

Fort Bend Independent School District

Schiff Elementary

2025-2026 Campus Improvement Plan



Mission Statement

FBISD Mission: Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Jan Schiff Elementary Mission: Through the creation of a safe, respectful, and challenging educational experience for all, learning meets discovery every day!

Vision

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

Jan Schiff Elementary Vision: Jan Schiff Elementary empowers and inspires a community of lifelong learners able to succeed in a globally diverse world.

Value Statement

JSE Campus Values:

- Trusting relationships are vital to an innovative, transformational, growing environment and nurturing climate.
- Working toward a vision promotes success.
- Given opportunities, all members of the learning community can reach their potential to learn and grow.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jan Schiff Elementary is a large campus with an ending enrollment of 844 students for the 2024–2025 school year. Enrollment for 2025–2026 is expected to remain steady with the addition of three Pre-K classrooms. JSE continues to experience strong enrollment as it is located in the Sienna Plantation community—one of the fastest-growing real estate markets in the Houston area. Members of the JSE CPAC committee value and celebrate the diversity that defines our school community.

2024-2025 Student Demographics:

School Population	Count	Percent
Student Total	844	100%
Early Education Grade	17	2.01%
Kindergarten Grade	108	12.80%
1st Grade	122	14.46%
2nd Grade	149	17.65%
3rd Grade	144	17.06%
4th Grade	162	19.19%
5th Grade	142	16.82%

During the 2024–2025 school year, JSE served a total of 844 students, with the highest enrollment in 2nd and 4th grades.

Student Demographics	Count	Percent
Gender		
Female	408	48.34%
Male	436	51.66%
Ethnicity		
Hispanic-Latino	109	12.91%
Race		
American Indian - Alaskan Native	8	0.95%
Asian	288	34.12%
Black - African American	291	34.48%
Native Hawaiian - Pacific Islander	0	0.00%
White	101	11.97%
Two-or-More	47	5.57%

Our student population is made up of 34% Asian, 34% Black/African American, 13% Hispanic/Latino, 12% White, and 6% identifying as Two or

Schiff Elementary
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More Races. There were no significant changes in race and ethnicity demographics compared to the previous school year.

Student Indicators	Count	Percent
Foster Care	7	0.83%
IGC Reviewed	0	0.00%
Intervention Indicator	199	23.58%
Migrant	0	0.00%
Military Connected	32	3.79%
Student Accelerated Education Plan	0	0.00%
Unschoolered Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	326	38.63%
Free Meals	278	32.94%
Reduced-Price Meals	48	5.69%
Other Economic Disadvantage	0	0.00%
Homeless Statuses		
Homeless Status Total	12	1.42%
Shelter	0	0.00%
Doubled Up	12	1.42%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Shelter	0	0.00%
Not Unaccompanied Youth	12	1.42%
Unaccompanied Youth	0	0.00%

JSE's economically disadvantaged population is currently 38.63%, a slight decrease from 40.23% in the 2023–2024 school year. However, this still reflects an overall increase from 34.51% in 2022–2023. Our homeless population has remained relatively steady at 1.42%, compared to 1.47% last year. This is still higher than the 0.86% reported in 2022–2023.

Student Programs	Count	Percent
CTE Attendance	0	0.00%
Dropout Recovery Program	0	0.00%
Gifted and Talented	39	4.62%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	25	2.96%
Special Education (SPED)	151	17.89%
Bilingual/ESL		
Emergent Bilingual (EB)	115	13.63%
Standard or Alternative Bilingual/ESL	114	13.51%
Dual Language Immersion/One-Way	1	0.12%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Indicator Code	42	4.98%
Dyslexia Risk Code	230	27.25%
Dyslexia Services Code	42	4.98%
Title 1 Part A		
Schoolwide Program	8	0.95%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	12	1.42%
Neglected	0	0.00%

We offer a variety of programs to support the diverse needs of our students. Currently, 14% of our students are identified as Emergent Bilingual. Our population of Gifted and Talented students increased slightly from 3.95% to 4.62% since last school year. The number of students identified with dyslexia remained steady at 4.98%. Our overall Special Education population grew from 16.5% to 17.89%.

Attendance:

Percentage in Attendance Comparison 2024 - 2025							
	PIA - Reporting Period 1	PIA - Reporting Period 2	PIA - Reporting Period 3	PIA - Reporting Period 4	PIA - Reporting Period 5	PIA - Reporting Period 6	PIA - Cumulative
	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025
All Students	97.0%	96.0%	95.7%	95.4%	95.9%	95.4%	95.9%
Ethnicity							
Hispanic/Latino	95.8%	94.0%	94.5%	94.4%	94.9%	94.8%	94.7%
American Indian or Alaska Native	99.5%	95.5%	97.2%	86.8%	94.2%	96.3%	95.0%
Asian	97.9%	96.5%	96.5%	96.0%	96.4%	95.7%	96.5%
Black or African American	96.3%	95.9%	95.4%	95.1%	95.5%	94.9%	95.5%

	PIA - Reporting Period 1	PIA - Reporting Period 2	PIA - Reporting Period 3	PIA - Reporting Period 4	PIA - Reporting Period 5	PIA - Reporting Period 6	PIA - Cumulative
	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	97.5%	96.6%	95.9%	95.2%	96.6%	96.3%	96.3%
Two or More Races	96.6%	96.7%	95.4%	96.9%	96.9%	96.5%	96.5%
Gender							
Male	96.7%	96.1%	95.5%	95.5%	95.9%	95.4%	95.8%
Female	97.3%	96.0%	96.1%	95.2%	96.0%	95.4%	96.0%
Grade							
Early Education	93.7%	94.3%	95.5%	93.8%	92.5%	93.1%	93.6%
Kindergarten	96.5%	94.7%	95.9%	93.0%	94.5%	95.3%	95.0%
1st	96.4%	95.2%	95.7%	95.5%	94.9%	94.2%	95.3%
2nd	96.8%	96.4%	95.8%	95.4%	96.8%	95.0%	96.0%
3rd	97.5%	97.0%	95.7%	95.9%	96.4%	95.8%	96.4%
4th	97.2%	95.9%	95.1%	95.6%	96.2%	95.1%	95.9%
5th	97.5%	96.6%	96.4%	96.2%	96.5%	97.1%	96.7%
Special Population							
At Risk	97.0%	95.5%	95.6%	94.0%	96.0%	95.2%	95.6%
Early Reading Indicator	95.2%	94.9%	95.4%	93.6%	95.7%	94.1%	94.9%
Economic Disadvantage	95.8%	94.8%	94.7%	94.2%	94.8%	93.9%	94.7%
Emergent Bilingual	97.4%	95.0%	96.1%	94.0%	96.0%	95.3%	95.6%
Foster Care	100.0%	94.6%	96.4%	100.0%	100.0%	86.9%	96.0%
Gifted and Talented	98.2%	96.8%	98.0%	96.7%	96.9%	96.8%	97.2%
Homeless Status	96.1%	94.9%	91.1%	90.7%	94.5%	92.6%	93.3%
Military Connected	96.0%	97.0%	96.4%	96.1%	97.2%	94.0%	96.2%
Section 504	96.7%	93.5%	92.5%	91.0%	94.3%	98.1%	94.2%
Special Education	96.5%	96.1%	94.1%	93.6%	95.4%	95.1%	95.1%

At the end of the 2024–2025 school year, JSE’s attendance rates showed a slight improvement. JSE's total percent in attendance at the end of the 2024-2025 school year was 95.9% which is above the District's goal of 95%. JSE's percent in attendance remained steady at 95.9% from the end of 2023-2024 to the end of 2024-2025.

The cumulative attendance was 94.7% for students identified as Economically Disadvantaged, 95.1% for Special Education, and 93.3% for students with Homeless Status. This reflects an increase from the previous school year, where attendance was 94.9% for Economically

Disadvantaged, 94.4% for Special Education, and 89.1% for Homeless Status.

Staff:

School Population	Count	Percent
Student Total	844	100%
Early Education Grade	17	2.01%
Kindergarten Grade	108	12.80%
1st Grade	122	14.46%
2nd Grade	149	17.65%
3rd Grade	144	17.06%
4th Grade	162	19.19%
5th Grade	142	16.82%

JSE's teacher retention increased from 66.03% to 68.42% from the 2023-2024 school year to the 2024-2025 school year.

Demographics Strengths

At Schiff, we view diversity as one of our greatest strengths. We continue to celebrate and honor the diverse backgrounds of our students, families, and staff.

JSE’s attendance rate has remained strong, with a year-to-date cumulative attendance of 95.9%, surpassing the District’s goal of 95%.

We have experienced an increase in the number of students receiving special education services and remain committed to meeting their needs through a variety of support programs.

Additionally, teacher retention has improved from the previous year, reflecting our efforts to build a positive and supportive work environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Although Jan Schiff Elementary has maintained overall strong attendance rates and growing enrollment, attendance among specific student groups--including those identified as Economically Disadvantaged (94.7%), Special Education (95.1%), and Homeless (93.3%)--continues to fall below the overall campus average of 95.9%.

Root Cause: These attendance disparities are likely due to inconsistent access to wraparound services and limited individualized supports for students facing economic and housing instability.

Student Learning

Student Learning Summary

Student Achievement STAAR Spring 2025

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EBELL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
ALL														
Percent of Tests														
% of Approaches Q1, Standard or Above	76%	57%	76%	92%	83%	88%	%	74%	62%	81%	98%	42%	100%	80%
% at Meets Q1, Standard or Above	49%	31%	47%	59%	47%	54%	%	46%	34%	49%	93%	10%	86%	54%
% at Masters Q1, Standard	19%	10%	16%	19%	17%	28%	%	17%	11%	18%	8%	6%	71%	20%
Number of Tests														
# of Approaches Q1, Standard or Above	724	175	87	98	5	329	0	43	301	107	107	63	7	562
# at Meets Q1, Standard or Above	473	97	52	58	4	237	0	25	163	67	102	28	6	380
# at Masters Q1, Standard	187	32	17	20	1	164	0	9	50	26	28	10	5	144
Total Tests	963	309	113	126	6	373	0	54	486	131	137	156	7	703
Reading														
Percent of Tests														
% of Approaches Q1, Standard or Above	84%	69%	82%	98%	100%	93%	%	83%	73%	89%	73%	51%	100%	87%
% at Meets Q1, Standard or Above	60%	40%	57%	87%	100%	79%	%	63%	43%	73%	40%	27%	100%	68%
% at Masters Q1, Standard	24%	13%	24%	29%	50%	36%	%	21%	10%	22%	9%	6%	6%	20%
Number of Tests														
# of Approaches Q1, Standard or Above	347	94	45	45	2	145	0	39	154	51	107	34	3	264
# at Meets Q1, Standard or Above	248	55	28	31	2	117	0	16	91	34	68	18	3	198
# at Masters Q1, Standard	91	18	12	9	1	56	0	5	31	13	17	4	2	57
Total Tests	414	138	49	46	2	157	0	34	210	57	147	67	3	303
Mathematics														
Percent of Tests														
% of Approaches Q1, Standard or Above	71%	49%	74%	89%	100%	84%	%	63%	54%	74%	49%	36%	100%	74%
% at Meets Q1, Standard or Above	46%	28%	38%	49%	90%	62%	%	33%	30%	52%	26%	13%	87%	50%
% at Masters Q1, Standard	18%	10%	19%	23%	6%	28%	%	13%	10%	19%	7%	7%	6%	20%
Number of Tests														
# of Approaches Q1, Standard or Above	293	66	37	41	2	152	0	16	114	43	72	24	3	224
# at Meets Q1, Standard or Above	186	38	19	22	1	98	0	9	64	31	58	9	2	150
# at Masters Q1, Standard	74	12	8	10	0	44	0	3	22	10	10	5	2	60
Total Tests	415	136	50	46	2	157	0	34	210	57	147	67	3	303
Science														
Percent of Tests														
% of Approaches Q1, Standard or Above	76%	41%	63%	86%	90%	86%	%	63%	50%	76%	42%	32%	100%	76%
% at Meets Q1, Standard or Above	28%	11%	31%	36%	50%	37%	%	33%	12%	52%	12%	5%	100%	32%
% at Masters Q1, Standard	9%	3%	20%	7%	0%	7%	%	17%	3%	16%	2%	0%	100%	7%
Number of Tests														
# of Approaches Q1, Standard or Above	94	15	10	12	1	51	0	9	33	13	18	7	1	74
# at Meets Q1, Standard or Above	38	4	3	3	1	22	0	2	8	2	9	1	1	31
# at Masters Q1, Standard	12	2	4	1	0	4	0	1	2	0	1	1	1	7
Total Tests	124	37	16	14	2	53	0	9	38	17	43	22	1	97

Among our African American student population, 31% did not meet grade-level expectations in reading, 51% in math, and 59% in science.

In comparison, 7% of our Asian student population did not meet expectations in reading, 16% in math, and 14% in science.

Among our Emergent Bilingual students, 11% did not meet grade-level expectations in reading, 26% in math, and 24% in science.

For students identified as Economically Disadvantaged, 27% did not meet expectations in reading, 51% in math, and 58% in science.

Within our Special Education (SPED) population, 49% did not meet expectations in reading, 64% in math, and 68% in science.

STAAR Year-to-Year Comparison

3rd Grade Reading

Approaches			Meets			Masters		
2023	2024	2025	2023	2024	2025	2023	2024	2025
85%	85%	75% (-10%)	61%	57% (-4%)	50% (-7%)	21%	26% (+5%)	15% (-11%)

4th Grade Reading

Approaches			Meets			Masters		
2023	2024	2025	2023	2024	2025	2023	2024	2025
87%	84% (-3%)	87% (+3%)	58%	58%	54% (-4%)	36%	34% (-2%)	24% (-10%)

5th Grade Reading

Approaches			Meets			Masters		
2023	2024	2025	2023	2024	2025	2023	2024	2025
93%	86% (-7%)	85% (-1%)	81%	70% (-11%)	70%	51%	37% (-14%)	32% (-5%)

3rd-5th Reading

Approaches			Meets			Masters		
2023	2024	2025	2023	2024	2025	2023	2024	2025
88%	85% (-3%)	84% (-1%)	67%	62% (-5%)	60% (-2%)	36%	32% (-4%)	24% (-8%)

3rd Grade Math

Approaches			Meets			Masters		
2023	2024	2025	2023	2024	2025	2023	2024	2025
84%	69% (-15%)	72% (+3%)	55%	36% (-19%)	40% (+4%)	25%	12% (-13%)	13% (+1%)

4th Grade Math

Approaches			Meets			Masters		
2023	2024	2025	2023	2024	2025	2023	2024	2025
71%	66% (-5%)	63% (-3%)	40%	38% (-2%)	37% (-1%)	17%	14% (-3%)	17% (+3%)

5th Grade Math

Approaches			Meets			Masters		
2023	2024	2025	2023	2024	2025	2023	2024	2025
86%	79% (-7%)	74% (-5%)	65%	48% (-17%)	53% (+5%)	29%	19% (-10%)	22% (+3%)

3rd-5th Math

Approaches			Meets			Masters		
2023	2024	2025	2023	2024	2025	2023	2024	2025
80%	71% (-9%)	71%	53%	41% (-12%)	45% (+4%)	24%	15% (-9%)	18% (+3%)

5th Grade Science

Approaches			Meets			Masters		
2023	2024	2025	2023	2024	2025	2023	2024	2025
76%	68% (-8%)	70% (+2%)	41%	35% (-6%)	29% (-6%)	20%	11% (-9%)	9% (-2%)

Overall STAAR Performance Summary

Sixty percent (60%) of students met or mastered the STAAR Reading assessment, while 45% met or mastered Math, and 29% met or mastered Science. In terms of Approaches Grade Level, 84% of students met this threshold in Reading (with 16% not meeting), 71% in Math (29% not meeting), and 70% in Science (30% not meeting).

Year-over-Year Changes in Approaches

- STAAR Reading saw a **1% decrease** in students reaching Approaches.
- STAAR Math remained **unchanged**.
- STAAR Science showed a **2% increase** in students reaching Approaches.

Grade-Level Trends

- **Reading:**

- 3rd grade experienced a **10% decrease** in Approaches.
- 4th grade saw a **3% increase**.
- 5th grade declined by **1%**.

- **Math:**

- 3rd grade improved by **3%** in Approaches.
- 4th grade decreased by **3%**.
- 5th grade dropped by **5%**.

- **Science:**

- 5th grade increased by **2%** in Approaches.

Cohort Analysis

5th Grade Cohort (Tracking from 3rd Grade)

Reading

- Approaches: 2023 – 85%, 2024 – 84% (↓1%), 2025 – 85% (↑1%)
- Meets: 2023 – 61%, 2024 – 58% (↓3%), 2025 – 70% (↑12%)
- Masters: 2023 – 21%, 2024 – 34% (↑13%), 2025 – 32% (↓2%)

Math

- Approaches: 2023 – 84%, 2024 – 66% (↓18%), 2025 – 74% (↑8%)
- Meets: 2023 – 55%, 2024 – 38% (↓17%), 2025 – 53% (↑15%)
- Masters: 2023 – 25%, 2024 – 14% (↓11%), 2025 – 22% (↑8%)

4th Grade Cohort (Tracking from 3rd Grade)

Reading

- Approaches: 2024 – 85%, 2025 – 87% (↑2%)
- Meets: 2024 – 57%, 2025 – 54% (↓3%)
- Masters: 2024 – 26%, 2025 – 24% (↓2%)

Math

- Approaches: 2024 – 69%, 2025 – 63% (↓6%)
- Meets: 2024 – 36%, 2025 – 37% (↑1%)
- Masters: 2024 – 12%, 2025 – 17% (↑5%)

MAP EOY Growth and Achievement (Fall to Spring)

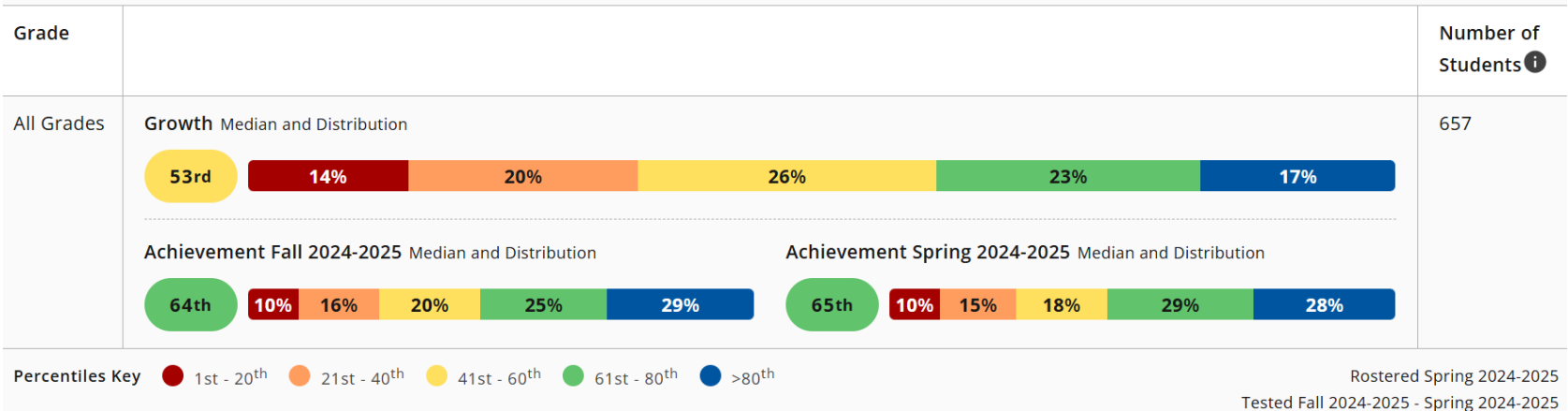
Campus Math

School Profile		
Growth and Achievement Overview		
JAN SCHIFF E S Math K-12		
Grade		Number of Students ⓘ
All Grades	Growth Median and Distribution	758
	37th 28% 29% 21% 14% 8%	
	Achievement Fall 2024-2025 Median and Distribution Achievement Spring 2024-2025 Median and Distribution	
64th 12% 13% 20% 28% 27% 57th 15% 16% 22% 29% 18%		
Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th Rostered Spring 2024-2025 Tested Fall 2024-2025 - Spring 2024-2025		

Campus Reading

Growth and Achievement Overview

JAN SCHIFF E S | Reading



JSE students demonstrated the following percentile growth from Fall to Spring:

- 37th percentile in Math,
- 53rd percentile in Reading, and
- 45th percentile in Science.

In terms of achievement, there was a 7-point decline in Math, a 1-point increase in Reading, and a 3-point decline in Science from Fall to Spring.

Student Learning Strengths

STAAR:

- Overall Achievement:
 - 60% of students met or mastered the STAAR Reading assessment, which is the highest of all tested subjects.
 - Only 16% of students did not meet expectations in reading, indicating that the vast majority of students are at least approaching grade-level proficiency.
- Growth in Cohorts:
 - The 5th-grade cohort showed notable growth at the following levels over time:
 - Meets level increased by 12% in reading (from 58% in 2024 to 70% in 2025).
 - Meets level increased by 15% in math (from 38% in 2024 to 53% in 2025).
 - Masters level increased by 8% in math (from 14% in 2024 to 22% in 2025).
 - The 4th-grade cohort showed 5% growth in math at the Masters level (from 12% in 2024 to 17% in 2025).

MAP Reading Growth:

- Students performed in the 53rd percentile nationally in reading growth, demonstrating above-average progress in this subject over the school year.

Equity in Emergent Bilingual Progress:

- EB students are outperforming many other subgroups in reading and science, reflecting strong supports for language development and content access.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students identified as African American, SPED, and Economically Disadvantaged are underperforming in math and science, with more than 50% not meeting grade-level expectations.

Root Cause: Lack of targeted, data-driven Tier 2 and Tier 3 academic interventions may be contributing to unmet instructional needs in these subgroups. Limited alignment between progress monitoring tools (e.g., MAP) and small group instruction may be reducing the effectiveness of intervention time.

Problem Statement 2: A significant number of students at JSE are not meeting grade-level expectations in math, with only 45% meeting or mastering the STAAR Math assessment. Additionally, the campus saw no overall growth in the Approaches category for STAAR Math and a 7-point drop in achievement on the MAP Math assessment from Fall to Spring.

Root Cause: There is a lack of alignment to the district's Math Instructional Model, which emphasizes Concrete, Representational, and Abstract (CRA) learning progressions. Instructional practices and interventions in math are not consistently differentiated or targeted to meet the needs of diverse learners, especially those requiring Tier 2 and Tier 3 support. Additionally, there may be gaps in foundational m

School Processes & Programs

School Processes & Programs Summary

Enrichment/Extracurricular

JSE offers a wide range of after-school extracurricular activities to enrich our students' learning experiences. These include Student Council, National Elementary Honor Society (NEHS), Math Club, Art Club, Cheer, 4th & 5th Grade Choir, Robotics & Engineering, Broadcasting, SciNow, Safety Patrol, and various UIL clubs such as Oral Reading, Storytelling, Creative Writing, Music Memory, and Number Sense.

In addition, our Extended Day program provides a variety of Success Zone classes that give students even more opportunities to explore their interests beyond the classroom.

PTO

How does the JSE PTO support the campus?

- Monthly staff lunches & treats
- Teacher Appreciation Week
- Teacher classroom start up fund
- Field day
- Shark Store & student behavior incentives
- VIPs room stock and replenishments
- School improvements
- In school student activities

- Field Trips
- Winter & Valentine's Day parties
- STEM Night
- Literacy Night
- Playground improvements and replenishments
- Student academic enrichment
- 5th grade graduation & celebration

Our PTO is a vital and highly engaged part of the JSE community. Each year, they host two major fundraising events that generate significant support for a wide range of campus activities, enrichment opportunities, and classroom needs.

In the 2023–2024 school year, the PTO proudly brought back our beloved school festival, Shark-a-thon, and continued the tradition in 2024–2025. The festival has quickly become a campus favorite, bringing together families, students, and staff for a day of fun, connection, and celebration.

In addition to organizing events, the PTO provides direct financial support to classrooms. At the beginning of each school year, every teacher receives a designated

stipend from the PTO to purchase essential classroom supplies, helping them start the year prepared and well-equipped.

Their ongoing contributions have a meaningful impact on the student experience and reflect the strong partnership between families and our school.

Campus Wide Behavior Management Systems

At Jan Schiff Elementary, we use the 3Rs—Respectful, Responsible, and Ready—as the foundation for student behavior expectations. These core values are intentionally taught, modeled by staff, and consistently reinforced across all settings throughout the school year. By integrating the 3Rs into daily routines and interactions, we create a positive, predictable environment where students are empowered to make thoughtful choices and contribute to a safe and supportive school culture.

Behavior Data

- Monthly staff lunches & treats
- Teacher Appreciation Week
- Teacher classroom start up fund
- Field day
- Shark Store & student behavior incentives
- VIPs room stock and replenishments
- School improvements
- In school student activities

- Field Trips
- Winter & Valentine’s Day parties
- STEM Night
- Literacy Night
- Playground improvements and replenishments
- Student academic enrichment
- 5th grade graduation & celebration

The PBIS committee at JSE reviews discipline data on a monthly basis to monitor trends and inform improvements to our campus-wide behavior systems. Over the past three school years, we have seen a steady decrease in Skyward discipline referrals—from 214 in 2022–2023, to 187 in 2023–2024, and down to 119 in 2024–2025. The most frequently reported offense during the 2024–2025 school year was disruptive behavior, accounting for 58 of the total referrals. This downward trend reflects the positive impact of our continued focus on proactive behavior supports and consistent expectations.

School Processes & Programs Strengths

JSE provides robust and inclusive enrichment options that foster student engagement, leadership, and a love for learning beyond the core curriculum.

JSE benefits from a deeply invested PTO, whose consistent financial and volunteer support enhances the school experience and exemplifies strong family engagement.

JSE’s behavior framework is clearly articulated and consistently implemented, contributing to a safe, respectful, and focused learning environment. Discipline data reflects meaningful progress toward a positive campus climate, supported by consistent behavior expectations and

data-informed decision-making.

Problem Statements Identifying School Processes & Programs Needs

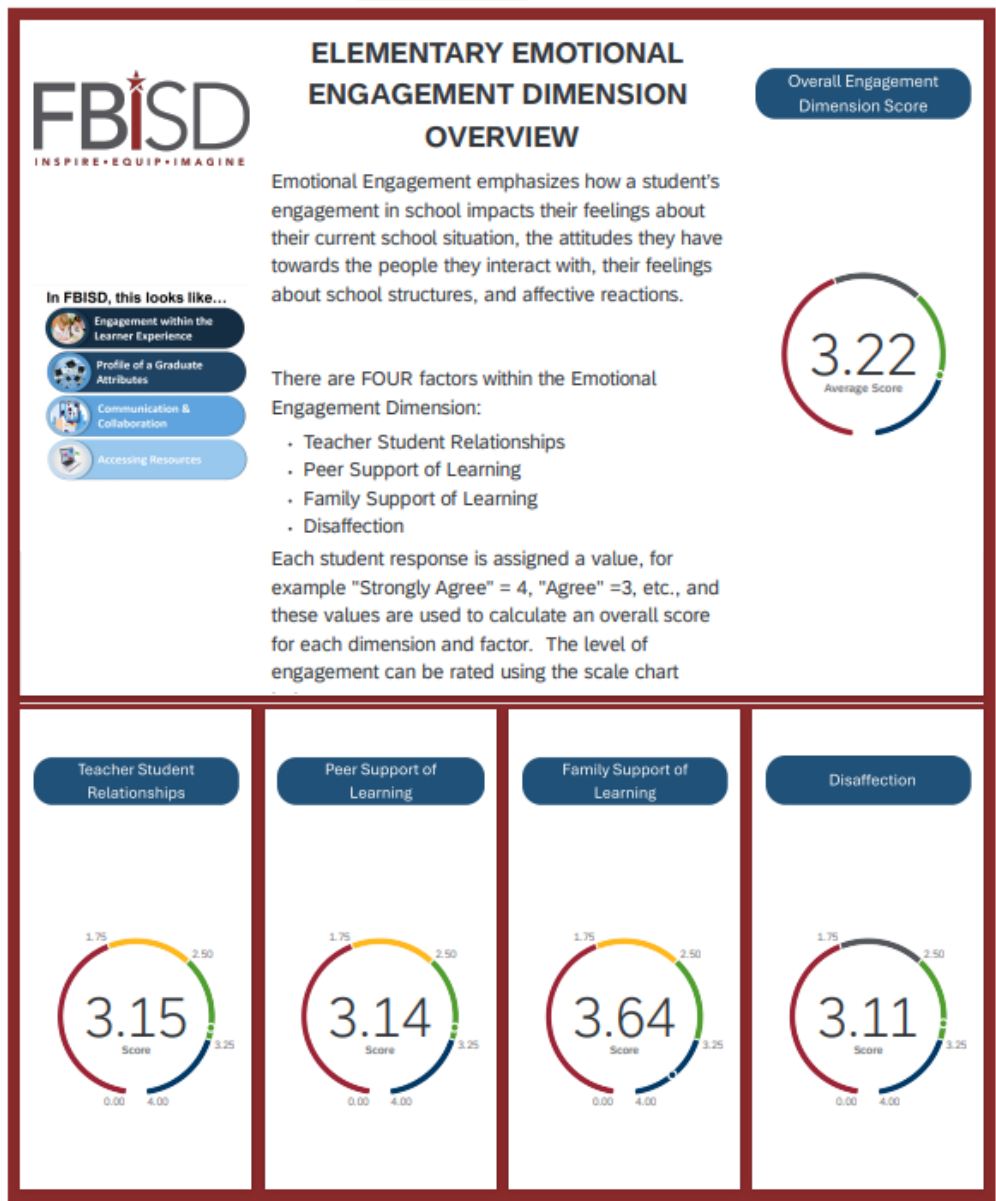
Problem Statement 1: While Tier 1 behavior supports are strong and discipline referrals have decreased, there is a decline in the implementation and consistency of Tier 2 and Tier 3 interventions, limiting support for students with more intensive behavioral needs.

Root Cause: Lack of staff training or confidence in implementing Tier 2 and Tier 3 behavior supports. Inconsistent progress monitoring systems to track the effectiveness of targeted interventions.

Perceptions

Perceptions Summary

Student Engagement Survey (May 2025)

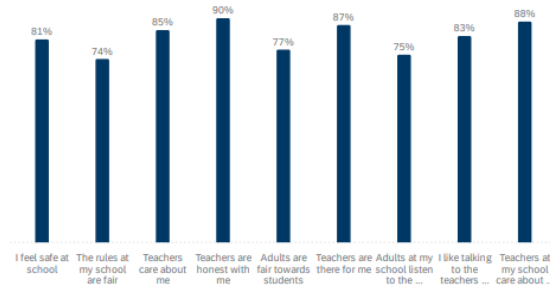


Teacher Student Relationships

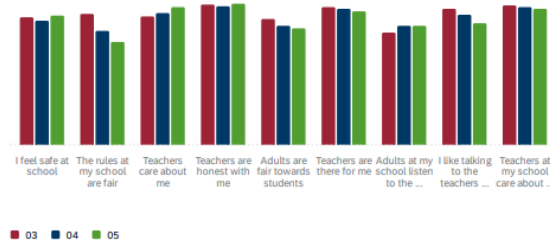
Grade Level	Average Teacher Student Relationship Score
03	3.22
04	3.11
05	3.12

Questions in this dimension factor explore different elements of teacher-student relationships like how students are treated, support, perceptions of fairness and safety. These questions have similarities with the Emotional Engagement with School, and Positive Relationships with Adults category in the Secondary Student Engagement Survey.

Overall



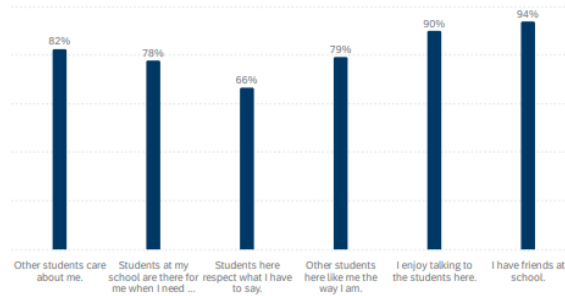
By Grade Level



Peer Support of Learning

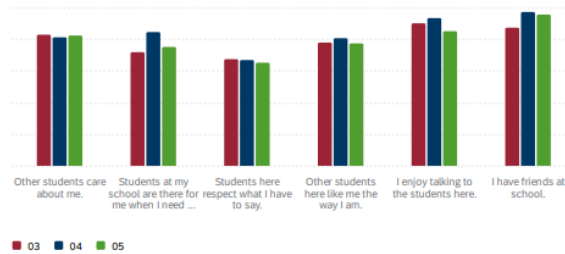
Grade Level	Average Peer Support of Learning Score
03	3.07
04	3.20
05	3.14

Overall



Questions in this dimension factor explore different elements of peer-to-peer relationships like how students treat, support, and interact with each other. These questions have similarities with the Positive Relationships with Other Students category in the Secondary Student Survey.

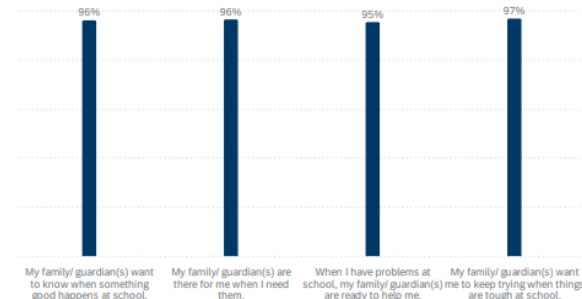
By Grade Level



Family Support of Learning

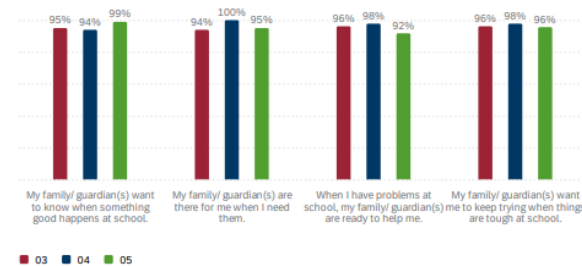
Grade Level	Average Family Support of Learning Score
03	3.58
04	3.65
05	3.66

Overall



Questions in this dimension factor explore the degree in which students feel supported at home from their parent(s) and/or guardian(s) about school issues and events.

By Grade Level

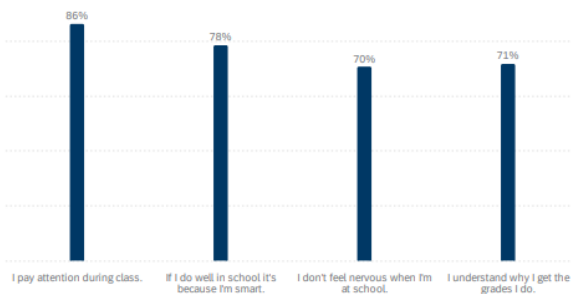


Percent of Students Who "Agree" or "Strongly Agree".

Disaffection

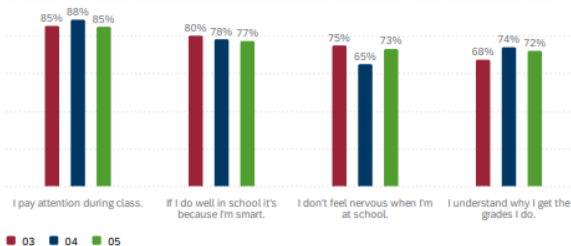
Grade Level	Average Disaffection Score
03	3.12
04	3.09
05	3.11

Overall



Questions in this dimension factor explore the degree in which students feel disconnected from the learning and feelings of success. **These questions are framed in the negative to students and are scored used reversed values.**

By Grade Level

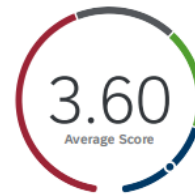


Percent of Students Who Believe:

ELEMENTARY COGNITIVE ENGAGEMENT DIMENSION

DETAIL VIEW

Overall Engagement
Dimension Score



Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, what types of strategies student enjoy engaging in, the types of and ways they do their work, and how their levels of engagement connect to instructional time. This page summarizes the results and provides a breakdown by grade level for each question in the dimension.

There are TWO factors within the Cognitive Engagement Dimension:

- Future Goals and Aspirations
- Intrinsic Motivation

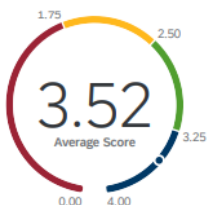
Each student response is assigned a value, for example "Strongly Agree" = 4, "Agree" = 3, etc., and these values are used to calculate an overall score for each dimension and factor. The level of engagement can be rated using the scale chart below

Grade Level	Average Future Goals and Aspirations Score
03	3.52
04	3.67
05	3.60

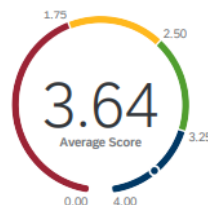
In FBISD, this looks like...



Intrinsic Motivation

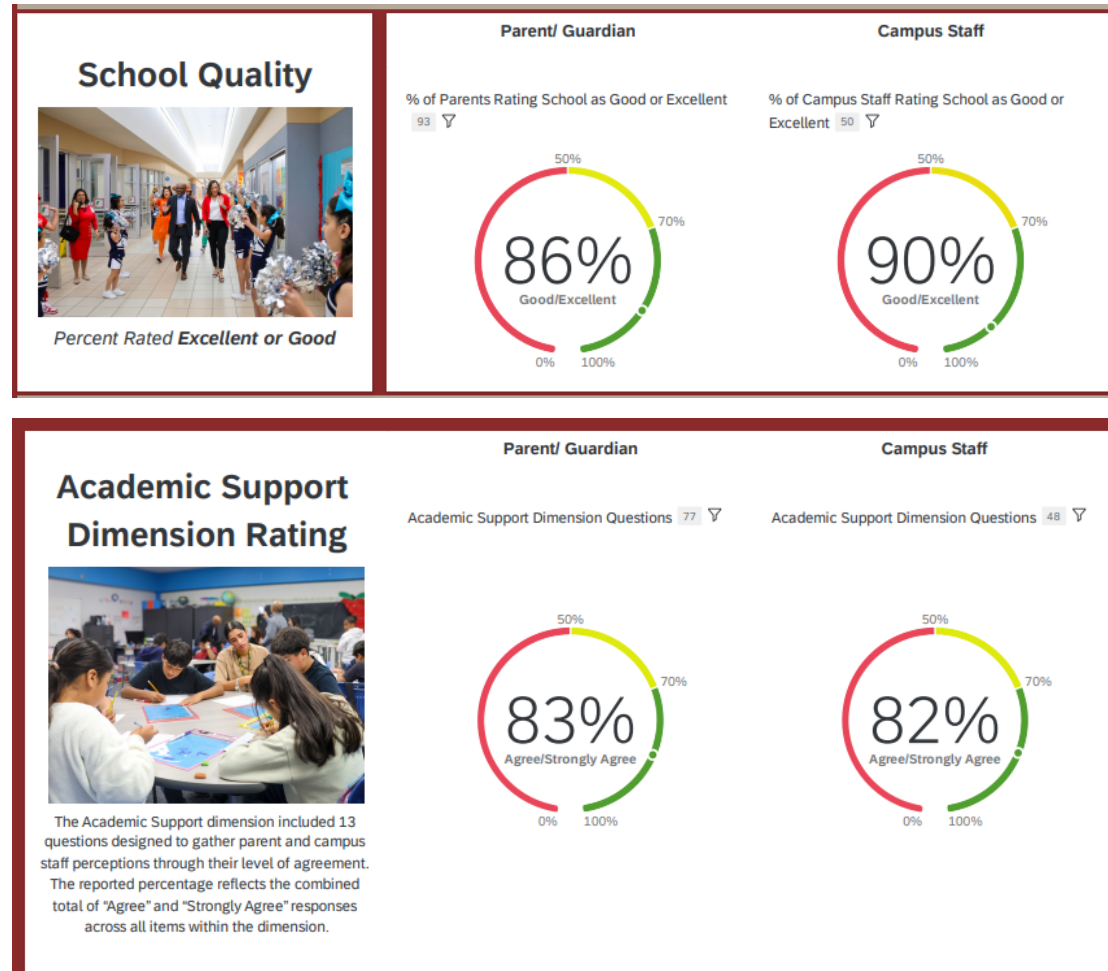


Future Goals and Aspirations



JSE scored in the moderate range for overall emotional engagement (3.22) and in the high range for overall cognitive engagement (3.6). Emotional engagement subgroup data showed: Teacher/Student Relationship-3.15 (moderate range); Peer Support of Learning-3.14 (moderate range); Family Support of Learning-3.64 (high range); Dissatisfaction-3.10 (high range). Cognitive engagement subgroup data showed: Future Goals-3.64 (high range); Intrinsic Motivation-3.52 (high range). These results suggest that while students are positively connected to their learning and motivated by future aspirations, there is room to strengthen emotional engagement—particularly through enhancing peer interactions and teacher-student relationships.

Parent and Campus Staff Engagement Survey (May 2025)



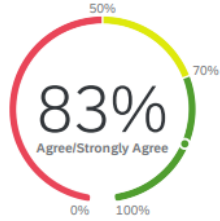
Academic Support Dimension Rating



The Academic Support dimension included 13 questions designed to gather parent and campus staff perceptions through their level of agreement. The reported percentage reflects the combined total of "Agree" and "Strongly Agree" responses across all items within the dimension.

Parent/ Guardian

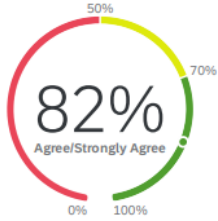
Academic Support Dimension Questions 77 ▾



83%
Agree/Strongly Agree

Campus Staff

Academic Support Dimension Questions 48 ▾



82%
Agree/Strongly Agree

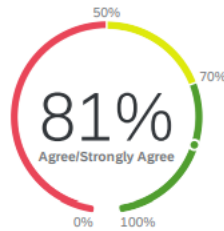
Student Support Dimension Rating



The Student Support dimension included 8 questions designed to gather parent and campus staff perceptions through their level of agreement. The reported percentage reflects the combined total of "Agree" and "Strongly Agree" responses across all items within the dimension.

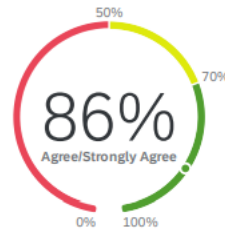
Parent/ Guardian

Student Support Dimension Questions 73 ▾



Campus Staff

Student Support Dimension Questions 46 ▾



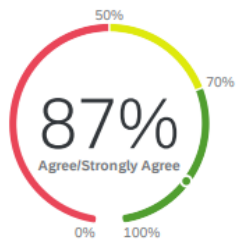
School Leadership Dimension Rating



The School Leadership dimension included 10 questions designed to gather parent and campus staff perceptions through their level of agreement. The reported percentage reflects the combined total of "Agree" and "Strongly Agree" responses across all items within the dimension.

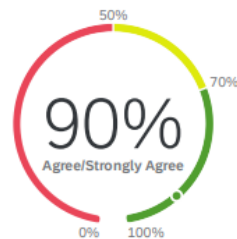
Parent/ Guardian

School Leadership Dimension Questions 70 ▾



Campus Staff

School Leadership Dimension Questions 46 ▾



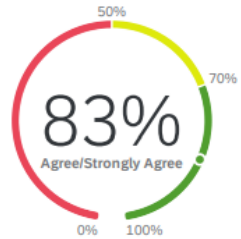
Family Involvement Dimension Rating



The Family Involvement dimension included 14 questions designed to gather parent and campus staff perceptions through their level of agreement. The reported percentage reflects the combined total of "Agree" and "Strongly Agree" responses across all items within the dimension.

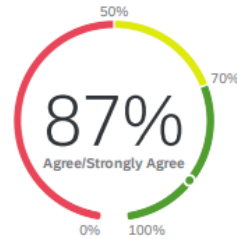
Parent/ Guardian

Family Involvement Dimension Questions 65 ▾



Campus Staff

Family Involvement Dimension Questions 46 ▾



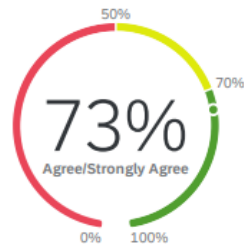
Safety and Behavior Dimension Rating



The Safety and Behavior dimension included 11 questions designed to gather parent and campus staff perceptions through their level of agreement. The reported percentage reflects the combined total of "Agree" and "Strongly Agree" responses across all items within the dimension.

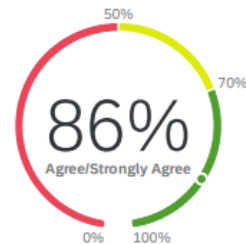
Parent/ Guardian

Safety and Behavior Dimension Questions 59 ▾



Campus Staff

Safety and Behavior Dimension Questions 46 ▾



Survey results reflect strong levels of satisfaction and engagement from both parents and campus staff at JSE.

Parent Feedback:

- **School Quality:** 86% of parents rated the school as good or excellent
- **Academic Support:** 83%
- **Student Support:** 81%
- **School Leadership:** 87%
- **Family Involvement:** 83%
- **Safety and Behavior:** 73%

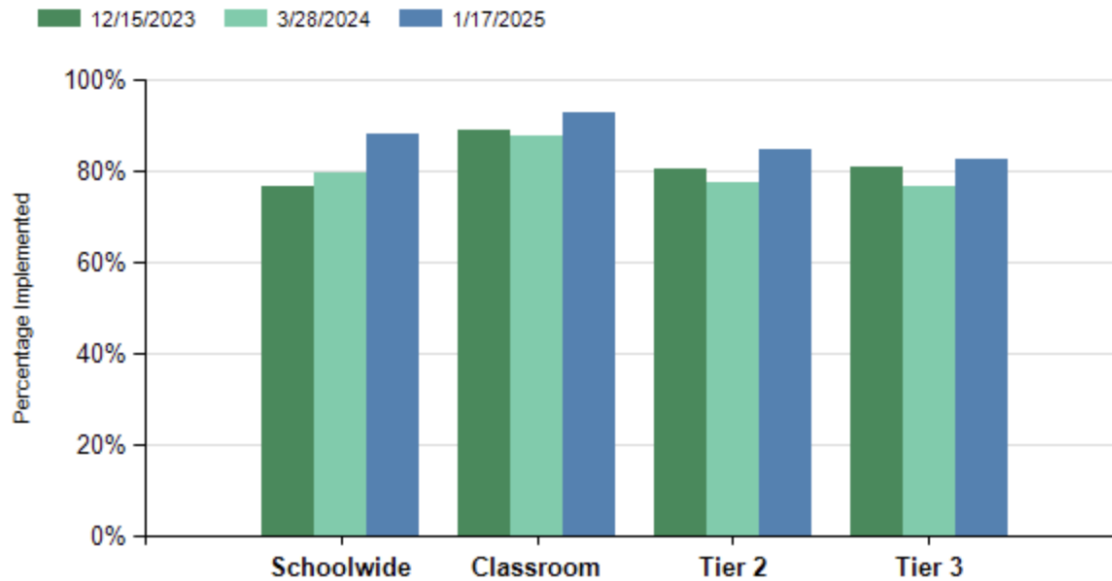
Campus Staff Feedback:

- **School Quality:** 90% of staff rated the school as good or excellent
- **Academic Support:** 82%
- **Student Support:** 86%
- **School Leadership:** 90%
- **Family Involvement:** 87%
- **Safety and Behavior:** 86%

These results highlight strong perceptions of school quality, leadership, and family involvement from both stakeholder groups. While safety and behavior were viewed more favorably by staff (86%) than parents (73%), the data provides valuable insight into areas of continued focus for strengthening communication, visibility of support systems, and trust across the school community.

SAS Survey Overall Scoring

**Self-Assessment Survey
Subscale Scores
School Years: 2023 - 2024**



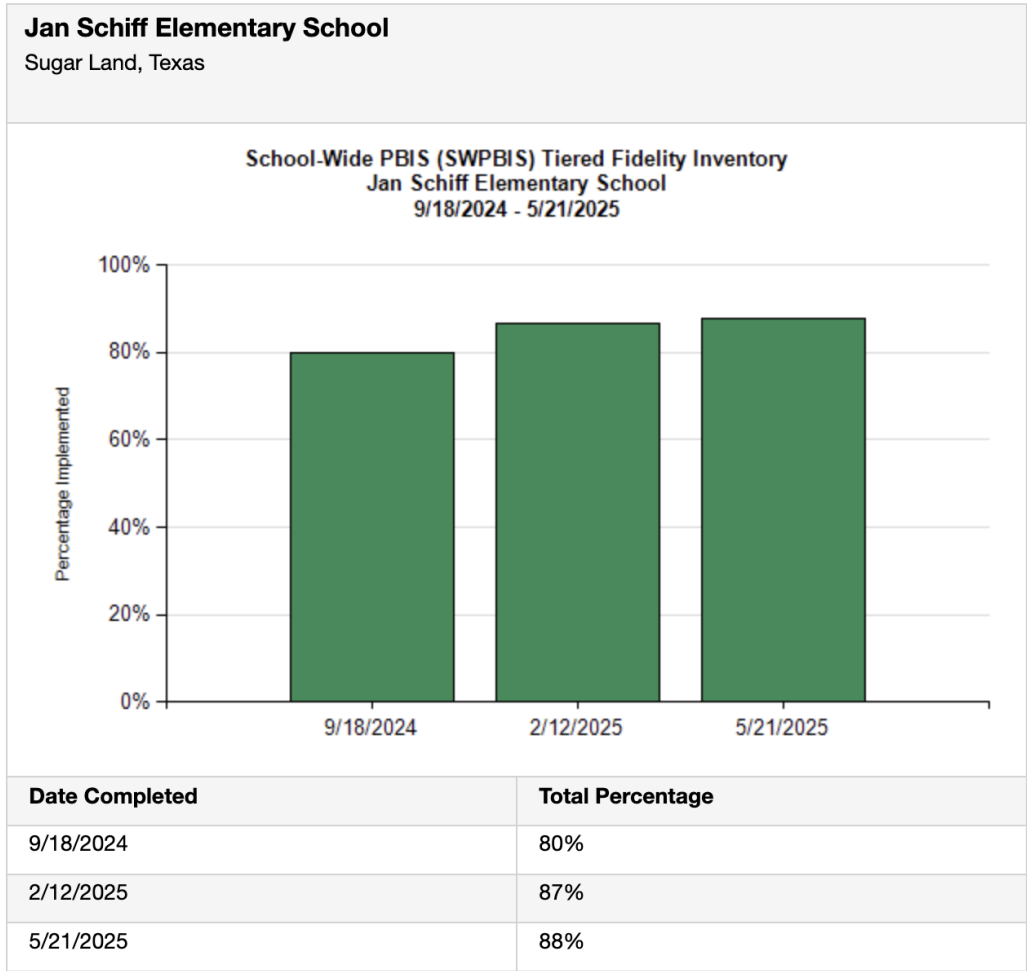
Date Close	Schoolwide	Classroom	Tier 2	Tier 3
12/15/2023	77%	89%	81%	81%
3/28/2024	80%	88%	78%	77%
1/17/2025	88%	93%	85%	83%

Staff perception data indicates a strong foundation in both schoolwide and classroom behavior systems at JSE. According to the most recent survey:

- **88%** of staff believe that schoolwide systems are effectively in place,
- **93%** perceive that classroom-level systems are consistently implemented,
- **85%** feel that Tier 2 interventions are in place, and
- **83%** believe Tier 3 interventions are implemented.

These results suggest that JSE has established a clear and consistent structure for behavior expectations at both the schoolwide and classroom levels. While the high percentages reflect overall confidence in the behavior framework, the slightly lower perceptions regarding Tier 2 and Tier 3 interventions indicate an opportunity for growth in providing targeted supports for students with more intensive behavioral needs. Continued

professional development, coaching, and collaboration around intervention strategies will help strengthen staff capacity and ensure more consistent implementation of individualized supports.



On 9/18/2024, 2/12/2025, and 5/21/2025, the JSE PBIS Committee completed the Tiered Fidelity Inventory (TFI), a tool designed to evaluate the effectiveness of our behavior support systems. This assessment, completed by committee members, measures implementation across three tiers and focuses on key areas: team knowledge, intervention practices, and system evaluation.

While our Tier 1 supports remain strong, the data indicated a decline in the implementation and consistency of Tier 2 and Tier 3 interventions for students with more intensive behavioral needs. This highlights an area of growth as we work to strengthen targeted and individualized supports moving forward.

Perceptions Strengths

The May 2025 Student Engagement Survey revealed that students at Jan Schiff Elementary demonstrate strong cognitive engagement (3.6 - high range). These scores reflect a learning environment where students are intellectually invested and take ownership of their growth—an important foundation for academic achievement and lifelong learning.

The emotional engagement domain showed Family Support of Learning at 3.64 (high range). This demonstrates that students feel supported at home with their academic journey, a critical factor in fostering motivation, self-confidence, and positive attitudes toward school.

Survey responses from campus staff indicate a strong, consistent behavior framework. This suggests that staff feel equipped and supported in managing student behavior through clearly established expectations and routines.

The TFI assessments conducted throughout the year affirmed that Tier 1 supports remain strong and consistently implemented. The proactive use of the 3Rs—Respectful, Responsible, and Ready—continues to be a foundational strength at JSE, guiding positive behavior campus-wide.

90% of staff and 86% of parents rated overall school quality as “good” or “excellent.” Both groups rated school leadership highly (90% staff, 87% parents), reinforcing a shared confidence in the campus’s direction, vision, and decision-making.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While overall behavior systems are strong at the Tier 1 level, implementation of Tier 2 and Tier 3 behavior interventions lacks consistency and depth across the campus.

Root Cause: Staff may lack the training, time, or resources needed to implement targeted behavioral interventions with fidelity. Inconsistent data tracking, limited progress monitoring tools, or unclear roles in the Tier 2/Tier 3 process may also contribute to the gap in support for students with intensive behavioral needs.

Problem Statement 2: Students' emotional engagement--particularly in peer support and teacher-student relationships--remains in the moderate range, which may impact their sense of belonging and connectedness to school.

Root Cause: Teachers lack a clear understanding of the consistency of PBIS implementation. Lack of clear system for teachers to request support. Staff need more opportunities to share feedback regularly.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

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

Performance Objective 1: By May 2026, 80% of all students in grades KG - 5th will grow at least one and a half year in reading as indicated by NWEA Map Growth Measures.

Evaluation Data Sources: Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA), Observation and Walkthrough Data, Intervention Data, SST Data

Strategy 1 Details	Reviews			
Strategy 1: Provide daily small group reading instruction (Tier 1 and 2) aligned to students' instructional levels, focusing on phonics, fluency, vocabulary, and comprehension. Strategy's Expected Result/Impact: Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA), Observation and Walkthrough Data Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct Student Support Team (SST) meetings every 6-8 weeks to review reading progress data and adjust groups, instructional strategies, and intervention plans to meet students' needs. Strategy's Expected Result/Impact: Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA), SST Data Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
Strategy 3: Deliver focused, data-driven interventions during S.W.I.M. Break to address specific skill gaps and accelerate student growth. Strategy's Expected Result/Impact: Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA), Observation and Walkthrough Data, Intervention Data Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By May 2026, 80% of all students in grades KG - 5th will grow at least one and a half year in math as indicated by NWEA Map Growth Measures.

Evaluation Data Sources: Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA), Observation and Walkthrough Data, Intervention Data, SST Data

Strategy 1 Details	Reviews			
Strategy 1: Provide daily small group math instruction (Tier 1 and 2) aligned to students' instructional levels, focusing on number sense, problem-solving, computation, and mathematical reasoning. Strategy's Expected Result/Impact: Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA), Observation and Walkthrough Data Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct Student Support Team (SST) meetings every 6-8 weeks to review math progress data and adjust groups, instructional strategies, and intervention plans to meet students' needs. Strategy's Expected Result/Impact: Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA), SST Data Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
Strategy 3: Deliver focused, data-driven math interventions during S.W.I.M. Break to target specific skill gaps and accelerate student growth. Strategy's Expected Result/Impact: Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA), Observation and Walkthrough Data, Intervention Data Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: By May 2026, Jan Schiff Elementary will increase the academic growth score percentage on the STAAR Math assessment by at least 15%, as measured by the 2025-2026 STAAR results.

Evaluation Data Sources: Observation and feedback walkthroughs, NWEA MAP Growth Reports (BOY, MOY, EOY), District CFAs, STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: Schiff Elementary will utilize the state standards and district curriculum during content planning and in PLCs to intentionally plan aligned and rigorous learner experiences for Tier 1 instruction. Strategy's Expected Result/Impact: Strong alignment between PLC discussions and daily classroom instruction, Instruction consistently aligned with state standards and district curriculum expectations, Learning activities and experiences that reflect the appropriate rigor and depth of knowledge to meet diverse student needs Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Schiff Elementary will leverage formative assessments to continuously monitor student progress and inform timely instructional adjustments, including targeted interventions, enrichment opportunities, and differentiated small-group instruction. Strategy's Expected Result/Impact: Differentiated instruction that effectively meets the needs of all student subgroups, Consistent implementation of small-group instruction to provide focused support, Increased student engagement through personalized and targeted learning experiences Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
Strategy 3: Schiff Elementary teachers will design and deliver daily targeted interventions and enrichment lessons to address learning gaps and accelerate academic growth for all student subgroups, including EL, Special Education, 504, ESL, and GT learners. Strategy's Expected Result/Impact: Reduced learning gaps across all student subgroups through targeted support, Accelerated academic growth and progress for students receiving interventions and enrichment, Improved overall student achievement and readiness across all programs and services Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 4: By May 2026, Jan Schiff Elementary will increase the academic growth score percentage on the STAAR RLA assessment by at least 15%, as measured by the 2025-2026 STAAR results.

Evaluation Data Sources: Observation and feedback walkthroughs, NWEA MAP Growth Reports (BOY, MOY, EOY), District CFAs, STAAR RLA

Strategy 1 Details	Reviews			
Strategy 1: Schiff Elementary will utilize the state standards and district curriculum during content planning and in PLCs to intentionally plan aligned and rigorous learner experiences for Tier 1 instruction. Strategy's Expected Result/Impact: Strong alignment between PLC discussions and daily classroom instruction, Instruction consistently aligned with state standards and district curriculum expectations, Learning activities and experiences that reflect the appropriate rigor and depth of knowledge to meet diverse student needs Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Schiff Elementary will leverage formative assessments to continuously monitor student progress and inform timely instructional adjustments, including targeted interventions, enrichment opportunities, and differentiated small-group instruction. Strategy's Expected Result/Impact: Differentiated instruction that effectively meets the needs of all student subgroups, Consistent implementation of small-group instruction to provide focused support, Increased student engagement through personalized and targeted learning experiences. Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
Strategy 3: Schiff Elementary teachers will design and deliver daily targeted interventions and enrichment lessons to address learning gaps and accelerate academic growth for all student subgroups, including EL, Special Education, 504, ESL, and GT learners. Strategy's Expected Result/Impact: Reduced learning gaps across all student subgroups through targeted support, Accelerated academic growth and progress for students receiving interventions and enrichment, Improved overall student achievement and readiness across all programs and services Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
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 1: By May 2026, we will increase overall staff satisfaction by 5% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.

Evaluation Data Sources: Stakeholder Participation Rates, Survey Results, Professional Learning Agendas, Behavior Support Team Meeting Agendas and Minutes, Progress Monitoring Data, Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted professional development on behavior intervention strategies, including de-escalation techniques, behavior tracking, and progress monitoring tools, to ensure staff feel confident and supported in addressing behavioral needs. Strategy's Expected Result/Impact: Stakeholder Participation Rates, Survey Results, Professional Learning Agendas, Progress Monitoring Data, Discipline Data Staff Responsible for Monitoring: Administrators, Counselor, Behavior Support Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Establish a clear Tier 2 and Tier 3 intervention framework with defined roles, responsibilities, step-by-step procedures and progress monitoring to promote consistent implementation and shared ownership among all staff. Strategy's Expected Result/Impact: Stakeholder Participation Rates, Survey Results, Progress Monitoring Data, Discipline Data Staff Responsible for Monitoring: Administrators, Counselor, Behavior Support Team, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
Strategy 3: Implement a consistent system for staff recognition, celebrating individual and team achievements, and incorporating regular feedback through surveys to support staff satisfaction and professional growth. Strategy's Expected Result/Impact: Stakeholder Participation Rates, Survey Results Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
 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, we will increase overall elementary student engagement by 5% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.

Evaluation Data Sources: Stakeholder Participation Rates, Survey Results, Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: Implement a campus-wide peer mentoring system that pairs students across grade levels to foster positive peer connections, increase belonging, and encourage leadership skills. Strategy's Expected Result/Impact: Stakeholder Participation Rates, Survey Results, Discipline Data Staff Responsible for Monitoring: Administrators, Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Establish structured relationship-building routines (e.g., daily morning meetings, weekly check-ins, and class circles) to strengthen teacher-student relationships and promote emotional engagement. Strategy's Expected Result/Impact: Stakeholder Participation Rates, Survey Results, Discipline Data Staff Responsible for Monitoring: Administrator, Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
 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 3: By May 2026, we will increase parent satisfaction by 5% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.

Evaluation Data Sources: Stakeholder Participation Rates, Survey Results, Weekly Grade Level Newsletters, Weekly Campus Newsletters, Progress Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide consistent communication to ensure parents receive timely updates about student progress, campus events, and initiatives. Strategy's Expected Result/Impact: Stakeholder Participation Rates, Survey Results, Weekly Grade Level Newsletters, Weekly Campus Newsletters, Progress Reports Staff Responsible for Monitoring: Administrators, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Host family engagement events (Fall and Spring Open House, STEM Night, Literacy Night, and volunteer opportunities) that connect parents to student learning and campus culture. Strategy's Expected Result/Impact: Stakeholder Participation Rates, Survey Results Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
 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: By May 2026, 100% of resources purchased will align with campus needs, remain within the campus budget allotment, and directly support improvements in campus safety, climate, culture and/or student achievement outcomes.

Evaluation Data Sources: Monthly budget reports

Strategy 1 Details	Reviews			
Strategy 1: Review budget reports monthly to monitor expenditures, ensure alignment with the campus allotment, and adjust spending plans as needed to support campus needs and student outcomes. Strategy's Expected Result/Impact: Monthly budget reports Staff Responsible for Monitoring: Administrators, Executive Assistant, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
No Progress Accomplished Continue/Modify Discontinue				