

Fort Bend Independent School District

Mission Elementary

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus	Snapshot Count	Transfer In Students	Eco Dis %	Eco Dis %	Homeless %	Total Refined ADA	Percent in Attendance	Transfer In Students	Discipline Student %
Elementary Schools									
(079907164) - Mission Bend Glen EL	460	1	82.61	78.66	3.86	404.62	92.80	1	4.03

Student Demographics			Count	Percent
Gender				
Female			240	52.17%
Male			220	47.83%
Ethnicity				
Hispanic-Latino			258	56.09%
Race				
American Indian - Alaskan Native			1	0.22%
Asian			46	10.00%
Black - African American			121	26.30%
Native Hawaiian - Pacific Islander			0	0.00%
White			17	3.70%
Two-or-More			17	3.70%

School Population	Count	Percent
Student Total	460	100%
Pre-Kindergarten Grade	39	8.48%
Kindergarten Grade	60	13.04%
1st Grade	59	12.83%
2nd Grade	62	13.48%
3rd Grade	82	17.83%
4th Grade	83	18.04%
5th Grade	75	16.30%

Student Programs	Count	Percent
Dyslexia	35	7.61%
Gifted and Talented	8	1.74%
Regional Day School Program for the Deaf	1	0.22%
Section 504	4	0.87%
Special Education (SPED)	115	25.00%
Bilingual/ESL		
Emergent Bilingual (EB)	129	28.04%
Bilingual	3	0.65%
English as a Second Language (ESL)	107	23.26%
Alternative Methods for Bilingual Education	1	0.22%
Alternative Methods for ESL	16	3.48%
Title I Part A		
Schoolwide Program	460	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	9	7.83%
Auditory impairment	0	0.00%
Visual impairment	1	0.87%
Deaf-Blind	0	0.00%
Intellectual disability	7	6.09%
Emotional disturbance	1	0.87%
Learning disability	42	36.52%
Speech impairment	12	10.43%
Autism	40	34.78%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	3	2.61%
Instructional Settings		
Speech Therapy	12	10.43%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	16	13.91%
Resource Room	47	40.87%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	40	34.78%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Staff Information	Count	Percent
Administrative Support	10	16.39%
Teacher	36	59.02%
Educational Aide	15	24.59%
Auxiliary	0	0.00%

Refined ADA Report for Fort Bend ISD for Campuses: 079907164 for All Grades for All Instructional Tracks for 2025														
Year	First Six Weeks		Second Six Weeks		Third Six Weeks		Fourth Six Weeks		Fifth Six Weeks		Sixth Six Weeks		Refined Total	
	ADA	PIA	ADA	PIA	ADA	PIA	ADA	PIA	ADA	PIA	ADA	PIA	ADA	PIA
2025	403.442	94.9%	410.607	93.7%	407.845	92.8%	401.963	91.5%	408.734	92.7%	395.111	91.4%	404.617	92.8%

The **Percentage in Attendance (PIA)** steadily declined from **94.9%** in the First Six Weeks to **91.4%** in the Sixth Six Weeks

Mission Elementary's **Percentage in Attendance (PIA)** across the six instructional periods in 2025 shows a gradual decline:

In reviewing the 2025 attendance data for Mission Elementary, a clear trend of declining student attendance percentages emerged across the six

instructional periods. The Percentage in Attendance (PIA) began at **94.9%** in the First Six Weeks and gradually decreased to **91.4%** by the Sixth Six Weeks. The **refined average PIA for the year was 92.8%**

Demographics Strengths

Mission Elementary benefits from small, diverse classroom settings and a balanced gender ratio across grade levels. The campus offers a range of student support programs, including Special Education, Pre-K, Gifted and Talented, 504, and Emergent Bilingual services. A structured PLC system is in place, with every grade level meeting weekly to analyze data and plan instruction. The school has seen an increase in students identified through the Vista program, and improved Child Find efforts have led to more timely identification and intervention for students with dyslexia.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Mission Elementary experienced a steady decline in student attendance throughout the 2025 school year, with the Percentage in Attendance (PIA) decreasing from 94.9% in the First Six Weeks to 91.4% by the Sixth Six Weeks.

Root Cause: There are limited day time events for parents to receive information regarding attendance and opportunities to engage students and families.

Student Learning

Student Learning Summary

STAAR 3-8 Academic Performance All Administration for				
	23-24	24-25	23-24	24-25
Math				
Academic Readiness - Did Not Meet	96	82	41.92%	36.44%
Academic Readiness - Approaches	133	143	58.08%	63.56%
Academic Readiness - Meets	60	67	26.20%	29.78%
Academic Readiness - Masters	13	19	5.68%	8.44%
Total Tested (Non-Duplicate Count)	229	225	-	-
Reading				
Academic Readiness - Did Not Meet	68	67	30.36%	29.65%
Academic Readiness - Approaches	156	159	69.64%	70.35%
Academic Readiness - Meets	84	88	37.50%	38.94%
Academic Readiness - Masters	27	22	12.05%	9.73%
Total Tested (Non-Duplicate Count)	224	226	-	-
Science				
Academic Readiness - Did Not Meet	50	48	60.98%	70.59%
Academic Readiness - Approaches	32	20	39.02%	29.41%
Academic Readiness - Meets	5	7	6.10%	10.29%
Academic Readiness - Masters	1	3	1.22%	4.41%
Total Tested (Non-Duplicate Count)	82	68	-	-

Student Achievement Summary

The 2024–2025 STAAR data shows a need for continued focus on improving student performance across all tested content areas, with particular attention to Math and Science.

In **Math**, the percentage of students performing at the “Did Not Meet” level decreased from 41.92% to 36.44%, showing a positive shift. At the same time, the percentage of students achieving “Meets” or higher increased from 31.22% (26.20% Meets, 5.68% Masters) to 38.22% (29.78% Meets, 8.44% Masters). While gains are evident, more than one-third of students are still not meeting grade-level expectations.

In **Reading**, performance remained relatively flat. The “Did Not Meet” group declined slightly from 30.36% to 29.65%, and students achieving “Meets” or higher held steady at around 50% (49.55% in 23–24 and 48.67% in 24–25). The small decline in Masters level (from 12.05% to 9.73%) indicates a need to focus on higher-level comprehension and advanced skills.

Science continues to be an area of significant concern. The “Did Not Meet” category rose from 60.98% to 70.59%, meaning over two-thirds of tested students are not meeting minimum expectations. Only 14.7% of students reached the “Meets” or “Masters” level in 24–25, a slight increase from 7.32% in 23–24, but still critically low.

STAAR 3-8 Academic Performance Grade 03 All Administration for (079907164) - Mission EL				
County-District Number: 079907 District Name: FORT BEND ISD				
Generated: 08/02/2025 07:27:11				
STAAR 3-8 Academic Performance Grade 03 All Administration				
	23-24	24-25	23-24	24-25
Math				
Academic Readiness - Did Not Meet	26	30	32.91%	38.46%
Academic Readiness - Approaches	53	48	67.09%	61.54%
Academic Readiness - Meets	21	27	26.58%	34.62%
Academic Readiness - Masters	2	8	2.53%	10.26%
Total Tested (Non-Duplicate Count)	79	78	-	-
Reading				
Academic Readiness - Did Not Meet	22	28	28.57%	35.90%
Academic Readiness - Approaches	55	50	71.43%	64.10%
Academic Readiness - Meets	28	32	36.36%	41.03%
Academic Readiness - Masters	5	6	6.49%	7.69%
Total Tested (Non-Duplicate Count)	77	78	-	-

The comprehensive needs assessment for Mission Elementary’s Grade 3 students reveals evolving academic trends in STAAR performance across the 2023–2024 and 2024–2025 school years. In Mathematics, students showed growth in advanced achievement, with those performing at the “Masters” level rising from 2.53% to 10.26%. The percentage of students meeting grade-level expectations increased as well, from 26.58% to 34.62%. However, a parallel increase in the “Did Not Meet” category—from 32.91% to 38.46%—signals a widening gap, with more students falling below proficiency. These shifts suggest the need for targeted intervention in foundational math skills, while also nurturing high-performing learners through enrichment opportunities.

Reading performance shows a similarly complex picture. Students meeting grade-level expectations grew from 36.36% to 41.03%, and those achieving the “Masters” level slightly rose from 6.49% to 7.69%. Despite these gains, the percentage of students who did not meet readiness standards climbed from 28.57% to 35.90%, underscoring the urgency of addressing literacy challenges—particularly in phonics and comprehension.

The comprehensive needs assessment for Mission Elementary's Grade 4 students reveals evolving academic patterns over the 2023–2024 and 2024–2025 school years, highlighting both progress and persistent challenges in core subject areas.

In Mathematics, the campus showed encouraging signs of growth. The percentage of students who met grade-level expectations increased from **20.90%** to **29.11%**, and although mastery declined slightly from **10.45%** to **7.59%**, more students moved closer to readiness, with the “Approaches” level rising from **50.75%** to **63.29%**. Most notably, there was a reduction in students performing below standard—from **49.25%** to **36.71%**—suggesting that interventions aimed at foundational math skills may be gaining traction.

Reading results present a mixed picture. Students meeting grade-level expectations improved from **30.30%** to **32.50%**, indicating steady progress. However, mastery dropped from **13.64%** to **8.75%**, and while the “Approaches” category climbed from **69.70%** to **78.75%**, the decline in advanced performance underscores the need for enrichment opportunities to challenge higher-achieving readers. On a brighter note, those not meeting expectations decreased from **30.30%** to **21.25%**, signaling success in early literacy interventions.

STAAR 3-8 Academic Performance Grade 04 All Administration for (079907164) - Mission EL				
County-District Number: 079907 District Name: FORT BEND ISD				
Generated: 08/02/2025 07:34:43				
STAAR 3-8 Academic Performance Grade 04 All Administration				
	23-24	24-25	23-24	24-25
Math				
Academic Readiness - Did Not Meet	33	29	49.25%	36.71%
Academic Readiness - Approaches	34	50	50.75%	63.29%
Academic Readiness - Meets	14	23	20.90%	29.11%
Academic Readiness - Masters	7	6	10.45%	7.59%
Total Tested (Non-Duplicate Count)	67	79	-	-
Reading				
Academic Readiness - Did Not Meet	20	17	30.30%	21.25%
Academic Readiness - Approaches	46	63	69.70%	78.75%
Academic Readiness - Meets	20	26	30.30%	32.50%
Academic Readiness - Masters	9	7	13.64%	8.75%
Total Tested (Non-Duplicate Count)	66	80	-	-

The comprehensive needs assessment for Mission Elementary's Grade 4 students reveals evolving academic patterns over the 2023–2024 and 2024–2025 school years, highlighting both progress and persistent challenges in core subject areas.

In Mathematics, the campus showed encouraging signs of growth. The percentage of students who met grade-level expectations increased from **20.90%** to **29.11%**, and although mastery declined slightly from **10.45%** to **7.59%**, more students moved closer to readiness, with the “Approaches” level rising from **50.75%** to **63.29%**. Most notably, there was a reduction in students performing below standard—from **49.25%** to **36.71%**—suggesting that interventions aimed at foundational math skills may be gaining traction.

Reading results present a mixed picture. Students meeting grade-level expectations improved from **30.30%** to **32.50%**, indicating steady progress. However, mastery dropped from **13.64%** to **8.75%**, and while the “Approaches” category climbed from **69.70%** to **78.75%**, the decline in advanced performance underscores the need for enrichment opportunities to challenge higher-achieving readers. On a brighter note, those not meeting expectations decreased from **30.30%** to **21.25%**, signaling success in early literacy interventions.

STAAR 3-8 Academic Performance Grade 05 All Administration for (079907164) - Mission EL				
County-District Number: 079907 District Name: FORT BEND ISD				
Generated: 08/02/2025 07:42:14				
STAAR 3-8 Academic Performance Grade 05 All Administration for				
	23-24	24-25	23-24	24-25
Math				
Academic Readiness - Did Not Meet	37	23	44.58%	33.82%
Academic Readiness - Approaches	46	45	55.42%	66.18%
Academic Readiness - Meets	25	17	30.12%	25.00%
Academic Readiness - Masters	4	5	4.82%	7.35%
Total Tested (Non-Duplicate Count)	83	68	-	-
Reading				
Academic Readiness - Did Not Meet	26	22	32.10%	32.35%
Academic Readiness - Approaches	55	46	67.90%	67.65%
Academic Readiness - Meets	36	30	44.44%	44.12%
Academic Readiness - Masters	13	9	16.05%	13.24%
Total Tested (Non-Duplicate Count)	81	68	-	-
Science				
Academic Readiness - Did Not Meet	50	48	60.98%	70.59%
Academic Readiness - Approaches	32	20	39.02%	29.41%
Academic Readiness - Meets	5	7	6.10%	10.29%
Academic Readiness - Masters	1	3	1.22%	4.41%
Total Tested (Non-Duplicate Count)	82	68	-	-

Mission Elementary's Grade 5 STAAR performance data for the 2023–2024 and 2024–2025 school years reveals critical insights into student achievement across Math, Reading, and Science. The data highlights both areas of growth and persistent challenges that inform the campus

improvement priorities.

Math

In Math, there was a **notable decrease in the number of students not meeting academic readiness**, dropping from 44.58% to 33.82%. Simultaneously, the percentage of students achieving the "Approaches" level increased from 55.42% to 66.18%, indicating progress in foundational understanding. However, performance at the "Meets" and "Masters" levels declined slightly, suggesting a need for targeted instruction to deepen conceptual mastery and elevate higher-order thinking skills.

Reading

Reading scores showed **significant improvement**, with students meeting or exceeding expectations rising from 67.90% to 67.65%. The "Meets" category remained stable at around 44%, while the "Masters" level saw a slight decline. This suggests that while more students are reaching basic proficiency, efforts should focus on pushing students toward advanced literacy skills and critical analysis.

Science

Science performance presents the **greatest concern**. Although the percentage of students in the "Approaches" category decreased, the number of students meeting or mastering the standards dropped sharply. Only 1.47% met expectations in 2024–2025, and none achieved mastery. This indicates a pressing need for curriculum review, instructional support, and professional development in science education.

Student Learning Strengths

- STAAR data shows consistent reading performance across grades 3–5, with 67–73% of students meeting *Approaches* and nearly 40% meeting *Meets*.
- PLCs are held weekly with a consistent structure focused on planning, data analysis, and instructional alignment.
- After-school tutorials were offered in fall and spring, providing targeted support in reading and math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Inconsistency in the effective implementation of small group instruction by teachers.

Root Cause: Minimal accountability structures and follow-up systems and protocols, by the ILT, around instructional expectations. Teachers have limited knowledge and ownership in utilizing data to support differentiated instruction.

Problem Statement 2: There is a lack of a consistent data-driven protocol during PLC planning and lesson internalization, resulting in misaligned instruction and missed opportunities to address student learning needs in a timely and targeted manner.

Root Cause: Teachers and instructional leaders lack a clear structure and shared expectations for how to analyze student data and use it to plan for instruction, which limits the effectiveness of data-driven decision making during planning time.

Problem Statement 3: Limited academic growth among key sub-populations, including SPED, 504, At-Risk, and students receiving intervention.

Root Cause: There is a lack of understanding of how to unpack assessment data and data mine sub-pops to generate intentional intervention plans. There was no consistent progress monitoring plan in place to track student growth.

School Processes & Programs

School Processes & Programs Summary

The foundation for more intentional planning and delivery of targeted instruction.

The master schedule included a 60-minute daily intervention/enrichment block, giving students access to 30 minutes of focused support in both reading and math. Math teachers implemented the Eureka Math curriculum, aligning instruction more closely to state standards.

To promote student well-being and engagement beyond academics, the school offered multiple enrichment opportunities including Girls Club, Choir, Art Club, Student Council, National Honor Society, and Safety Patrol. Additionally, students participated in field trips—K–4th attended off-campus experiences, and 5th grade received an in-house field trip tied to instructional themes. Additionally, Title funds were used to offer family engagement nights to support educational experiences for students and families.

School Processes & Programs Strengths

The campus offers fall and spring tutorials in reading and math, which provide additional instructional time to help close gaps. PLC structures are in place to identify essential standards and respond to student needs through data-informed instruction.

Attendance is an ongoing area to monitor. Early-year data shows some fluctuation by grade and subgroup, and chronic absenteeism may impact learning readiness for a segment of students.

Overall, while systems for intervention and collaborative planning are in place, continued focus is needed to ensure all students are academically and behaviorally ready to meet grade-level expectations.

Summary of Areas of Focus:

- Improve our communities' knowledge of higher-level education by providing and involving parents in different events throughout the year to ensure student readiness.
- Differentiation of lesson plans will also help blend all student learning
- Improve student attendance

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Professional development and coaching support are not consistently differentiated to meet the varied needs of teachers, which limits the impact on instructional practices and student achievement.

Root Cause: The current PD and coaching structures need a focus on sessions that address teacher misconceptions and achievement gaps within instructional delivery across content areas and student groups.

Perceptions

Perceptions Summary

Small group instruction is not consistently planned or implemented across classrooms, which limits the effectiveness of daily intervention and enrichment time. Teachers need clearer expectations, more structured planning support, and regular feedback to ensure small group instruction is data-driven and responsive to student needs. Second, planning for math and science instruction lacks consistency in rigor, use of aligned resources, and intentional tracking of student progress. While some programs like Eureka Math are in place, the absence of structured internalization and progress monitoring systems reduces their overall impact. Third, emergent bilingual students are under performing in listening and writing on TELPAS due to limited opportunities for structured academic talk and scaffolded writing practice. These problem areas highlight the need to strengthen instructional systems, build teacher capacity, and improve alignment between planning, instruction, and student outcomes.

Perceptions Strengths

- Activities to make students feel secure: Parent-student lunches, Counselor lunches (Lunch Bunch), Social emotional well-being presentations, High-level of parent volunteer and involvement
- Safety patrol arrival and dismissal.
- Safety walks and procedures were completed throughout the school year
- Approachable staff members to make students feel important and safe
- Staff events were mandatory this year which helped build relationships within staff,
- Staff encouraged to connect with grade level teams
- PLCs planned with vertical alignment in mind
- Events provided by the Culture and Climate Committee.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of Social-Emotional Learning (SEL)-responsive classrooms across the campus, which has resulted in inconsistent implementation of SEL practices, limited student emotional regulation support, and reduced opportunities for building positive classroom culture.

Root Cause: Teachers have not received sufficient professional development focused on SEL strategies, and are unaware of how to access high-quality SEL resources.

Problem Statement 2: There is a lack of consistency in how student behaviors are addressed across the campus, leading to confusion among staff and students, uneven enforcement of expectations, and missed opportunities for restorative practices and behavior support.

Root Cause: The administrative team should consistently calibrate on responses to behavioral concerns to ensure there's continuity across grade levels. The leadership team should

provide ongoing training and support to classroom teachers, to ensure they are appropriately equipped to handle level I offenses.

Priority Problem Statements

Goals

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

Performance Objective 1: By May 2026, 70% of all Mission ES students will grow at least 1.5 years in reading as indicated by NWEA Map Growth measures.

Evaluation Data Sources: NWEA MAP Achievement and Growth Reports

Strategy 1 Details		Reviews			
Strategy 1: 1) Teachers will work with campus coaches and specialists to improve small group instruction and strengthen enrichment for students. Strategy's Expected Result/Impact: Using a variety of data points to generate customized learning plans for students, will help increase overall student performance. Some of the data consists of: BOY, MOY, and EOY MAP data; Mission to Mastery progress monitoring binder; guided observations; District assessments and checkpoints and grades. Staff Responsible for Monitoring: Admin coaches interventionists teachers parent coordinator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
		 Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: MSE will use professional learning teams to plan intentional tiered instruction using data and student work samples to drive the instructional decision making. Strategy's Expected Result/Impact: Using collaborative data analysis will allow staff to plan more rigorous and intentional tiered instructional opportunities for students. Staff Responsible for Monitoring: Administration Instructional Coaches Intervention Specialist TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 2: By May 2026, 60% of all Mission ES students will grow at least 1.5 years in math as indicated by NWEA Map Growth measures.

Evaluation Data Sources: NWEA MAP Achievement and Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: All K-5 teachers will use the FBISD data analysis protocol for interpreting NWEA MAP data levels. Strategy's Expected Result/Impact: Teachers will use the data analysis to appropriately group and track their students during tiered instruction. Staff Responsible for Monitoring: Administration Instructional Coaches and Specialists Intervention Specialist Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers of Emergent Bilingual will implement Sheltered Instruction Observation Protocol (SIOP) and English Language Proficiency Standards (ELPS) in their daily instruction. Strategy's Expected Result/Impact: As a result, student language acquisition and TELPAS scores will improve by one year. Staff Responsible for Monitoring: ELL Specialist Instructional Specialist and Coaches TELPAS Teacher of Records LPAC Committee	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: By May 2026, there will be a 10% increase in the Meets and Above Performance Level as measured on Science STAAR.

Evaluation Data Sources: Science STAAR

Strategy 1 Details	Reviews			
Strategy 1: Using the 5-E model and, ensure the learner is engaged in the "explore" portion of each concept. All MSE science teachers will focus on spiraling concepts of Physical Properties and States of Matter during science enrichment. Strategy's Expected Result/Impact: Students will make connections between the hands-on experiences to understanding science concepts in context. Staff Responsible for Monitoring: Administration Instructional Specialists District Support Staff	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: MSE will create a rotational schedule for K-5 students to engage in the science lab. The MSE Parent Coordinator will assist in soliciting support from our parent volunteers, who have science and math backgrounds, to assist with setting up the science lab, providing additional tutorials, and assist teachers with enrichment. Strategy's Expected Result/Impact: As a result, students will improve the 'Meets' and 'Masters' percentage on the 5th grade STAAR test. Additionally, a stronger science foundation will be developed in the primary grades. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By May 2026, MES will increase student, parent, and community engagement in campus events by 10% through enhanced opportunities for collaboration and professional two-way communication as measured by FBISD's Student Engagement, Title I, and Parent Surveys.

Evaluation Data Sources: Parent Sign-In Sheets, Principal Newsletters, Blackboard Communication System Reports

Strategy 1 Details		Reviews			
Strategy 1: -Daily folder and communication with parents regarding student progress. - Interest request for room mom - grade level parents and classroom helpers; - Coverage for lunch and recess - monthly appreciation meetings -science day and reading day where parents teach, read, and support teachers. - Continue parent learning walks. -Parents as teachers -Make and Take for parents		Formative			Summative
		Oct	Dec	Feb	June
		 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

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 2: By May 2026 MES will improve student behavior by implementing student ownership of behavior practices, PBIS, and other behavior supports as evidenced through a 5% decrease in discipline infractions.

Evaluation Data Sources: Skyward Discipline Reports, Student Surveys, Campus Observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement daily behavior folders and use Class Dojo application to inform parents of their children's daily behavioral progress. Strategy's Expected Result/Impact: As a result of this practice, parents and teachers are able to engage in fluid two-way communication that will lead to a more positive socio-emotional and behavioral outcome for every student. Staff Responsible for Monitoring: Teachers Grade Level Team Leaders	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
No Progress Accomplished Continue/Modify Discontinue				

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: During the 2025-2026 school year, MES will demonstrate financial responsibility by ensuring all campus expenditures align with the district's strategic plan and campus priorities through transparent budgeting practices.

Evaluation Data Sources: Monthly budget meetings between EA & principal
CPAC minutes

Strategy 1 Details	Reviews			
Strategy 1: A budget meeting will be conducted monthly between the administrators and Executive Administrator to determine expenditures and resources needed to improve staff and student performance. Strategy's Expected Result/Impact: Having a monthly budget meeting will ensure that funds are utilized appropriately and MSE is being fiscally responsive with the monetary allocation.	Formative			Summative
	Oct	Dec	Feb	June
	Moderate Progress			
No Progress Accomplished Continue/Modify Discontinue				

Plan Notes

CPAC Meeting Agenda/Minutes September 17, 2025 3:40 pm Mission Elementary

Meeting called by: Dr. Smith-Watson

Facilitator: Dr. Smith-Watson

Note Taker: Mrs. Schumacher-Bonilla

Attendees: Sonia Smith-Watson-Interim Principal, Sherayne English-Assistant Principal, Beth Schumacher-Bonilla-SCR/Math Interventionist, Zulma Bordabahere-PK, Shannon Tran-K, -1st Grade, Angela Lea-2nd Grade, Holm-Klink-3rd Grade, Sasha Gordon-4th Grade, Jennifer Atsbaha-Parent

Agenda

- **Student Enrollment**
- **Review STAAR Data**
- **Goals and Strategies**
- **Feedback and Questions**

Notes:

Enrollment has increased from 460 students to 486 students.

STAAR Data:

- **ELA: 70% approaches, 39% meets, 10% masters**
- **Math: 64% approaches, 30% meets, 8% masters**
- **Science: 29% passed with approaching, focus on teaching science everyday**

Goal 1:

Reading and Math: Implement and improve small group instruction to strengthen enrichment

Science: Utilize the 5E and ensure students are engaged during exploration

Goal 2:

Parent Involvement: Daily folders and communication regarding student progress, Room moms, Grade level

parents supporting lunch and recess helpers, Parent Learning Walk, Parents as Teachers,

Goal 3:

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Site Based Decision Making Committee

Committee Role	Name	Position
Member	Jennifer Atsbaha	Parent
Parent Liaison	Andrea Beckert	Parent Coordinator
Administrator	Sonya Smith-Watson	Interim Principal
Administrator	Sherayne English	Assistant Principal
Teacher	Allison Pickens	5th grade
Teacher	Sacha Gordon	4th grade
Teacher	Stacey Klink	3rd grade
Teacher	Deana Shelton	2nd grade
Teacher	Mahin Ali	1st grade
Teacher	Shannon Tran	Kindergarten
Teacher	Zulima Bordabehere	Pre-K Teachers