematics	2023	35%	61%	67%	*	*	-	-	-	-	*	*	*	*	*	67%	*
All Grades Both Subjects	2023	38%	46%	33%	28%	35%	-	-	-	-	*	7%	*	38%	27%	34%	30%
All Grades ELA/Reading	2023	35%	44%	19%	13%	21%	-	-	-	-	-	0%	*	28%	11%	19%	14%
All Grades Mathematics	2023	40%	47%	46%	40%	50%	-	-	-	-	*	14%	*	48%	44%	47%	48%

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.

Bilingual Education/English as a Second Language (Current EB Students/EL)

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	64%	61%	52%	-	-	-	-	52%	67%	-	-	67%	82%	66%	57%	-
	2022	74%	47%	50%	47%	-	-	-	-	47%	-	-	-	-	54%	52%	48%	-
At Meets Grade Level or Above	2023	49%	31%	29%	26%	-	-	-	-	26%	22%	-	-	22%	29%	33%	26%	-
	2022	48%	19%	23%	28%	-	-	-	-	28%	-	-	-	-	0%	22%	24%	-
At Masters Grade Level	2023	20%	8%	10%	7%	-	-	-	-	7%	0%	-	-	0%	6%	14%	6%	-
	2022	23%	7%	10%	11%	-	-	-	-	11%	-	-	-	-	0%	9%	10%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	67%	57%	44%	-	-	-	-	44%	*	-	-	*	88%	64%	51%	-
	2022	75%	58%	50%	44%	-	-	-	-	44%	-	-	-	-	50%	56%	44%	-
At Meets Grade Level or Above	2023	53%	34%	29%	24%	-	-	-	-	24%	*	-	-	*	25%	34%	25%	-
	2022	53%	28%	27%	31%	-	-	-	-	31%	-	-	-	-	0%	28%	27%	-
At Masters Grade Level	2023	20%	9%	8%	4%	-	-	-	-	4%	*	-	-	*	13%	11%	5%	-
	2022	25%	12%	12%	15%	-	-	-	-	15%	-	-	-	-	0%	10%	13%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	64%	69%	64%	-	-	-	-	64%	*	-	-	*	75%	70%	68%	-
	2022	72%	43%	48%	46%	-	-	-	-	46%	-	-	-	-	67%	46%	49%	-
At Meets Grade Level or Above	2023	45%	31%	33%	31%	-	-	-	-	31%	*	-	-	*	38%	34%	32%	-

	2022	42%	16%	19%	21%	-	-	-	-	21%	-	-	-	-	0%	21%	18%	-
At Masters Grade Level	2023	19%	9%	13%	11%	-	-	-	-	11%	*	-	-	*	0%	17%	9%	-
	2022	20%	4%	7%	5%	-	-	-	-	5%	-	-	-	-	0%	10%	4%	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	60%	40%	25%	-	-	-	-	25%	*	-	-	*	*	50%	30%	-
	2022	76%	37%	58%	67%	-	-	-	-	67%	-	-	-	-	*	56%	60%	-
At Meets Grade Level or Above	2023	47%	28%	10%	0%	-	-	-	-	0%	*	-	-	*	*	20%	0%	-
	2022	47%	9%	21%	44%	-	-	-	-	44%	-	-	-	-	*	0%	40%	-
At Masters Grade Level	2023	18%	6%	5%	0%	-	-	-	-	0%	*	-	-	*	*	10%	0%	-
	2022	21%	4%	11%	22%	-	-	-	-	22%	-	-	-	-	*	0%	20%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	58%	55%	-	-	-	-	55%	31%	-	-	31%	75%	63%	55%	-
All Grades ELA/Reading	2023	63%	61%	47%	36%	-	-	-	-	36%	*	-	-	*	80%	54%	40%	-
All Grades Mathematics	2023	66%	73%	70%	73%	-	-	-	-	73%	*	-	-	*	70%	71%	70%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	46%	33%	27%	-	-	-	-	27%	*	-	-	*	*	36%	30%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	95%	100%	95%	*	-	-	-	*	100%	100%	95%	95%	95%	95%
Not Included in Accountability: Mobile	4%	4%	4%	0%	4%	*	-	-	-	*	0%	0%	3%	5%	4%	3%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	1%	*	-	-	-	*	0%	0%	2%	0%	1%	2%
Not Tested	1%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	96%	95%	100%	95%	*	-	-	-	*	100%	100%	95%	95%	95%	95%
Not Included in Accountability: Mobile	4%	3%	4%	0%	4%	*	-	-	-	*	0%	0%	4%	5%	5%	3%
Not Included in Accountability: Other Exclusions	3%	1%	1%	0%	1%	*	-	-	-	*	0%	0%	2%	0%	1%	2%
Not Tested	1%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%

Included in Accountability	94%	96%	95%	100%	95%	*	-	-	-	*	100%	100%	95%	95%	95%	95%
Not Included in Accountability: Mobile	5%	3%	4%	0%	4%	*	-	-	-	*	0%	0%	4%	5%	5%	3%
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Absent	1%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	100%	*	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	96%	100%	*	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
Not Included in Accountability: Mobile	4%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	*	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	0%	*	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%

**2022 STAAR Participation
(All Grades)**

All Tests																
Assessment Participant	99%	100%	100%	100%	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	98%	94%	96%	94%	-	-	-	-	-	89%	*	100%	92%	94%	92%
Not Included in Accountability: Mobile	5%	1%	4%	4%	4%	-	-	-	-	-	11%	*	0%	6%	4%	6%
Not Included in Accountability: Other Exclusions	1%	0%	2%	0%	2%	-	-	-	-	-	0%	*	0%	2%	2%	3%
Not Tested	1%	0%	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	98%	95%	95%	96%	-	-	-	-	-	92%	*	100%	94%	95%	94%
Not Included in Accountability: Mobile	5%	1%	3%	5%	3%	-	-	-	-	-	8%	*	0%	5%	4%	4%
Not Included in Accountability: Other Exclusions	2%	0%	1%	0%	1%	-	-	-	-	-	0%	*	0%	2%	1%	2%
Not Tested	1%	0%	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	98%	95%	95%	96%	-	-	-	-	-	92%	*	100%	94%	95%	94%

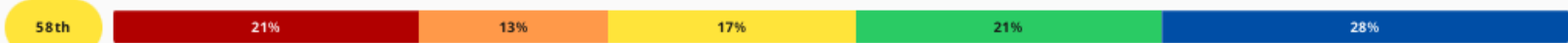
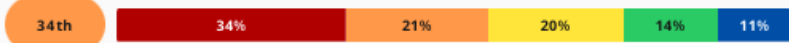
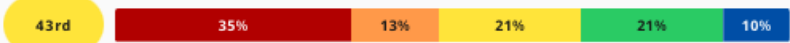
Not Included in Accountability: Mobile	5%	1%	3%	5%	3%	-	-	-	-	-	8%	*	0%	5%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	-	-	-	-	-	0%	*	0%	2%	1%	2%
Not Tested	1%	0%	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	100%	100%	100%	-	-	-	-	-	*	*	*	100%	100%	100%
Included in Accountability	93%	98%	86%	100%	80%	-	-	-	-	-	*	*	*	84%	86%	77%
Not Included in Accountability: Mobile	4%	2%	9%	0%	13%	-	-	-	-	-	*	*	*	11%	10%	15%

MAP Growth and Achievement-Math

School Profile


Growth and Achievement Overview

Buckner Preparatory | Math K-12

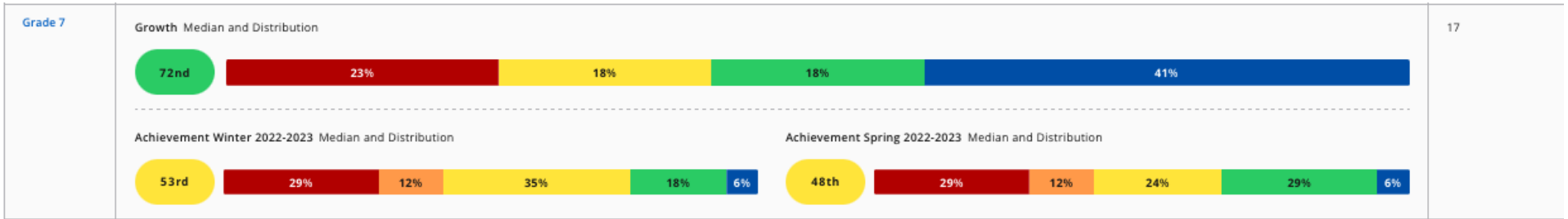
Grade		Number of Students i
All Grades	<p>Growth Median and Distribution</p>  <p>Achievement Winter 2022-2023 Median and Distribution</p>  <p>Achievement Spring 2022-2023 Median and Distribution</p> 	212
<p>Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th</p>		<p>Rostered Summer 2022-2023 Tested Winter 2022-2023 - Spring 2022-2023</p>
<p>More information about this chart. ▼</p>		

Growth and Achievement by Grade

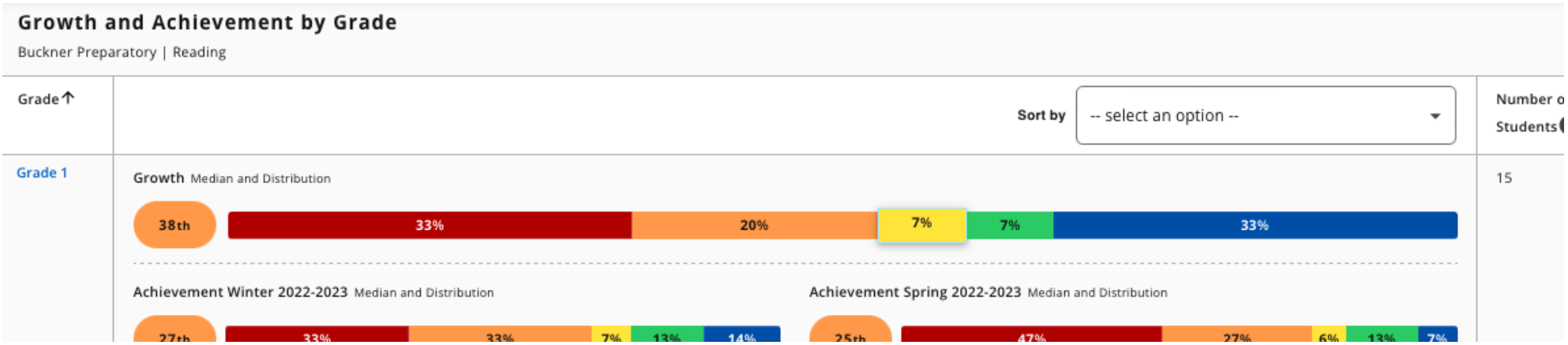
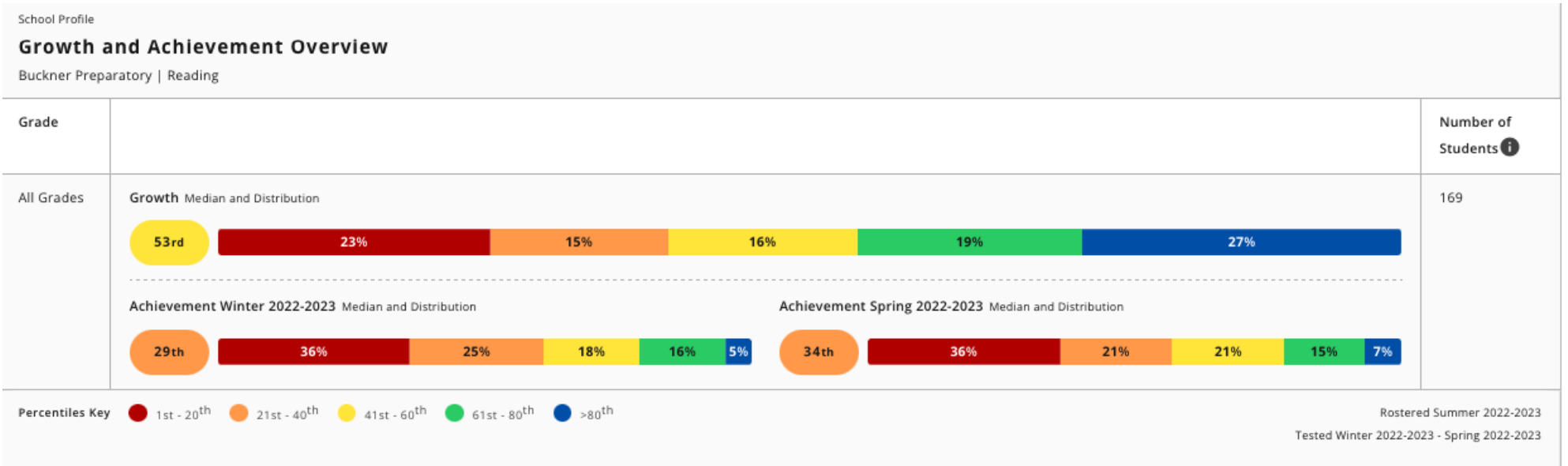
Buckner Preparatory | Math K-12

Grade ↑	Sort by ▼	Number of Students i
Grade 1	-- select an option --	36
<p>Growth Median and Distribution</p> 		

	<p>Achievement Winter 2022-2023 Median and Distribution</p> <p>33rd 31% 28% 19% 8% 14%</p> <p>Achievement Spring 2022-2023 Median and Distribution</p> <p>46th 34% 8% 22% 22% 14%</p>	
Grade 2	<p>Growth Median and Distribution</p> <p>50th 23% 21% 18% 20% 18%</p> <hr/> <p>Achievement Winter 2022-2023 Median and Distribution</p> <p>36th 32% 25% 18% 11% 14%</p> <p>Achievement Spring 2022-2023 Median and Distribution</p> <p>40th 34% 16% 25% 20% 5%</p>	44
Grade 3	<p>Growth Median and Distribution</p> <p>39th 26% 24% 13% 26% 11%</p> <hr/> <p>Achievement Winter 2022-2023 Median and Distribution</p> <p>24th 45% 13% 11% 18% 13%</p> <p>Achievement Spring 2022-2023 Median and Distribution</p> <p>20th 50% 8% 18% 16% 8%</p>	38
Grade 4	<p>Growth Median and Distribution</p> <p>85th 3% 7% 13% 17% 60%</p> <hr/> <p>Achievement Winter 2022-2023 Median and Distribution</p> <p>40th 27% 23% 33% 10% 7%</p> <p>Achievement Spring 2022-2023 Median and Distribution</p> <p>47th 23% 13% 27% 23% 14%</p>	30
Grade 5	<p>Growth Median and Distribution</p> <p>62nd 19% 12% 16% 25% 28%</p> <hr/> <p>Achievement Winter 2022-2023 Median and Distribution</p> <p>41st 28% 22% 16% 22% 12%</p> <p>Achievement Spring 2022-2023 Median and Distribution</p> <p>43rd 28% 22% 9% 28% 13%</p>	32
Grade 6	<p>Growth Median and Distribution</p> <p>58th 27% 6% 20% 20% 27%</p> <hr/> <p>Achievement Winter 2022-2023 Median and Distribution</p> <p>19th 53% 20% 7% 13% 7%</p> <p>Achievement Spring 2022-2023 Median and Distribution</p> <p>17th 53% 7% 27% 6% 7%</p>	15



MAP Growth and Achievement-Reading



Grade 2	<p>Growth Median and Distribution</p> <p>50th 20% 20% 15% 25% 20%</p> <hr/> <p>Achievement Winter 2022-2023 Median and Distribution Achievement Spring 2022-2023 Median and Distribution</p> <p>39th 25% 30% 20% 25% 45th 25% 20% 20% 25% 10%</p>	20
Grade 3	<p>Growth Median and Distribution</p> <p>47th 24% 13% 21% 21% 21%</p> <hr/> <p>Achievement Winter 2022-2023 Median and Distribution Achievement Spring 2022-2023 Median and Distribution</p> <p>28th 34% 24% 24% 13% 5% 22nd 45% 18% 11% 21% 5%</p>	38
Grade 4	<p>Growth Median and Distribution</p> <p>59th 19% 19% 12% 25% 25%</p> <hr/> <p>Achievement Winter 2022-2023 Median and Distribution Achievement Spring 2022-2023 Median and Distribution</p> <p>28th 37% 28% 16% 16% 3 35th 35% 19% 31% 9% 6%</p>	32
Grade 5	<p>Growth Median and Distribution</p> <p>56th 35% 9% 9% 19% 28%</p> <hr/> <p>Achievement Winter 2022-2023 Median and Distribution Achievement Spring 2022-2023 Median and Distribution</p> <p>36th 34% 16% 19% 25% 6% 40th 28% 22% 28% 13% 9%</p>	32
Grade 6	<p>Growth Median and Distribution</p> <p>65th 13% 33% 20% 34%</p> <hr/> <p>Achievement Winter 2022-2023 Median and Distribution Achievement Spring 2022-2023 Median and Distribution</p> <p>20th 53% 27% 7% 13% 29th 47% 20% 13% 7% 13%</p>	15

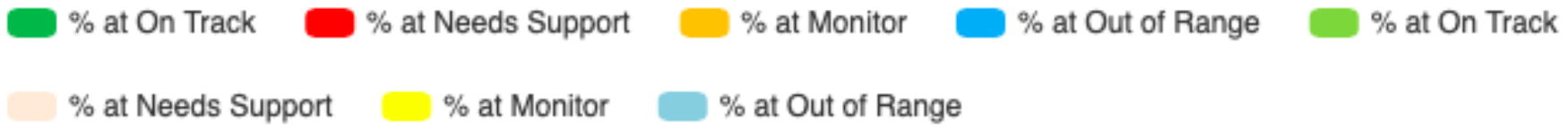


Achievement Winter 2022-2023 Median and Distribution

Achievement Spring 2022-2023 Median and Distribution

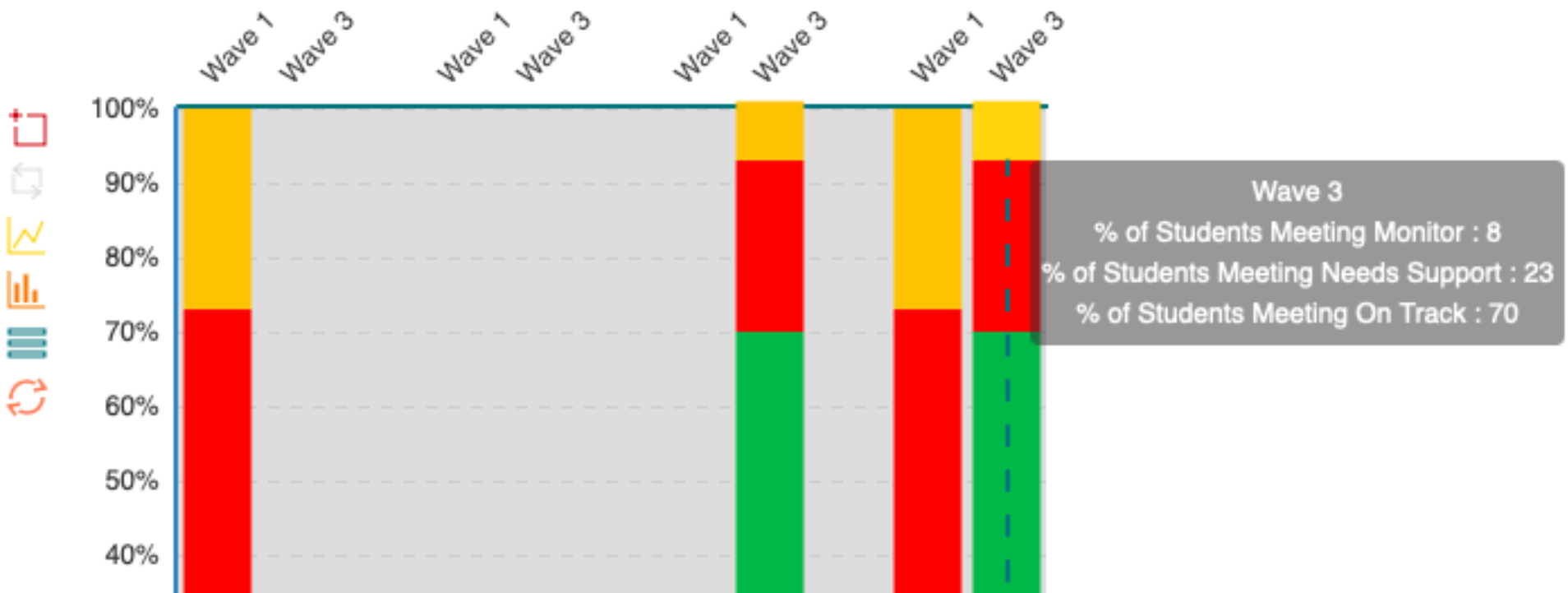


CIRCLE Progress Monitoring Pre-K School Benchmark Growth Report



School Benchmark Growth Report

BUCKNER PREPARATORY: Rapid Vocabulary





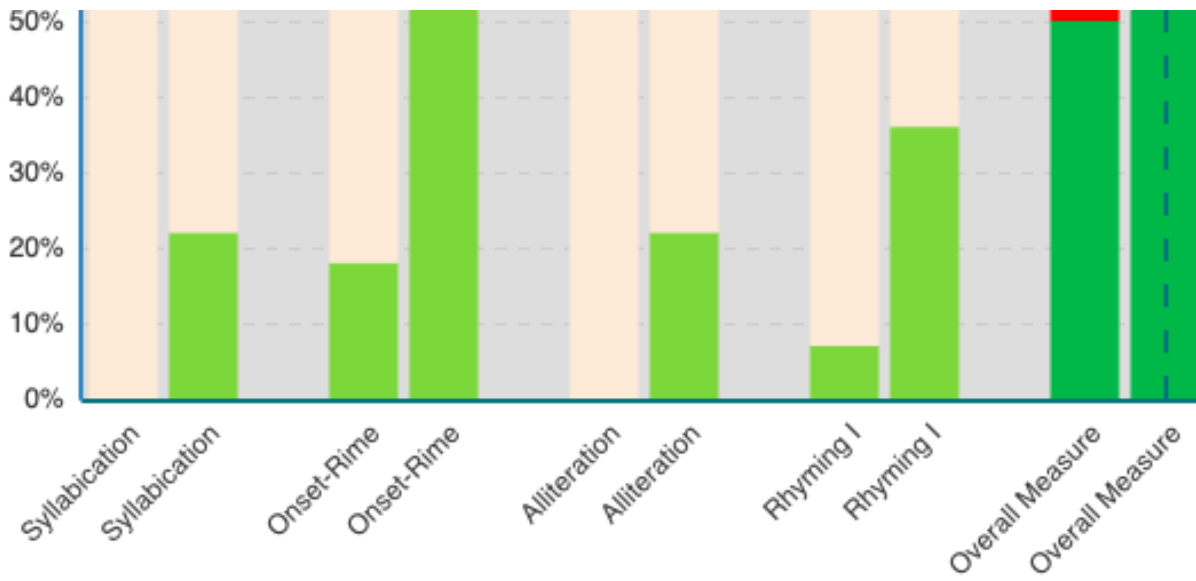
■ % at On Track
 ■ % at Needs Support
 ■ % at Monitor
 ■ % at Out of Range
 ■ % at On Track
■ % at Needs Support
■ % at Monitor
■ % at Out of Range

School Benchmark Growth Report

BUCKNER PREPARATORY: Phonological Awareness



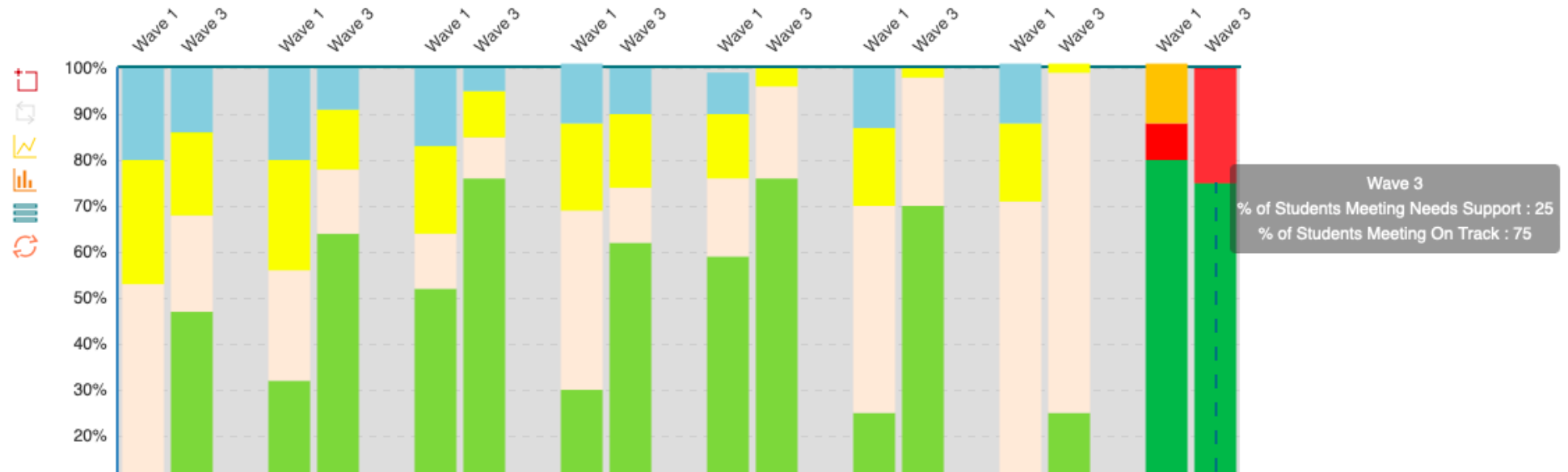
Wave 3
 % of Students Meeting Needs Support : 36
 % of Students Meeting On Track : 64

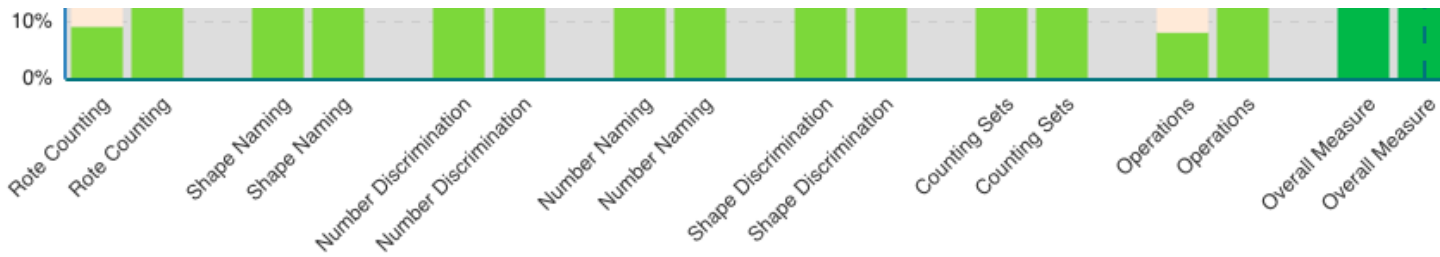


■ % at On Track
 ■ % at Needs Support
 ■ % at Monitor
 ■ % at Out of Range
 ■ % at On Track
 ■ % at Needs Support
 ■ % at Monitor
 ■ % at Out of Range

School Benchmark Growth Report

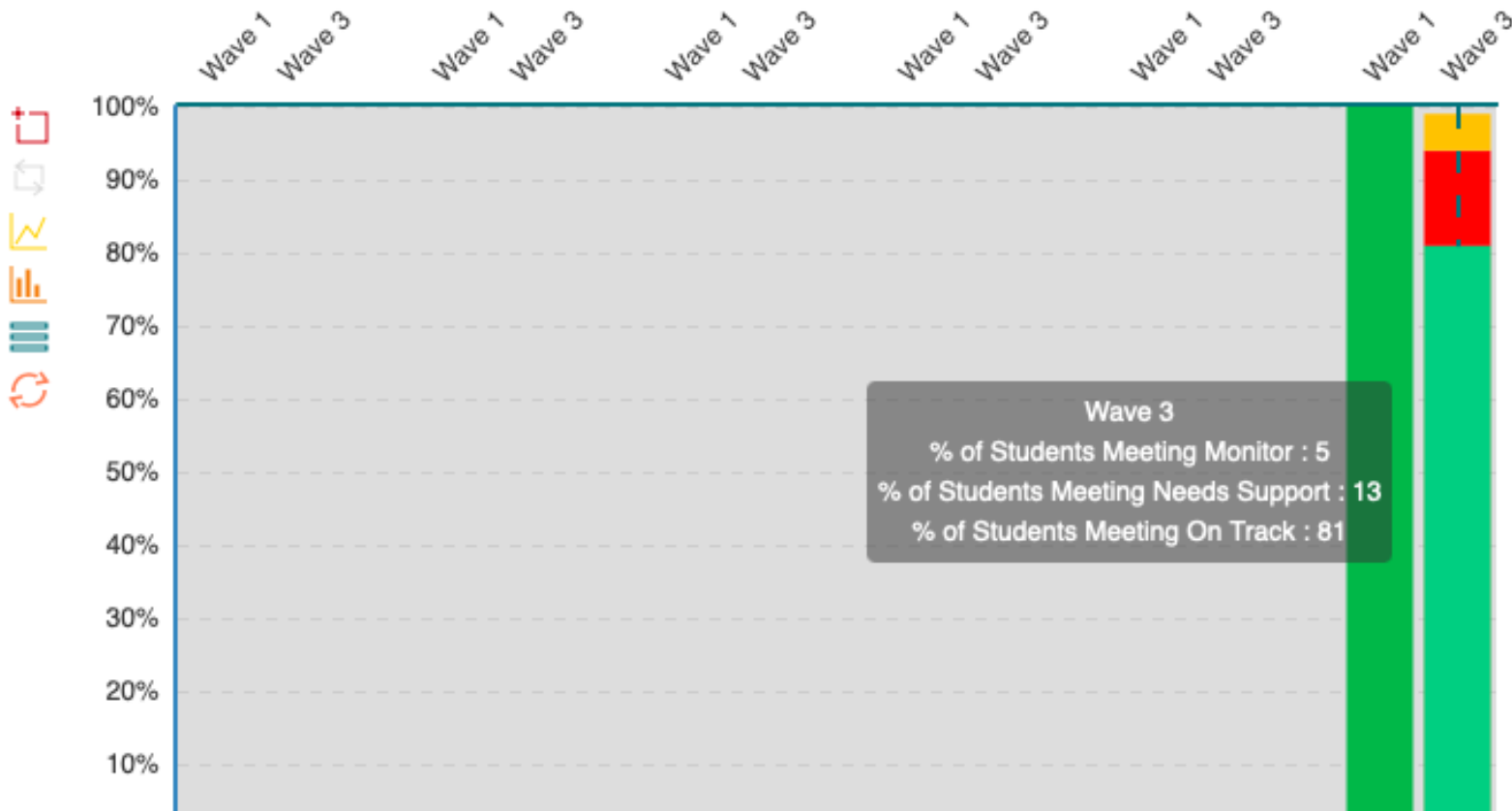
BUCKNER PREPARATORY: Math





School Benchmark Growth Report

BUCKNER PREPARATORY: Social Emotional Behaviors





Student Learning Strengths

- **Third Grade:**
 - The percent of students that approached grade level in third grade reading increased from 49% to 61% in 2022-2023.
 - The percent of students that met grade level in third grade reading increased from 22% to 30% in 2022-2023.
 - The percent of students that approached grade level in third grade math increased from 44% to 70% in 2022-2023.
 - The percent of students that met grade level in third grade reading increased from 18% to 33% in 2022-2023.
- **Fourth Grade:**
 - The percent of students that approached grade level in fourth grade reading increased from 30% to 56% in 2022-2023.
 - The percent of students that met grade level in fourth grade reading increased from 20% to 31% in 2022-2023.
 - The percent of students that mastered grade level in fourth grade reading increased from 0% to 10% in 2022-2023.
 - The percent of students that approached grade level in fourth grade math increased from 30% to 67% in 2022-2023.
 - The percent of students that met grade level in fourth grade math increased from 10% to 33% in 2022-2023.
 - The percent of students that mastered grade level in third grade reading increased from 1% to 13% in 2022-2023.
- **All Subjects:**
 - An increase of 11% occurred among the number of students that approached their grade level or above.
 - A 6% increase occurred among the number of students that met their grade level or above.
- **All Grades-Mathematics:**
 - An increase of 21% of the number of students that approached the grade level or higher.
 - An increase of 14% of the number of students that met the grade level or higher.
 - An increase of 6% of the number of students that mastered the grade level.
- **School Progress-Annual Growth:**
 - 4th Grade Reading-56%, with African American students at 50% and Hispanic students at 59%
 - 4th Grade Math-67%, with African American students at 60% and Hispanic students at 69%
 - 5th Grade Reading-42%, with Hispanic students at 38%
 - 5th Grade Math-76%, with Hispanic students at 75%
 - 6th Grade Reading-32%, with Hispanic students at 29%
 - 6th Grade Math-71% with Hispanic students at 68%
- **PreK Circle**

- 70% of the students are on track in rapid vocabulary.
- 64% of the students are on track in phonological awareness.
- 75% of the students are on track in math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of students that approached, met, and mastered the grade level in 2021-2022 in 5th-grade reading decreased by 34%, 32%, and 21% in 2022-2023. **Root Cause:** Students who arrived performing below grade level. Change in reading teacher during the middle of the school year, resulting in inconsistency.

Problem Statement 2 (Prioritized): Though there was a 7% increase in the number of students that approached and a 2% increase in the number of students that met grade level for reading, gaps in student progress continue to widen. **Root Cause:** Inconsistencies across grade levels as it relates to the implementation of research-based teaching practices and strategies for reading instruction.

School Processes & Programs

School Processes & Programs Summary

With the designation of "Not Rated", it was critical to provide the needed instructional support for teachers that focused on effective classroom routines and instructional strategies. For the 2022-2023 school year, implementation of the Effective Schools Framework and the Get Better Faster Waterfall began, allowing campus leaders to provide training and ongoing support so that teachers implement best practices for setting behavioral expectations, establishing routines and procedures that maximize instructional time, establishing and maintaining a strong classroom culture, and building strong relationships. The use of ESF also allowed campus leaders to provide training and ongoing support so that teachers effectively used high-quality instructional materials and research-based teaching practices that promoted critical-thinking skills that allowed students to construct meaning using cognitive processes and included differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. With the implementation of the Effective Schools Framework, a data-driven and data-informed culture was established allowing for the review of disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses. A more consistent process was facilitated for teachers individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond. In-depth conversations about formative student data and possible adjustments to instructional delivery were fostered. Student progress toward measurable goals was visible in every classroom and throughout the school to foster student ownership and goal setting.

The Dual Language program has expanded to 4th grade for the 2023-2024 school year allowing students to learn how to speak, read, and write in both languages.

The ability to use technology has become more and more important. The implementation of 21st Century Learning skills makes the need for and use of technology skills a necessity. Chrome books and tablets have been provided for all students in grades PreK through sixth grade allowing a campus-wide one-to-one model.

School Processes & Programs Strengths

- Instruction began to be centered on small group instruction and personalized learning utilizing stations.
- Utilization of I-Ready to assist with groupings, standards mastery, and personalized learning
- Incorporation of All in Learning to track student data and mastery of SEs.
- Implementation data binders for students, so that students can hold themselves accountable for their learning.
- Incorporation of vertically aligned PLCs
- Incorporation of Look Forward curriculum planning meetings
- Incorporation of data action plans

- Teachers have a growth mindset and seek to ensure students meet and master the standards.

- Use of and implementation of the Get Better Waterfall

- 1 to 1 technology model

- Implementation of Summit K-12 for emergent bilingual students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Ensuring that the ESF high-leverage practices are consistently implemented across the campus for the lower grades to ensure alignment and continuous improvement. **Root Cause:** Change in assistant principal resulting in a slower role out of training and implementation of strategies. Shift in mindset for teachers teaching in grades PreK-2nd. Adjustment to curriculum planning that focuses on the know-show chart. Inconsistency with curriculum programs for K-2 as it related to phonics and phonological awareness.

Perceptions

Perceptions Summary

At Buckner Preparatory we believe that Excellence is not an Act, but a Habit! Students, teachers, and staff exhibit the BP Way and are determined to take P.R.I.D.E. (Perseverance, Respect, Integrity, Determination, Excellence) in everything that they accomplish each year. We insist on high standards of excellence and we expect our students to exceed in their academic performance and behavior. Our staff humbly serves our students, our students serve one another, and we ALL make an effort to serve the community. It is with P.R.I.D.E. that we hold these high standards and ask each of our students, teachers, and staff to commit to the "BP Way".

It is through the contribution and active role of our parents and community partners, that makes Buckner Preparatory an exceptional learning community. We encourage a collaborative, family atmosphere among our teachers and staff members. Our priority is instruction, but we also like to make BP a great place to work and learn. We believe in valuing and acknowledging our students, teachers, and staff for their hard work and efforts in honoring the "BP Way" by recognizing those with perfect attendance, honor roll achievements, "paw-sitive behavior", and weekly and monthly appreciation for our students, teachers, and staff.

Discipline policies and practices are proactive because we believe all students deserve an opportunity to learn in a safe, orderly, and bully-free, classroom environment. Teachers are allowed to deliver instruction with minimal disruptions due to our campus-wide PBIS and Restorative Practices model. Every nine weeks, teachers, staff, and students are exposed to a different mindset that allows them to nurture and develop their social & emotional learning needs.

During the 2019-2020 school year, a Parent Teacher Organization (PTO) was established and the first Board was elected. Since then, monthly PTO meetings and events have been scheduled with an emphasis on increasing parental attendance and involvement. Monthly "Donuts and Dialogue" meetings are held by the administrative team and other parental engagement events such as Meet the teacher night, PreK Parent Orientation, Hispanic Heritage Month, Unity Day, Red Ribbon Week, Title I Campus Meeting, Fall Carnival, Family Volunteer Day, Holidays Around the World Literacy Night, PreK Holiday Sing-Along, Black History Month, STAAR Parent Information Night, Cityscape Reads, Read Across America Day, and Earth Day were all completed during the 2022-2023 school year.

A weekly newsletter (The "Lions P.R.I.D.E.") is utilized to communicate weekly events for teachers and staff. A weekly parent newsletter (Principal's Update) is also utilized to communicate important information and events with parents and families. The school's website, Facebook, Instagram, as well as our school messenger system-School Status and Class Dojo, school-wide emails, and Tuesday folders are also utilized to communicate school events for parental and community involvement and to ensure ongoing and regular communication between home and school.

Perceptions Strengths

- Voly volunteer partnership and services
- Upbeat Staff and Teacher Surveys
- Implementation of the Class Dojo Store to support PBIS
- Toys for Tots donation for all students
- Partnership with Pleasant Oaks Recreation center for a campus wide sports program
- Partnership with the Perot Museum for campus programs and filed trip opportunities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is active parent participation for most family events, however, parents are not inclined to take on leadership roles. **Root Cause:** Language and personal educational experiences may present a barrier with some parents becoming more engaged and involved. Time may pose a barrier as well due to parents and families working.

Priority Problem Statements

Problem Statement 1: Though there was a 7% increase in the number of students that approached and a 2% increase in the number of students that met grade level for reading, gaps in student progress continue to widen.

Root Cause 1: Inconsistencies across grade levels as it relates to the implementation of research-based teaching practices and strategies for reading instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The number of students that approached, met, and mastered the grade level in 2021-2022 in 5th-grade reading decreased by 34%, 32%, and 21% in 2022-2023.

Root Cause 2: Students who arrived performing below grade level. Change in reading teacher during the middle of the school year, resulting in inconsistency.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Ensuring that the ESF high-leverage practices are consistently implemented across the campus for the lower grades to ensure alignment and continuous improvement.

Root Cause 3: Change in assistant principal resulting in a slower roll out of training and implementation of strategies. Shift in mindset for teachers teaching in grades PreK-2nd. Adjustment to curriculum planning that focuses on the know-show chart. Inconsistency with curriculum programs for K-2 as it related to phonics and phonological awareness.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The attendance rate for the 2021-2022 academic year averaged 93.4% and 94.1% for the 2020-2021 academic year, resulting in a 0.7% decrease.

Root Cause 4: Chronic and acute illnesses associated with the COVID-19 Pandemic significantly impacted student absences. Misconceptions about the impact of absences may have also contributed to the decrease in attendance.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Chronic absenteeism went from 20% in 2020-2021 to 23.8% for the 2021-2022 school year. A significant increase in chronic absenteeism occurred among Hispanic students with 16.7 % during the 2020-2021 to 24.8% during the 2021-2022 school year.

Root Cause 5: Chronic and acute illnesses associated with COVID-19 changes in family responsibilities or housing, lack of reliable transportation, and misconceptions about the impact of absences may have contributed to the increase in chronic absenteeism.

Problem Statement 5 Areas: Demographics

Problem Statement 6: There is active parent participation for most family events, however, parents are not inclined to take on leadership roles.

Root Cause 6: Language and personal educational experiences may present a barrier with some parents becoming more engaged and involved. Time may pose a barrier as well due to parents and families working.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: To develop and strengthen the teacher's understanding of curriculum content and state standards to promote measurable improvement in student achievement.





Performance Objective 1: Students will perform at 80% Approaches, 40% Meets, and 20% Masters on the Reading state assessment (STAAR) in May of 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading and Math Data
 Release STAAR Assessment Data
 Formative Assessments
 Student Data Binders

Strategy 1 Details	Reviews			
<p>Strategy 1: Comprehensive ongoing professional development will be provided to build upon high-leverage instructional practices with the Get Better Faster Waterfall.</p> <p>Strategy's Expected Result/Impact: Increase in student performance and growth. Consistent alignment with curriculum, instruction, and assessment. To close and decrease learning gaps that may exist among students</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: PLC (Professional Learning Communities) will be implemented to provide teachers/staff with the opportunity to collaborate, plan, integrate content, and analyze data vertically to ensure instructional alignment and continuity in reading.</p> <p>Strategy's Expected Result/Impact: Increase in student performance and growth. Collaboration and growth of teachers. Specific and target data action plans (targeted groupings and Targeted TEKS)</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Small group instruction that is specific and targeted to meet the needs of the students, will be utilized to allow students to actively construct meaning using cognitive processes.</p> <p>Strategy's Expected Result/Impact: To close and decrease reading gaps, while also extending the literary skills of high-performing students. Increase in teacher-to-student discussions and student-to-student discussions. Student Data Tracking: holding students accountable for their learning.</p> <p>Staff Responsible for Monitoring: Campus administrators Teachers Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: To develop and strengthen the teacher's understanding of curriculum content and state standards to promote measurable improvement in student achievement.





Performance Objective 2: Students will perform at 80% Approaches, 40% Meets, and 20% Masters on the Math state assessment (STAAR) in May of 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading and Math Data
 Release STAAR Assessment Data
 Formative Assessments
 Student Data Binders

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.</p> <p>Strategy's Expected Result/Impact: Increase in student performance and growth. Consistent alignment with curriculum, instruction, and assessment. To close and decrease learning gaps that may exist among students</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: PLC (Professional Learning Communities) will be implemented to provide teachers/staff with the opportunity to collaborate, plan, integrate content, and analyze data vertically to ensure instructional alignment and continuity in math.</p> <p>Strategy's Expected Result/Impact: Increase in student performance and growth. Collaboration and growth of teachers. Specific and target data action plans (targeted groupings and Targeted TEKS)</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Small group instruction that is specific and targeted to meet the diverse math needs of the students.</p> <p>Strategy's Expected Result/Impact: Increase in student performance and growth. Differentiated instruction Increase in teacher-to-student discussions and student-to-student discussions (Math discourse) Student Data Tracking: holding students accountable for their learning.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: To develop and strengthen the teacher's understanding of curriculum content and state standards to promote measurable improvement in student achievement.





Performance Objective 3: Students in grades K-2nd will increase reading and math growth by 40% as measured on the EOY assessments from NWEA MAP and I-Ready.

High Priority

HB3 Goal

Evaluation Data Sources: EOY MAP reading and math data
 EOY I-Ready reading and math data
 Student data trackers

Strategy 1 Details	Reviews			
<p>Strategy 1: Alignment of Reading Academy instructional strategies that will be implemented within the K-2 reading classrooms to further support the science of teaching reading.</p> <p>Strategy's Expected Result/Impact: Increase growth in reading progress and achievement for students in K-2. Alignment of high-leverage instructional practices for K-2 reading.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide resources, training, and support for K-2 teachers to implement HQIM for reading and math.</p> <p>Strategy's Expected Result/Impact: Decrease in learning gaps Alignment of high-leverage instructional practices for K-2 reading and math. Consistent alignment with curriculum, instruction, and assessment.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Small group instruction that is specific and targeted to meet the diverse needs of K-2 students in reading and math.</p> <p>Strategy's Expected Result/Impact: Increase in student performance and growth. Differentiated instruction Increase in teacher-to-student discussions and student-to-student discussions (Math discourse) Student Data Tracking: holding students accountable for their learning.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: To develop and strengthen the teacher's understanding of curriculum content and state standards to promote measurable improvement in student achievement.

Performance Objective 4: PK4 students will reach their highest potential and be Kindergarten ready by performing at or above 85% on the EOY Circle assessment in the areas of Rapid Vocabulary, Phonological Awareness, and Rapid Letter Naming.

High Priority

Evaluation Data Sources: EOY CIRCLE Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Facilitate campus level PLCs that address student needs to build capacity among teachers and use data to make instructional decisions.</p> <p>Strategy's Expected Result/Impact: Increase in student performance and growth. Collaboration and growth of teachers. Specific and target data action plans</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Facilitate purposeful planning/PLC time to increase teacher understanding of curriculum, increase rigor, and high-level questioning in the classroom and to analyze data and collaborate to improve student success in reading.</p> <p>Strategy's Expected Result/Impact: Increase in student performance and growth. Collaboration and growth of teachers. Specific and target data action plans</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: To develop and strengthen the teacher's understanding of curriculum content and state standards to promote measurable improvement in student achievement.

Performance Objective 5: PK3 and PK4 students will reach their highest potential and be Kindergarten ready by performing at or above 80% in the area of rote counting goals as stated in the essential standards (PK3: rote count to 10; PK4 rote count to 30) by May of 2024.

High Priority

Evaluation Data Sources: EOY CIRCLE Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Facilitate Professional Learning Communities that focus on active engagement strategies that will improve students' math skills.</p> <p>Strategy's Expected Result/Impact: Increase in student performance and growth. Collaboration and growth of teachers. Specific and target data action plans</p> <p>Staff Responsible for Monitoring: Campus administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Facilitate purposeful planning/PLC time to increase teacher understanding of curriculum, increase rigor, and high-level questioning in the classroom and to analyze data and collaborate to improve student success in math.</p> <p>Strategy's Expected Result/Impact: Increase in student performance and growth. Collaboration and growth of teachers. Specific and target data action plans</p> <p>Staff Responsible for Monitoring: Campus administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: To build teacher's capacity to improve student outcomes and foster a culture of learning and innovation.

Performance Objective 1: To increase collaboration and teacher's voice across grade levels by 50% through Vertical PLCs.

High Priority

HB3 Goal





Evaluation Data Sources: PLC Sign in sheets

Feedback/survey

PLC Slide deck and resources

Upbeat Staff Survey (Collaboration; Teacher Voice & Leadership)

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for teachers and grade levels to collaborate, receive feedback, refine instructional strategies, develop more effective lesson plans, and cultivate a deeper understanding of their student's needs and abilities</p> <p>Strategy's Expected Result/Impact: Greater opportunities for teachers to discuss instructional strategies and the standards so that all students understand the expectations and ultimate goal. Alignment of instruction and assessments. Alignment to vision and mission</p> <p>Staff Responsible for Monitoring: Campus administrators PLC Teacher Leaders Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Identify areas of success and areas of improvement to support the continued progress of Vertical PLCs.</p> <p>Strategy's Expected Result/Impact: Drive the mindset of being solution-oriented to continue to improve upon practices. Provide a pulse check on PLC progress Identify areas of improvement and creation of action plan</p> <p>Staff Responsible for Monitoring: Campus Administrators PLC Teacher Leaders Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: To build teacher's capacity to improve student outcomes and foster a culture of learning and innovation.

Performance Objective 2: To increase opportunities for teachers and staff to play an active role in shaping school policies by 50%.

High Priority

HB3 Goal

Evaluation Data Sources: Upbeat Staff Survey (Collaboration; Teacher Voice & Leadership)
 Committe Sign Up Form
 Meeting Sign In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Actively seek input from teachers when making important decisions through surveys and polls.</p> <p>Strategy's Expected Result/Impact: Increase in teacher voice and leadership. Connection to the mission and vision Collaboration and communication among teachers, staff, and admin Positive school culture</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for teachers to be a part of the interview panel as it relates to their grade level or content area.</p> <p>Strategy's Expected Result/Impact: Connected purpose and shared responsibility Staff will have a voice on who will be their new colleagues.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: To promote and ensure a positive school culture and climate that focuses on continuous improvement and the educational and social/emotional goals of the students.





Performance Objective 1: To utilize Social and Emotional learning (SEL) to enhance our students' capacity to integrate skills, attitudes, and behaviors at least 90% of the time, that would allow them to deal effectively and ethically with daily tasks and challenges.

High Priority

HB3 Goal

Evaluation Data Sources: 7 Mindset Usage Report
Counselor Student Survey and Needs Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will have opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive utilizing the 7 Mindsets.</p> <p>Strategy's Expected Result/Impact: Provides a school wide systemic approach to integrating academic, social, and emotional learning across all school contexts. Development of healthy relationships Management of emotions Positive school culture and climate</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor SEL Committee</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: SEL strategies will be integrated into instructional content and teaching strategies for academics as well as specialized classes like PE, Art, and STEM.</p> <p>Strategy's Expected Result/Impact: Promotes a positive school culture and climate. Provides a school-wide systemic approach to integrating academic, social, and emotional learning across all school contexts.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Restorative discipline policies and practices embedded within our campus PBIS system will be developmentally appropriate and equitably applied.</p> <p>Strategy's Expected Result/Impact: Development of positive relationships Promotes a positive school culture and climate inside and outside of the classroom</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 3: To promote and ensure a positive school culture and climate that focuses on continuous improvement and the educational and social/emotional goals of the students.

Performance Objective 2: To increase, encourage, and support the involvement and engagement of parents and stakeholders from 55% to 75% during the 2024-2025 school year.

High Priority





HB3 Goal

Evaluation Data Sources: Activity Sign In sheets

Parent Survey

Parent Volunteer Log

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus PTO (Parent Teacher Organization) will meet monthly to encourage the interaction between family and school, serve as a source of support, and work with teachers, staff, and the community at large to improve the the educational experience of all students.</p> <p>Strategy's Expected Result/Impact: To ensure a positive school experience for all students, parents, teachers, and staff. Students learn more, have higher grades, and have better school attendance when parents are involved in their child's education</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators will host monthly in-person and virtual parent sessions to allow parents and stakeholders to ask questions related to academics and school business.</p> <p>Strategy's Expected Result/Impact: To foster and build collegial relationships among parents and administrators. Increase in parental engagement and involvement. Students learn more, have higher grades, and have better school attendance when parents are involved in their child's education.</p> <p>Staff Responsible for Monitoring: Campus Administrators School Counselor</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Establish partnerships with community agencies that offer resources (after-school, health services, mentors) that help engage families and remove barriers.</p> <p>Strategy's Expected Result/Impact: Development of positive relationships and an increase in parental engagement.</p> <p>Staff Responsible for Monitoring: Campus Administrators School Counselor</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: To promote and ensure a positive school culture and climate that focuses on continuous improvement and the educational and social/emotional goals of the students.





Performance Objective 3: To increase the campus' overall attendance rate from 94% to 96% for the 2023-2024 school year.

High Priority

HB3 Goal

Evaluation Data Sources: ADA Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Year-round communication to all families and students will be provided using our digital platforms, including the school's website, S'More newsletters, Twitter, Facebook, Instagram, and robocalls to consistently spread positive messages that attendance matters.</p> <p>Strategy's Expected Result/Impact: To promote positive attitudes and communications about attendance. To create a culture of attendance</p> <p>Staff Responsible for Monitoring: Campus Administrators Registrar/Attendance Clerk Teachers School Counselor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom and school-wide attendance data will be posted on the attendance bulletin board and shared with all teachers and staff on a daily basis.</p> <p>Strategy's Expected Result/Impact: Builds in a system of shared accountability for reducing chronic absences.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers School Counselor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a campus Attendance Review Team (ART) that will meet at least every two weeks to monitor attendance data and trends, coordinate the school's multi-tiered attendance strategy, examine the reasons for absences using quantitative and qualitative data, and ensure chronically absent students receive needed supports. Students and families will be referred to Attendance Tribunals to help assist in the implementation of attendance plans.</p> <p>Strategy's Expected Result/Impact: Improved attendance and academic performance due to the implementation of interventions and supports.Promotes taking a problem-solving approach that includes all staff, students, families and partners at our school.</p> <p>Staff Responsible for Monitoring: Campus Administrators Attendance Review Team Counselor Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				