Fort Bend Independent School District

Mission West Elementary

2025-2026 Campus Improvement Plan

Mission Statement

FBISD Mission

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Mission West Elementary Mission

We partner with families to create reflective, perserverant, life-long learners. We do this with heart!

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is…
…equipped with skills for life.
Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.
…a servant leader.
Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.
…an effective communicator.
Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.
…a critical thinker.
Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve

themselves and the world around them.

…a compassionate citizen.

Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.

…a collaborative team member.

Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.

…a life-long learner.

Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change;and are academically and

are academically prepared to pursue and attain futures beyond what they can imagine!

Mission West Vision

We will cultivate students that have an eagerness to learn and have a positive effect on society.

Value Statement

Learners Today, Leaders Tomorrow

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Comprehensive Needs Assessment

Revised/Approved: July 24, 2025

Demographics

Demographics Summary

Mission West Elementary is a Title 1 campus in the Fort Bend Independent School District. Mission West opened in 1991 and serves predominantly low-income Hispanic families. Mission West experienced a decline in total student enrollment, decreasing from 560 students in 2023–2024 to 513 students in 2024–2025, representing an 8.4% drop. The most significant decreases occurred in Pre-K, which declined by 30.7%, and Kindergarten, which saw a 9.7% reduction, indicating a need to strengthen early childhood outreach and enrollment efforts. While the distribution across grades 1 through 5 remained relatively stable, 5th grade now represents the largest portion of the student body at 16.76%, up from 15% the previous year. Early Education programs make up only 1.75% of the population, a decline from 3.04% in 2023–2024.

In terms of student ethnicity, the Hispanic-Latino population increased proportionally from 67.32% to 69.20%, maintaining the largest demographic group on campus. The Black/African American population, while decreasing in total count (from 95 to 77 students), remains the second-largest group at 15.01%. Asian students slightly decreased in both count and proportion, shifting from 9.11% to 8.19%. Meanwhile, the White and Two-or-More categories saw small proportional increases, both rising from 3.21% to 3.70%. Native Hawaiian/Pacific Islander and American Indian-Alaskan Native populations remain minimal or unchanged.

These demographic shifts highlight the continued need for strong bilingual and culturally responsive instructional programs to meet the needs of the growing Hispanic-Latino population. Additionally, the decline in early education enrollment suggests the importance of community engagement and outreach to ensure consistent enrollment across all grade levels.

Student Population

	2023 – 2024		2024 – 2025	
	Count	**Percent**	**Count**	**Percent**
Total	560	100%	513	100%
Early Education	17	3.04%	9	1.75 %
PK	101	18.04%	70	13.65%
Kinder	62	11.07%	67	13.06%
1st Grade	73	13.04%	67	13.06%
2nd Grade	69	12.32%	70	13.65%
3rd Grade	69	12.32%	70	13.65%
4th Grade	85	15.18%	74	14.43%

	2023 – 2024		2024 – 2025	
	Count	**Percent**	**Count**	**Percent**
5th Grade	84	15.00%	86	16.76%

Student Ethnicity

	2023 – 2024		2024 – 2025	
	Count	**Percent**	**Count**	**Percent**
Hispanic-Latino	377	67.32%	355	69.20%
American Indian-Alaskan Native	1	0.18%	1	0.19%
Asian	51	9.11%	42	8.19%
Black-African American	95	16.96	77	15.01%
Native Hawaiian-Pacific Islander	0	0.00%	0	0.00%
White	18	3.21%	19	3.70%
Two-or-More	18	3.21%	19	3.70%

Mission West Elementary saw a slight decline in several student indicators from 2023–2024 to 2024–2025. The percentage of students identified as at-risk decreased from 71.61% (401 students) to 64.52% (331 students). Similarly, the number of students requiring interventions dropped from 101 to 59, reducing the percentage from 18.04% to 11.50%. Students classified under economic disadvantage also saw a slight decline from 83.04% (465 students) to 79.92% (410 students). Free meal eligibility decreased from 59.11% to 55.17%, while reduced meal eligibility dropped from 6.25% to 4.68%.

Foster care and homeless status indicators remain low, with foster care decreasing from 4 to 3 students (0.58%), and homeless status declining slightly from 0.54% to 0.39%. While these decreases indicate a slight improvement in certain socio-economic factors, a large majority of students (nearly 80%) remain economically disadvantaged. This data underscores the continued need for programs and resources that address the needs of at-risk and economically disadvantaged students, including intervention support, access to meals, and social-emotional services.

Student Indicators

	2023 – 2024		2024 – 2025	
	Count	**Percent**	**Count**	**Percent**
At-risk	401	71.61%	331	64.52%
Foster Care	4	0.71%	3	0.58%
Intervention Indicator	101	18.04%	59	11.50%
Economic Disadvantage Total	465	83.04%	410	79.92%
Free Meals	331	59.11%	283	55.17%
Reduced Meals	35	6.25%	24	4.68%
Homeless Status Total	3	0.54%	2	0.39%

Mission West Elementary's student program data from 2023–2024 to 2024–2025 reflects shifts in the needs of the student population. The percentage of students receiving dyslexia services declined from 5.00% (28 students) to 3.90% (20 students), while students identified as Gifted and Talented (GT) increased slightly from 2.50% to 2.73%. The 504 program grew from 1 student (0.18%) to 3 students (0.58%), indicating a slight rise in accommodations for students with specific needs. Special Education (SPED) enrollment remained relatively stable, increasing slightly from 19.82% to 21.44% of the student population. Bilingual (BIL) students increased from 36.43% to 38.99%, while English as a Second Language (ESL) students decreased from 20.71% to 15.01%, reflecting shifts within language programs.

Within special education categories, there were increases in students with intellectual disabilities (from 5.41% to 9.09%) and emotional disturbances (from 5.41% to 8.18%), while the number of students with learning disabilities decreased from 27.03% to 25.45%, and speech impairments declined from 24.32% to 19.09%. Other health impairments remained stable, with a minimal increase from 2.70% to 2.73%.

Program placement data shows notable changes. The number of students in autism programs increased slightly from 27.93% to 29.09%. Speech therapy also rose from 21.62% to 23.64%. However, the mainstream setting saw a significant drop from 25.23% to 8.18%, while the resource room program increased from 21.62% to 39.09%, suggesting a shift toward more targeted instructional support. The self-contained program grew from 22.52% to 28.18%, indicating that more students require a higher level of specialized support.

Student Programs

	2023 – 2024		2024-2025	
	Count	Percent	Count	Percent
Dyslexia	28	5.00%	20	3.90%
GT	14	2.50%	14	2.73%
504	1	0.18%	3	0.58%
SPED	111	19.82%	110	21.44%
BIL	204	36.43%	200	38.99%
ESL	116	20.71%	77	15.01%

Special Education

	2023 – 2024		2024-2025	
	Count	Percent	Count	Percent
Other Health Impairment	3	2.70%	3	2.73%
Intellectual Disability	6	5.41%	10	9.09%
Emotional Disturbance	6	5.41%	9	8.18%
Learning Disability	30	27.03%	28	25.45%
Speech Impairment	27	24.32%	21	19.09%
Autism	31	27.93%	32	29.09%

	2023 – 2024		2024-2025	
	Count	Percent	Count	Percent
Speech Therapy	24	21.62%	26	23.64%
Mainstream	28	25.23%	9	8.18%
Resource Room	24	21.62%	43	39.09%
Self-Contained	25	22.52%	31	28.18%

Demographics Strengths

Our school diversity allows students to experience unique perspectives that teaches them respect and acceptance of others. We value students' diverse backgrounds and experiences, and believe in building relationships with students and connecting learning to their unique backgrounds and experiences. Staff demographics closely resembles our student body and low student to teacher ratios in many grade levels provides extended opportunities for small group instruction.

Our campus events are generally well attended by parents and the community. MWE teachers and staff work hard to build relationships with each family and understand individual's students strengths, areas of need, and learning styles. Clubs in place for the 2024-2025 school year included: Safety Patrol, Art Clubs, Choir, Gymnastics, Champions Organization, NEHS, Soccer Club, and Robotics.

Our school offers a variety of events throughout the year, including: Meet the Teacher, Parent Information Night, Awards Ceremonies, International Night, Open House, Coffee with the Principal, STAAR Night, Fall Festival, Movie Night, and activities and events offered weekly by the Parent Educator.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Discipline referrals from 2024 - 2025 increased when compared to the 22-23 school year.
Root Cause: Teachers need additional professional learning on identifying tier behaviors and strategies to address the behaviors.

Problem Statement 2 (Prioritized): Student enrollment from 2024 - 2025 decreased 8.4% as compared to 2023 - 2024.
Root Cause: Lack of inconsistent rigor across all sub populations.

Student Learning

Student Learning Summary

Primlimary 2024 - 2025 STAAR

Mission West Elementary's 2025 STAAR results show that 77% of all students achieved approaches grade level or above. White students demonstrated strong performance with 87%, while Hispanic and African American students both achieved 67%. English Learners (EL) scored 48%, and students receiving Special Education services scored 66%. These results indicate notable strengths among White students, but also highlight areas for growth among African American, Hispanic, and EL populations, where additional targeted support and instructional interventions are needed to close achievement gaps.

Pros:

- Strong performance among White students (87%).

- Overall achievement of 77% approaches grade level or above is consistent with district performance trends.

- Special Education students scored 66%, showing improvement compared to previous years.

Cons:

- African American and Hispanic student groups are both at 67%, indicating performance gaps.

- English Learners scored only 48%, which is a critical area requiring targeted language and content support.

- Persistent subgroup disparities indicate a need for differentiated instruction and extended learning opportunities.

TELPAS

TELPAS results for 2025 reveal a broad range of language proficiency levels at Mission West Elementary. For first-year students, 14.4% are at Beginning, 43.6% at Intermediate, 32.4% at Advanced, and 9.2% at Advanced High. For second-year students, only 7.2% remain at Beginning, and 15.3% have progressed to Advanced High, showing measurable growth over time. While many students are progressing to higher proficiency levels, the large percentage of students in the Beginning and Intermediate stages indicates the ongoing need for targeted language instruction.

Pros:

- Clear growth among second-year students, with fewer students at the Beginning level.

- Over 40% of first-year students are already at Intermediate, and nearly one-third are at Advanced.

- Increasing number of students achieving Advanced High (15.3% for second-year students).

Cons:

- A significant percentage of first-year students remain at Beginning (14.4%).

- A combined 58% of first-year students are at Beginning or Intermediate, signaling the need for intensive language development strategies.

- Growth for students at the lower proficiency levels must accelerate to meet grade-level academic expectations.

Student Learning Strengths

Primlimary 2024 - 2025 STAAR

- Strong performance among White students (87%).

- Overall achievement of 77% approaches grade level or above is consistent with district performance trends.

- Special Education students scored 66%, showing improvement compared to previous years.

TELPAS

- Clear growth among second-year students, with fewer students at the Beginning level.

- Over 40% of first-year students are already at Intermediate, and nearly one-third are at Advanced.

- Increasing number of students achieving Advanced High (15.3% for second-year students).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student performance on STAAR indicates achievement gaps among subgroups, with African American, Hispanic, and English Learner populations scoring significantly below White students.
Root Cause: Limited access to differentiated instruction and targeted academic interventions for at-risk subgroups, combined with inconsistent alignment of Tier 1 instruction with grade-level standards.

Problem Statement 2 (Prioritized): Only 77% of all students achieved approaches grade level or higher on STAAR, which is below the campus goal of 85%.
Root Cause: Inadequate use of data-driven instruction and progress monitoring to address specific learning gaps in reading and math across all grade levels.

Problem Statement 3 (Prioritized): The percentage of students scoring Advanced High in Reading decreased from 25% in 2023 to 23% in 2025, while Writing remains significantly low at 6% in 2024 and only 9% in 2025, indicating limited progress in higher-level language proficiency across domains.
Root Cause: Insufficient targeted writing interventions and extended practice for emergent bilingual students and lack of consistent integration of academic language and vocabulary development across content areas.

Problem Statement 4 (Prioritized): TELPAS composite growth shows a higher concentration of students in Beginning and Intermediate levels, with over 63 students at Beginning and 146 at Intermediate, compared to only 95 students at Advanced High, demonstrating a need for accelerated language acquisition strategies.
Root Cause: Inconsistent implementation of sheltered instruction strategies across classrooms and limited opportunities for students to engage in structured academic conversations and advanced language practice.

Problem Statement 5 (Prioritized): While Listening has relatively higher Advanced High percentages (42% in 2023, 38% in 2024), Speaking and Writing remain low, suggesting that oral proficiency and productive language skills are not improving at the same pace as receptive language skills.
Root Cause: Limited use of interactive language activities and sentence-stem scaffolds for speaking and writing and inadequate feedback and modeling for students to produce academic language in extended discourse.

School Processes & Programs

School Processes & Programs Summary

Mission West Elementary administrators understand the importance of empowering teachers/staff for the success of the organization/create and manage systems for school improvement. Administrators regularly monitor systems, communicate expectations, and provide feedback to continue to grow teachers/staff at the campus.

Several programs and clubs are offered to MWE Students:

- Choir Cub
- Art Club
- Champions Organization
- Safety Patrol
- National Junior Honor Society
- Soccer Club
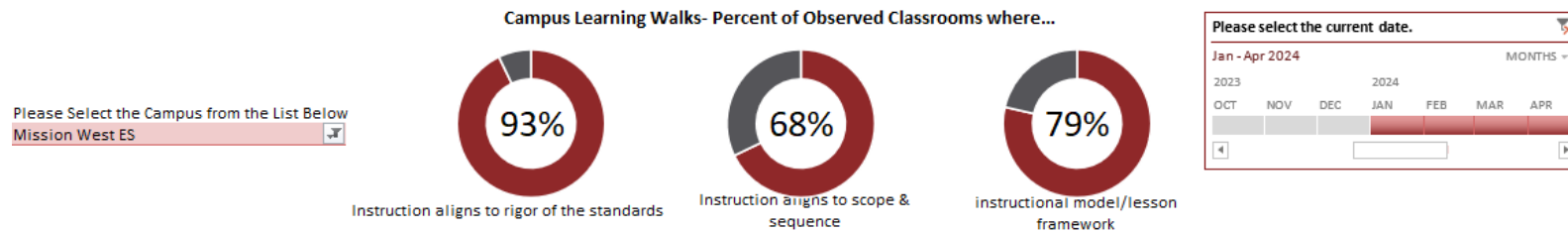- Coding & Robotics
- Achieve 3000 Club
- Gymnastics

School Processes & Programs Strengths

Mission West Process and Program Strengths:

- Resources are purchased with specific focus on instructional improvement and increasing student achievement (i.e. Spanish guided reading books, Achieve 3000, ALEKS, student books for classroom libraries, instructional materials, etc.)
- Campus has team leaders for each grade level to disseminate information and promote collaboration.
- Parents, staff, and students are provided surveys to give feedback on the campus.
- Consistent PLCs for each grade level to analyze data, planning, and professional learning
- Teachers collaborate across subjects and grade levels (i.e. Team Teach Thursdays, Unit Planning, and PLCs).
- Instructional Coaches providing continuous support to build Tier 1 instruction, unit planning, provide professional learning, and facilitate PLC/team teaching Thursdays
- The T-TESS system is effectively implemented at the campus and promotes teacher and student growth
- The SLO process is aligned to the CIP and across grade level content areas.
- Technology is well supported; assessment modalities that mirror the Redesigned STAAR (i.e. new question types using Eduphoria)
- Structures and procedures are in place to assure instruction is planned, extended, and that time is allotted for intervention on a regular basis (i.e. DEAL time expectations, SPED schedule, year-long event calendar, team leader meetings, Wildcat Days, DEAL Days, instructional schedules, etc.)
- School-wide structures and procedures support effective classroom management across all content areas
- A permanent substitute on campus helps fill teacher absences
- Low turnover for paraprofessionals
- Teachers hired are from diverse backgrounds and interviews often include staff that will be working with the interviewee
- Team leader meetings have been consistent

- Staff is provided with a wide variety of treats/incentives such as breakfasts and snacks, allowed to wear jeans, park in front of the building or have duty covered as a reward
- A variety of programs to support learning outside of the classroom are provided such as field trips, Career Day, science lab, and extracurricular activities/clubs
- Teachers and staff regularly participate in feedback/decision making process relevant to school improvement (i.e. interviews, team leader meetings, campus year long planning, etc.)
- Parents are kept informed about child's behavior and academic process.
- The campus promotes various school outreach activities to support parental involvement at student success (i.e. Communication is sent out in both English and Spanish, STAAR Parent night, Coffee with the Principal, Parent Educational Classes, TPAC, CPAC, STEAM Night, etc.).

Learning Walk (CST) Data:

Campus Learning Walks- Percent of Observed Classrooms where…

Please Select the Campus from the List Below
Mission West ES

93% — Instruction aligns to rigor of the standards

68% — Instruction aligns to scope & sequence

79% — instructional model/lesson framework

Please select the current date.

Jan - Apr 2024 — MONTHS

2023 — 2024

OCT NOV DEC JAN FEB MAR APR

Component	Campus Type				Content Area											
	Overall Percent Observed	ES	MS	HS	ELA	MTH	SCI	SOC	CTE	FA	Tech Apps	WL	Avid	Health/PE	SPED	Discovery
Number of Observations	32	32			18	14										
Learning Framework Classroom Clarity																
CC1. Instruction aligns to the rigor of the standards.	93%	93%			100%	86%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
CC2. Instruction aligns to the scope & sequence	68%	68%			93%	43%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
CC3. Instruction aligns to the instructional model/ lesson framework.	79%	79%			86%	71%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
CC4. The learner experience aligns to the classroom learning intentions and success criteria	50%	50%			64%	36%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
CC5. Teacher co-constructs learning success criteria with students in the classroom using exemplars or examples/non-examples so that students know what success	11%	11%			7%	14%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
CC6. Students can articulate what they are learning and what success looks like.	64%	64%			71%	57%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
CC7. Students engage in work that shows evidence of their thinking through authentic student work.	86%	86%			100%	71%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
CC8 Total	29%	29%	#REF!	#REF!	7%	53%										
CC8. (Teacher Models) Uses student work (exemplar, individual, or peer) to annotate success criteria.	16%	16%			0%	33%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
CC8. (Student Observed) Uses student work (exemplar, individual, or peer) to annotate success	13%	13%			7%	20%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
CC9 Total	32%	32%	#REF!	#REF!	21%	43%										
CC9. (Teacher Models) Identifies and interacts with success criteria within their work using tools (checklist, exemplars, progressions, etc.).	9%	9%			0%	18%										
CC9. (Student Observed) Identifies and interacts with success criteria within their work using tools (checklist, exemplars, progressions, etc.).	23%	23%			21%	25%										

Learning Framework Feedback																				
F1 Total	79%	79%	#REF!	#REF!		106%	55%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
F1. (Teacher Models) Engages in giving/receiving feedback using structured feedback protocols that include language supports (visuals, sentence stems, and purposeful talk).	45%	45%				64%	27%														
F1. (Student Observed) Engages in giving/receiving feedback using structured feedback protocols that include language supports (visuals, sentence stems, and purposeful talk).	33%	33%				43%	27%														
F2 Total	43%	43%	#REF!	#REF!		32%	53%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
F2. (Teacher Modeled) Engages in giving/receiving feedback using tools (checklist, exemplars, progressions, etc.) to identify success criteria in authentic student work.	22%	22%				9%	33%														
F2. (Student Observed) Engages in giving/receiving feedback using tools (checklist, exemplars, progressions, etc.) to identify success criteria in authentic student work.	22%	22%				23%	20%														
F3. Teacher provides students feedback to improve the quality of their self-assessment and peer feedback (feedback on feedback).	25%	25%				21%	29%														
Learning Framework Goal Setting & Revision																				
GSR1. Students use feedback to revise work and demonstrate new understanding.	14%	14%				14%	14%														
GSR2 Total	20%	20%	#REF!	#REF!		14%	24%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
GSR2. (Teacher Modeled) Sets learning goals based on success criteria and identified areas of	12%	12%				14%	8%														
GSR2. (Student Observed) Sets learning goals based on success criteria and identified areas of	8%	8%				0%	15%														
GSR3 Total	15%	15%	#REF!	#REF!		15%	14%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
GSR3. (Teacher Modeled) Uses/accesses goal setting systems and structures to develop, review, adjust and reach learning goals.	4%	4%				8%	0%														
GSR3. (Student Observed) Uses/accesses goal setting systems and structures to develop, review, adjust and reach learning goals.	11%	11%				8%	14%														
GSR4 Total	20%	20%	#REF!	#REF!		14%	24%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
GSR4. (Teacher Modeled) Engages in monitoring progress towards learning goals over time aligned to success criteria using tools (checklists, progressions, exemplars, etc.)	12%	12%				14%	8%														
GSR4. (Student Observed) Engages in monitoring progress towards learning goals over time aligned to success criteria using tools (checklists, progressions, exemplars, etc.)	8%	8%				0%	15%														

Student Ownership of Behavior Framework																				
PBIS1: Classroom behavior expectations are visible and written postively (we are on a level 0 vs. no	89%	89%				93%	86%													
PBIS2: Teacher postively acknowledges expected student behaviors.	79%	79%				86%	71%													
RP1 Total	62%	62%	#REF!	#REF!		115%	24%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
RP1: (Teacher Models) Use of strategies to purposefully build relationships (i.e. co-created respect agreements, community building circles, SEL	44%	44%				75%	15%													
RP1: (Student Observed) Use of strategies to purposefully build relationships (i.e. co-created respect agreements, community building circles, SEL sentence stems, ...)	18%	18%				40%	8%													
POG1 Total	38%	38%	#REF!	#REF!		41%	33%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
POG1: (Teacher Models) Engage in effective communication with peers and the teacher using classroom communication protocols. (i.e. turn and talk, pair share, ...)	24%	24%				31%	17%													
POG1: (Student Observed) Engage in effective communication with peers and the teacher using classroom communication protocols. (i.e. turn and talk, pair share, ...)	14%	14%				10%	17%													
POG 2 Total	38%	38%	#REF!	#REF!		55%	24%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
POG2: (Teacher Models) Use structures and/or tools to facilitate collaboration opportunities for students. (i.e. using defined roles, working to a shared outcome or product)	21%	21%				27%	15%													
POG2: (Student Observed) Use structures and/or tools to facilitate collaboration opportunities for students. (i.e. using defined roles, working to a shared outcome or product)	17%	17%				27%	8%													
POG3: Students practice their identified disposition(s) using the success criteria that will support the achievement of their learning goal(s).	0%	0%				0%	0%													

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Increase the number of students that participate in after school clubs or activities.
Root Cause: Many of our students come from dual working households, which makes staying after school difficult as many students are not able to be picked up. Additionally, teachers/staff do want to stay after school to meet requirements for clubs/activities consistently.

Problem Statement 2 (Prioritized): Family engagement at school events is limited, with only 24% of parents visiting the campus often despite high interest in workshops such as math/science family nights and homework help.
Root Cause: Events are not always scheduled at flexible times, and childcare or transportation options for families are limited.

Problem Statement 3 (Prioritized): Some families face challenges in accessing technology resources needed to stay engaged with the school.
Root Cause: 26% of parents reported not having a computer at home, reducing their ability to utilize online platforms and resources.

Perceptions

Perceptions Summary

Students

Based on the student engagement surveys (behavioral, cognitive, and emotional dimensions), Mission West Elementary students demonstrate moderate to high levels of engagement but with some areas needing attention.

Key Highlights (Pros):

- **Cognitive Engagement:** Students report high belief in future goals, with 85-90% agreeing that education is important and will help them succeed.

- **Intrinsic Motivation:** Low reliance on rewards, with only 12-16% stating they learn only when given a reward.

- **Emotional Engagement:** 81% of students feel that teachers care about them and 77% feel safe at school.

- **Behavioral Engagement:** A majority (68%) participate in clubs or school activities weekly.

Areas of Growth (Cons):

- **Peer Support:** Only 65-72% of students feel supported by peers, which is lower than teacher-student relationships (79-86%).

- **Preparedness:** Around 15-21% report coming to class without homework or materials.

- **Disaffection:** Only 66% feel they do not get nervous at school, and 63% understand why they receive certain grades.

Student Engagement Snapshot:

Dimension	Average Score (out of 4)	Strengths	Needs Improvement
Behavioral	2.49	Participation in activities	Homework/material readiness
Cognitive	3.37	Future aspirations	Consistency of motivation
Emotional	3.04	Teacher-student relationships (81%)	Peer support (65-72%)

Parents

Parent feedback reflects strong satisfaction with the school's learning environment and communication but highlights a need for increased engagement opportunities.

Key Highlights (Pros):

- **School Quality:** 89% of parents rated the school as good or excellent.

- **Leadership:** 83% agree that school leaders act fairly and communicate clearly.

- **Family Involvement:** 82% agree that families are respected and input is valued.

- **Safety:** 86% of parents agree the school is safe and bullying is addressed.

- **Communication Preferences:** Parents favor emails (85%), text messages (85%), and social media (76%) for communication.

Areas of Growth (Cons):

- **Event Attendance:** Only 24% of parents visit the school often.

- **Workshops:** Interest is high in math/science (24%), family fun nights (23%), and homework help (19%), but participation remains low due to time and childcare barriers.

- **Technology Access:** While 90% have high-speed internet, 26% lack a computer at home, which may impact engagement.

Parent Perceptions Snapshot:

Category	Agreement (Agree/Strongly Agree)
Academic Support	81%
Student Support	77%
School Leadership	83%
Family Involvement	82%
Safety & Behavior	86%

Staff

Staff feedback highlights a positive work culture, strong alignment with the district's mission, and a high level of engagement, but concerns about recognition and professional growth opportunities exist.

Key Highlights (Pros):

- **School Quality:** 96% of staff rated the school as good or excellent.

- **Engagement:** 92% of staff report being highly engaged in their work.

- **Leadership:** 94% agree that school leaders act fairly and communicate effectively.

- **Safety:** 90% agree that the school enforces discipline fairly and maintains a safe environment.

- **Mission and Vision:** 92% support the school's mission and vision.

Areas of Growth (Cons):

- **Recognition:** Only 68-75% feel regularly recognized or appreciated.

- **Career Growth:** 66-78% see professional growth opportunities, which indicates room for improvement.

- **Compensation:** Only 48% are satisfied with salary and benefits.

Staff Perceptions Snapshot:

Category	Agreement (Agree/Strongly Agree)
Academic Support	91%
Student Support	91%
School Leadership	94%
Family Involvement	93%
Safety & Behavior	90%

Summary of Needs

- **Students:** Focus on improving peer relationships, emotional well-being, and student preparedness.

- **Parents/Families:** Expand family engagement opportunities, flexible event times, and technology support.

- **Staff:** Increase recognition efforts, enhance professional growth pathways, and address compensation concerns.

Perceptions Strengths

The survey results for Mission West Elementary highlight several strengths across students, parents, and staff. Students demonstrate a strong sense of cognitive engagement, with 85–90% expressing confidence that their education will help them succeed in life and future goals. Teacher-student relationships are a clear strength, as 81% of students feel that teachers care about them and 77% feel safe at school. Students also benefit from high family support, with over 85% reporting that their families encourage them to persevere when schoolwork becomes challenging.

Parents and families rated the school highly, with 89% describing the overall school quality as good or excellent. Leadership and communication are seen as positive areas, with 83% agreeing that school leaders act fairly, communicate clearly, and show care for all students. Family involvement also emerged as a strength, with 82% of parents feeling that their input is respected and valued by the school. Parents expressed satisfaction with the school's learning environment, safety measures (86%), and opportunities for students to engage in meaningful academic and extracurricular programs.

Staff feedback highlights a highly positive culture and work environment, with 96% rating the school as good or excellent and 92% reporting high levels of engagement and pride in their work. Staff perceive school leadership as supportive and effective, with 94% agreeing that leaders act with integrity, communicate the mission and vision, and make decisions in the best interest of students. Additional strengths include the school's focus on safety and behavior (90% agreement) and family involvement (93%). Overall, the survey results indicate that Mission West Elementary has a caring, collaborative culture where students, families, and staff feel supported and connected.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student emotional and behavioral engagement is lower compared to cognitive engagement, with only 65-72% of students feeling supported by

peers and 15-21% reporting coming to class unprepared with homework or materials.

Root Cause: Limited peer collaboration opportunities, insufficient social-emotional learning focus, and inconsistent strategies to reinforce organizational skills and reduce student anxiety.

Problem Statement 2 (Prioritized): A significant number of students report challenges with school-related anxiety, with only 66% stating they feel comfortable and not nervous at school.

Root Cause: Lack of targeted social-emotional interventions and insufficient strategies to build confidence and resilience in the classroom.

Problem Statement 3 (Prioritized): Family engagement at school events is limited, with only 24% of parents visiting the campus often despite high interest in workshops such as math/science family nights and homework help.

Root Cause: Events are not always scheduled at flexible times, and childcare or transportation options for families are limited.

Problem Statement 4 (Prioritized): Some families face challenges in accessing technology resources needed to stay engaged with the school.

Root Cause: 26% of parents reported not having a computer at home, reducing their ability to utilize online platforms and resources.

Problem Statement 5 (Prioritized): While overall staff engagement is high, only 68-75% of staff feel consistently recognized and appreciated for their work.

Root Cause: There is no structured or consistent recognition system for acknowledging staff contributions and accomplishments.

Problem Statement 6 (Prioritized): Career growth and professional development opportunities are not perceived as sufficient by all staff, with only 66-78% agreeing these pathways are clear.

Root Cause: Professional development is not always differentiated or aligned to career advancement goals, and leadership pathways are not clearly communicated.

Priority Problem Statements

Problem Statement 1: Discipline referrals from 2024 - 2025 increased when compared to the 22-23 school year.

Root Cause 1: Teachers need additional professional learning on identifying tier behaviors and strategies to address the behaviors.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student enrollment from 2024 - 2025 decreased 8.4% as compared to 2023 - 2024.

Root Cause 2: Lack of inconsistent rigor across all sub populations.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student performance on STAAR indicates achievement gaps among subgroups, with African American, Hispanic, and English Learner populations scoring significantly below White students.

Root Cause 3: Limited access to differentiated instruction and targeted academic interventions for at-risk subgroups, combined with inconsistent alignment of Tier 1 instruction with grade-level standards.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 77% of all students achieved approaches grade level or higher on STAAR, which is below the campus goal of 85%.

Root Cause 4: Inadequate use of data-driven instruction and progress monitoring to address specific learning gaps in reading and math across all grade levels.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The percentage of students scoring Advanced High in Reading decreased from 25% in 2023 to 23% in 2025, while Writing remains significantly low at 6% in 2024 and only 9% in 2025, indicating limited progress in higher-level language proficiency across domains.

Root Cause 5: Insufficient targeted writing interventions and extended practice for emergent bilingual students and lack of consistent integration of academic language and vocabulary development across content areas.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: TELPAS composite growth shows a higher concentration of students in Beginning and Intermediate levels, with over 63 students at Beginning and 146 at Intermediate, compared to only 95 students at Advanced High, demonstrating a need for accelerated language acquisition strategies.

Root Cause 6: Inconsistent implementation of sheltered instruction strategies across classrooms and limited opportunities for students to engage in structured academic conversations and advanced language practice.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: While Listening has relatively higher Advanced High percentages (42% in 2023, 38% in 2024), Speaking and Writing remain low, suggesting that oral proficiency and productive language skills are not improving at the same pace as receptive language skills.

Root Cause 7: Limited use of interactive language activities and sentence-stem scaffolds for speaking and writing and inadequate feedback and modeling for students to produce academic language in extended discourse.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Increase the number of students that participate in after school clubs or activities.

Root Cause 8: Many of our students come from dual working households, which makes staying after school difficult as many students are not able to be picked up. Additionally, teachers/staff do want to stay after school to meet requirements for clubs/activities consistently.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Family engagement at school events is limited, with only 24% of parents visiting the campus often despite high interest in workshops such as math/science family nights and homework help.

Root Cause 9: Events are not always scheduled at flexible times, and childcare or transportation options for families are limited.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Some families face challenges in accessing technology resources needed to stay engaged with the school.

Root Cause 10: 26% of parents reported not having a computer at home, reducing their ability to utilize online platforms and resources.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Student emotional and behavioral engagement is lower compared to cognitive engagement, with only 65-72% of students feeling supported by peers and 15-21% reporting coming to class unprepared with homework or materials.

Root Cause 11: Limited peer collaboration opportunities, insufficient social-emotional learning focus, and inconsistent strategies to reinforce organizational skills and reduce student anxiety.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: A significant number of students report challenges with school-related anxiety, with only 66% stating they feel comfortable and not nervous at school.

Root Cause 12: Lack of targeted social-emotional interventions and insufficient strategies to build confidence and resilience in the classroom.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Family engagement at school events is limited, with only 24% of parents visiting the campus often despite high interest in workshops such as math/science family nights and homework help.

Root Cause 13: Events are not always scheduled at flexible times, and childcare or transportation options for families are limited.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Some families face challenges in accessing technology resources needed to stay engaged with the school.

Root Cause 14: 26% of parents reported not having a computer at home, reducing their ability to utilize online platforms and resources.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: While overall staff engagement is high, only 68-75% of staff feel consistently recognized and appreciated for their work.
Root Cause 15: There is no structured or consistent recognition system for acknowledging staff contributions and accomplishments.
Problem Statement 15 Areas: Perceptions

Problem Statement 16: Career growth and professional development opportunities are not perceived as sufficient by all staff, with only 66-78% agreeing these pathways are clear.
Root Cause 16: Professional development is not always differentiated or aligned to career advancement goals, and leadership pathways are not clearly communicated.
Problem Statement 16 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/District improvement plans (current and prior years)

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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2025, at least 70% of first through fifth grade students at Mission West Elementary will grow at least 1.5 years in reading as indicated by NWEA MAP Growth Measures.

High Priority

Evaluation Data Sources: Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA), etc.

Strategy 1 Details		Reviews			
Strategy 1: Observation and Feedback. Administrators and instructional coaches will conduct and document at least five observation and two feedback cycles each week.		**Formative**			**Summative**
		Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will be able to make adjustments to their tiered instruction based on feedback that will ultimately ensure students are making academic growth. **Staff Responsible for Monitoring:** Administrators and Instructional Coaches **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1, 3, 4, 5 - Perceptions 6 **Funding Sources:** Professional Development - 199 General Fund - $2,000		Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Data-driven Instruction. Teachers will participate in on-going data professional learning teams (PLTs) where they will analyze student data and plan for possible adjustments to their tiered instruction.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will be provided with protected time for in-depth conversations about formative student data and possible adjustments to the instructional delivery that will ultimately ensure students are making academic growth. **Staff Responsible for Monitoring:** Administrators and Instructional Coaches **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Professional Development - 199 General Fund - $1,000	Some Progress			

No Progress Accomplished ➡ Continue/Modify ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Student enrollment from 2024 - 2025 decreased 8.4% as compared to 2023 - 2024. **Root Cause**: Lack of inconsistent rigor across all sub populations.

Student Learning
Problem Statement 1: Student performance on STAAR indicates achievement gaps among subgroups, with African American, Hispanic, and English Learner populations scoring significantly below White students. **Root Cause**: Limited access to differentiated instruction and targeted academic interventions for at-risk subgroups, combined with inconsistent alignment of Tier 1 instruction with grade-level standards.
Problem Statement 2: Only 77% of all students achieved approaches grade level or higher on STAAR, which is below the campus goal of 85%. **Root Cause**: Inadequate use of data-driven instruction and progress monitoring to address specific learning gaps in reading and math across all grade levels.
Problem Statement 3: The percentage of students scoring Advanced High in Reading decreased from 25% in 2023 to 23% in 2025, while Writing remains significantly low at 6% in 2024 and only 9% in 2025, indicating limited progress in higher-level language proficiency across domains. **Root Cause**: Insufficient targeted writing interventions and extended practice for emergent bilingual students and lack of consistent integration of academic language and vocabulary development across content areas.
Problem Statement 4: TELPAS composite growth shows a higher concentration of students in Beginning and Intermediate levels, with over 63 students at Beginning and 146 at Intermediate, compared to only 95 students at Advanced High, demonstrating a need for accelerated language acquisition strategies. **Root Cause**: Inconsistent implementation of sheltered instruction strategies across classrooms and limited opportunities for students to engage in structured academic conversations and advanced language practice.

Student Learning
Problem Statement 5: While Listening has relatively higher Advanced High percentages (42% in 2023, 38% in 2024), Speaking and Writing remain low, suggesting that oral proficiency and productive language skills are not improving at the same pace as receptive language skills.   **Root Cause**: Limited use of interactive language activities and sentence-stem scaffolds for speaking and writing and inadequate feedback and modeling for students to produce academic language in extended discourse.

Perceptions
Problem Statement 6: Career growth and professional development opportunities are not perceived as sufficient by all staff, with only 66-78% agreeing these pathways are clear. **Root Cause**: Professional development is not always differentiated or aligned to career advancement goals, and leadership pathways are not clearly communicated.

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2025, at least 70% of first through fifth grade students at Mission West Elementary will grow at least 1.5 years in math as indicated by NWEA MAP Growth Measures.

High Priority

Evaluation Data Sources: Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA), etc.

Strategy 1 Details	Reviews			
Strategy 1: Observation and Feedback. Administrators and instructional coaches will conduct and document at least five observation and two feedback cycles each week.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will be able to make adjustments to their tiered instruction based on feedback that will ultimately ensure students are making academic growth. **Staff Responsible for Monitoring:** Administrators and Instructional Coaches **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1, 3, 4, 5 - Perceptions 6 **Funding Sources:** Professional Development - 199 General Fund - $2,000	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Data-driven Instruction. Teachers will participate in on-going data professional learning teams (PLTs) where they will analyze student data and plan for possible adjustments to their tiered instruction.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will be provided with protected time for in-depth conversations about formative student data and possible adjustments to the instructional delivery that will ultimately ensure students are making academic growth. **Staff Responsible for Monitoring:** Administrators and Instructional Coaches **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Professional Development - 199 General Fund - $1,000	Some Progress			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Student enrollment from 2024 - 2025 decreased 8.4% as compared to 2023 - 2024.   **Root Cause**: Lack of inconsistent rigor across all sub populations.

Student Learning
Problem Statement 1: Student performance on STAAR indicates achievement gaps among subgroups, with African American, Hispanic, and English Learner populations scoring significantly below White students.   **Root Cause**: Limited access to differentiated instruction and targeted academic interventions for at-risk subgroups, combined with inconsistent alignment of Tier 1 instruction with grade-level standards.
Problem Statement 2: Only 77% of all students achieved approaches grade level or higher on STAAR, which is below the campus goal of 85%.   **Root Cause**: Inadequate use of data-driven instruction and progress monitoring to address specific learning gaps in reading and math across all grade levels.
Problem Statement 3: The percentage of students scoring Advanced High in Reading decreased from 25% in 2023 to 23% in 2025, while Writing remains significantly low at 6% in 2024 and only 9% in 2025, indicating limited progress in higher-level language proficiency across domains.   **Root Cause**: Insufficient targeted writing interventions and extended practice for emergent bilingual students and lack of consistent integration of academic language and vocabulary development across content areas.
Problem Statement 4: TELPAS composite growth shows a higher concentration of students in Beginning and Intermediate levels, with over 63 students at Beginning and 146 at Intermediate, compared to only 95 students at Advanced High, demonstrating a need for accelerated language acquisition strategies.   **Root Cause**: Inconsistent implementation of sheltered instruction strategies across classrooms and limited opportunities for students to engage in structured academic conversations and advanced language practice.

Student Learning
Problem Statement 5: While Listening has relatively higher Advanced High percentages (42% in 2023, 38% in 2024), Speaking and Writing remain low, suggesting that oral proficiency and productive language skills are not improving at the same pace as receptive language skills.   **Root Cause**: Limited use of interactive language activities and sentence-stem scaffolds for speaking and writing and inadequate feedback and modeling for students to produce academic language in extended discourse.

Perceptions
Problem Statement 6: Career growth and professional development opportunities are not perceived as sufficient by all staff, with only 66-78% agreeing these pathways are clear. **Root Cause**: Professional development is not always differentiated or aligned to career advancement goals, and leadership pathways are not clearly communicated.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, Mission West Elementary will increase overall elementary student engagement by 4% through a campus focus on the principles of the PAC as measured by the district's Culture-Climate and Student Engagement Survey.

High Priority

Evaluation Data Sources: Stakeholder Participation Rates, Survey Results

Strategy 1 Details	Reviews			
Strategy 1: Proactive and responsive student support services. Third through fifth grade students will participate in student surveys at least once each nine weeks to determine areas of strengths and weaknesses.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Data will be used to inform teachers regarding students' perceptions to determine next steps. **Staff Responsible for Monitoring:** Administrators and Outclass Teachers - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2 **Funding Sources:** Positive Behavioral Interventions and Supports - 199 General Fund - $1,000	No Progress			

	No Progress		Accomplished		Continue/Modify		Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Student emotional and behavioral engagement is lower compared to cognitive engagement, with only 65-72% of students feeling supported by peers and 15-21% reporting coming to class unprepared with homework or materials.   **Root Cause**: Limited peer collaboration opportunities, insufficient social-emotional learning focus, and inconsistent strategies to reinforce organizational skills and reduce student anxiety.
Problem Statement 2: A significant number of students report challenges with school-related anxiety, with only 66% stating they feel comfortable and not nervous at school.   **Root Cause**: Lack of targeted social-emotional interventions and insufficient strategies to build confidence and resilience in the classroom.

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By June 2026, Mission West will demonstrate fiscal responsibility by implementing budgeting practices and ensuring 100% of campus expenditures align with the district's strategic plan and campus priorities.

High Priority

Evaluation Data Sources: Monthly budget reports, CPAC minutes incl. discussion of budgeted items, etc.

Strategy 1 Details	Reviews			
Strategy 1: Strong School Leadership and Planning. Budget meetings will be held at least once a month to ensure resources are aligned to student outcomes.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Budget status reports will ensure we have the correct budget as **Staff Responsible for Monitoring:** Administrators, Executive Assistant and School Compliance Representative (SCR) **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1, 6	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Discipline referrals from 2024 - 2025 increased when compared to the 22-23 school year.   **Root Cause**: Teachers need additional professional learning on identifying tier behaviors and strategies to address the behaviors.
Problem Statement 2: Student enrollment from 2024 - 2025 decreased 8.4% as compared to 2023 - 2024.   **Root Cause**: Lack of inconsistent rigor across all sub populations.

Student Learning

Problem Statement 1: Student performance on STAAR indicates achievement gaps among subgroups, with African American, Hispanic, and English Learner populations scoring significantly below White students. **Root Cause**: Limited access to differentiated instruction and targeted academic interventions for at-risk subgroups, combined with inconsistent alignment of Tier 1 instruction with grade-level standards.

School Processes & Programs

Problem Statement 1: Increase the number of students that participate in after school clubs or activities. **Root Cause**: Many of our students come from dual working households, which makes staying after school difficult as many students are not able to be picked up. Additionally, teachers/staff do want to stay after school to meet requirements for clubs/ activities consistently.

Perceptions

Problem Statement 1: Student emotional and behavioral engagement is lower compared to cognitive engagement, with only 65-72% of students feeling supported by peers and 15-21% reporting coming to class unprepared with homework or materials. **Root Cause**: Limited peer collaboration opportunities, insufficient social-emotional learning focus, and inconsistent strategies to reinforce organizational skills and reduce student anxiety.

Problem Statement 6: Career growth and professional development opportunities are not perceived as sufficient by all staff, with only 66-78% agreeing these pathways are clear. **Root Cause**: Professional development is not always differentiated or aligned to career advancement goals, and leadership pathways are not clearly communicated.

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Observation and Feedback. Administrators and instructional coaches will conduct and document at least five observation and two feedback cycles each week.
1	1	2	Data-driven Instruction. Teachers will participate in on-going data professional learning teams (PLTs) where they will analyze student data and plan for possible adjustments to their tiered instruction.
1	2	1	Observation and Feedback. Administrators and instructional coaches will conduct and document at least five observation and two feedback cycles each week.
1	2	2	Data-driven Instruction. Teachers will participate in on-going data professional learning teams (PLTs) where they will analyze student data and plan for possible adjustments to their tiered instruction.
3	1	1	Strong School Leadership and Planning. Budget meetings will be held at least once a month to ensure resources are aligned to student outcomes.

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Observation and Feedback. Administrators and instructional coaches will conduct and document at least five observation and two feedback cycles each week.
1	1	2	Data-driven Instruction. Teachers will participate in on-going data professional learning teams (PLTs) where they will analyze student data and plan for possible adjustments to their tiered instruction.
1	2	1	Observation and Feedback. Administrators and instructional coaches will conduct and document at least five observation and two feedback cycles each week.
1	2	2	Data-driven Instruction. Teachers will participate in on-going data professional learning teams (PLTs) where they will analyze student data and plan for possible adjustments to their tiered instruction.
3	1	1	Strong School Leadership and Planning. Budget meetings will be held at least once a month to ensure resources are aligned to student outcomes.

Campus Funding Summary

199 General Fund					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional Development		$2,000.00
1	1	2	Professional Development		$1,000.00
1	2	1	Professional Development		$2,000.00
1	2	2	Professional Development		$1,000.00
2	1	1	Positive Behavioral Interventions and Supports		$1,000.00
				Sub-Total	$7,000.00

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CH	EMPL_STA	REPORTS_TO_DESCR
129 MISSION WEST	MISSION WE	MISSION WE	TEACHER GRADE PK BIL	0.5	MARTINEZCUELLAR	KATYA	1	30	129	A	PRINCIPAL ELEM
129 MISSION WEST	MISSION WE	MISSION WE	TEACHER GRADE PK	0.5	ZANON	AMAL	1	30	129	A	PRINCIPAL ELEM
129 MISSION WEST	MISSION WE	MISSION WE	AIDE PRE-KINDERGARTEN	0.5	FAROOQI	UROOSA	1	30	129	A	PRINCIPAL ELEM
129 MISSION WEST	MISSION WE	MISSION WE	TEACHER MATH INTRVN ELEM T1	0.5	MCFARLAND	DANIELLE	1	30	129	A	PRINCIPAL ELEM
129 MISSION WEST	MISSION WE	MISSION WE	TEACHER GRADE PK BIL	0.5	PERKINS	JUDITH	1	30	129	A	PRINCIPAL ELEM
129 MISSION WEST	MISSION WE	MISSION WE	AIDE PRE-KINDERGARTEN	0.5	LOPEZ	PAULA	1	30	129	A	PRINCIPAL ELEM
129 MISSION WEST	MISSION WE	MISSION WE	TEACHER GRADE PK	0.5	MCCONNELL	AMY	1	30	129	A	PRINCIPAL ELEM
129 MISSION WEST	MISSION WE	MISSION WE	TEACHER LIT INTRVN	1	SMITH	TIFFANY	1	30	129	A	PRINCIPAL ELEM
129 MISSION WEST	MISSION WE	MISSION WE	AIDE PRE-KINDERGARTEN	0.5	PICHARDORAMOS	KARINA	1	30	129	A	PRINCIPAL ELEM
129 MISSION WEST	MISSION WE	MISSION WE	AIDE PRE-KINDERGARTEN	0.5	BORDELON	JONNIE	1	30	129	A	PRINCIPAL ELEM