

Fort Worth Independent School District

172 W.J. Turner Elementary School

2025-2026 Campus Improvement Plan



Mission Statement

To empower all **Turner Tigers** with high quality instruction that fosters lifelong learning.

Vision

Learning Today

Leading Tomorrow

Value Statement

I am responsible

I am respectful

I am prepared

I am safe

I am a **Turner Tiger**

ROAR!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15

Goals	17
Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 30% to 40%.	17
Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 30% to 40%.	21
Goal 3: Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for ELAR on the annual state performance measurement from X% to Y%. ...	24
Goal 4: Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from X% to Y%.	26
Goal 5: Reduce disproportionality (inequality) in identification of African American (AA) students in discipline reports to be representative of FWISD population.	28
Goal 6: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 12% to 6%.	32

Comprehensive Needs Assessment

Revised/Approved: May 12, 2025

Demographics

Demographics Summary

W.J. Turner Elementary School provides a safe and inclusive learning environment for all students. They have maintained consistent demographics for over five years, with Hispanic students comprising 96.7% of the population. Other groups, including White, African American, and American Indian students, each represent less than 2%. All students live within two miles of the school, and parents drop off and pick up their children daily, fostering a strong home-school connection. The school has a diverse range of programs, with 20% of students enrolled in special education, 10% in gifted and talented programs, and 5% under Section 504. Most of the teachers at W.J. Turner have over 12 years of experience, contributing to the school's commitment to excellence. The average student attendance rate is 94%. The majority of families are economically disadvantaged, qualifying the school for Title 1 funds. W.J. Turner Elementary is committed to excellence and serves as a positive influence in the community. Teachers, staff, the Parent Teacher Association, and community members play a crucial role in upholding high standards of inclusiveness for all stakeholders.

Demographics Strengths

1. **Strong Home-School Connection:** The daily interaction between parents and the school fosters a strong connection, enhancing the overall educational experience for students.
2. **Experienced Teaching Staff:** The majority of teachers at W.J. Turner Elementary have over 12 years of experience, contributing to the school's commitment to excellence and high standards.
3. **Inclusive and Supportive Environment:** The school provides a safe and inclusive learning environment, with a diverse range of programs to support students, including special education, gifted and talented programs, and Section 504 accommodations.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based on 2024 STAAR data, 26% of Hispanic students in 3-5 grade scored MEETS or higher on STAAR Reading.

Root Cause: Interventions are needed earlier in the year to help close academic gaps.

Problem Statement 2: 46% of Emergent Bilinguals in 2nd grade have scored Beginning in reading according to TELPAS scores 2024.

Root Cause: Students are not being exposed to enough English at school due to district language allocations.

Problem Statement 3: 30% of Emergent Bilinguals in grades 3-5 have scored Beginning on writing according to TELPAS scores 2024.

Root Cause: Students need to consistently write in all content areas.

Problem Statement 4 (Prioritized): Based on 2024 STAAR data, 10% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Reading.

Root Cause: There's a need to provide interventions and identify special education students in the primary grades.

Problem Statement 5 (Prioritized): Based on 2024 STAAR data, 32% of Hispanic students in 3-5 grade scored MEETS or higher on STAAR Math.

Root Cause: Students lack foundational math skills.

Problem Statement 6 (Prioritized): Based on 2024 STAAR data, 19% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Math.

Root Cause: Students lack foundational math skills.

Problem Statement 7 (Prioritized): 65% of 1st-5th grade Gifted and Talented students met projected growth on MOY MAP Growth Reading.

Root Cause: Teachers lack time to plan and implement challenging activities

Problem Statement 8 (Prioritized): 60% of 1st-5th grade Gifted and Talented students met projected growth on MOY MAP Growth Math.

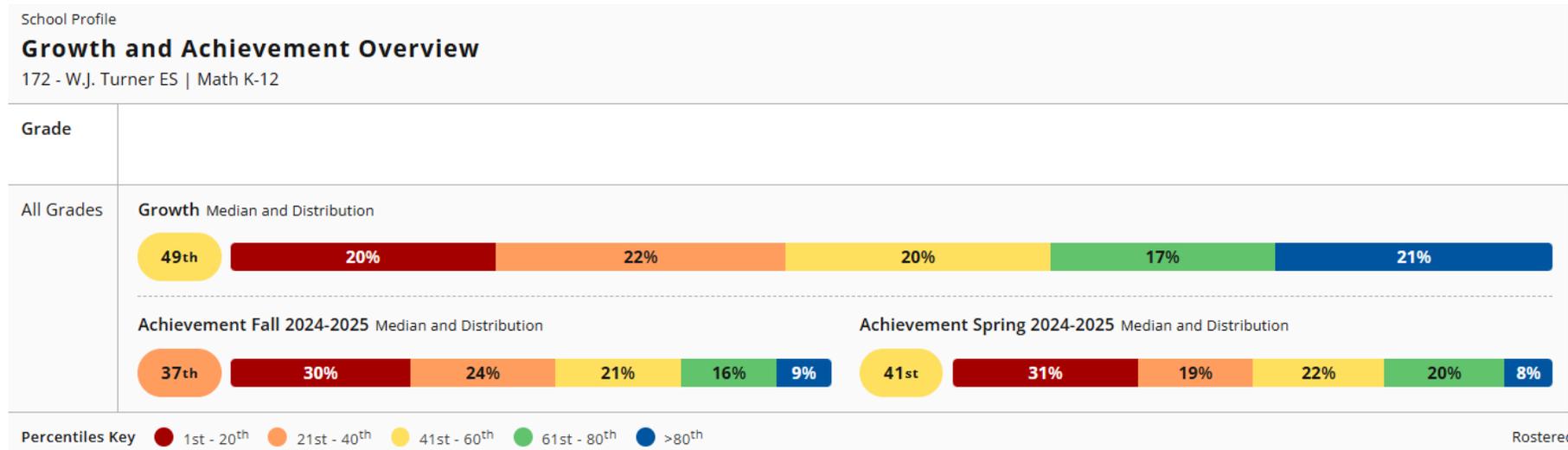
Root Cause: Lack of time to plan and implement challenging activities.

Student Learning

Student Learning Summary

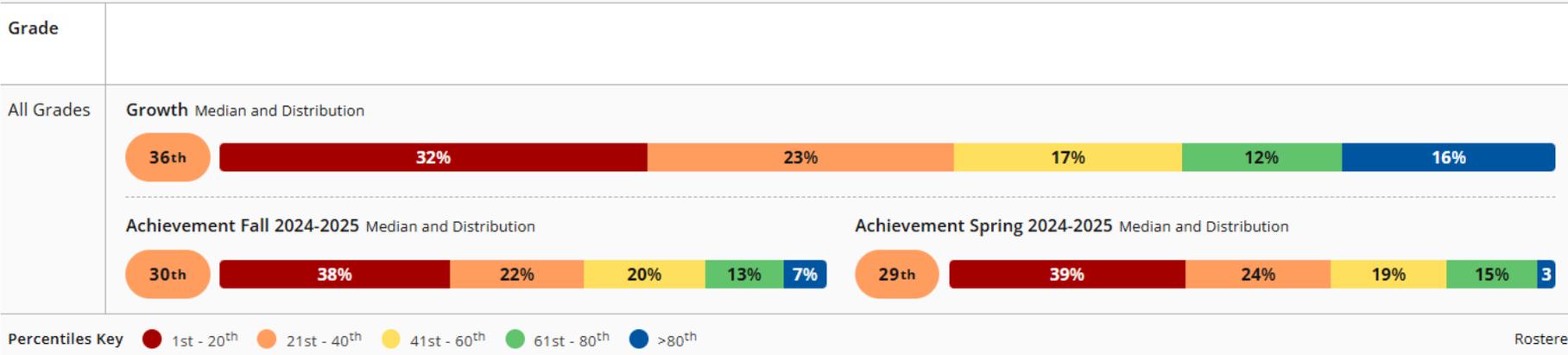
In the 2024-2025 school year we used Middle of Year (MOY) MAP Growth data to project STAAR 2025 student growth results. Our students' growth paid off in the 2025 STAAR Domain III. However, student achievement (Domain I) declined and the school accountability rating dropped from a B to a C. Based on our data we need to focus on Tier 1 instruction for all students. We also have an area of opportunity with third through fifth grade students in special education, including those with dyslexia, because they have a significantly lower MEETS passing rate compared to other subgroups.

Fort Worth ISD utilizes NWEA MAP Growth to benchmark our students' performance against their peers nationwide in terms of growth and achievement. Using a Bell Curve scores on the 50th percentile are considered average. We strive for our students to be at the 50th percentile or higher. Below is our End of Year (EOY) data for students in Kindergarten through Fifth Grade. We have met the threshold for reading in Spanish and we are very close to reaching the goal in math. Reading in English continues to be a challenge and we will work on making the necessary changes to reach our goals.



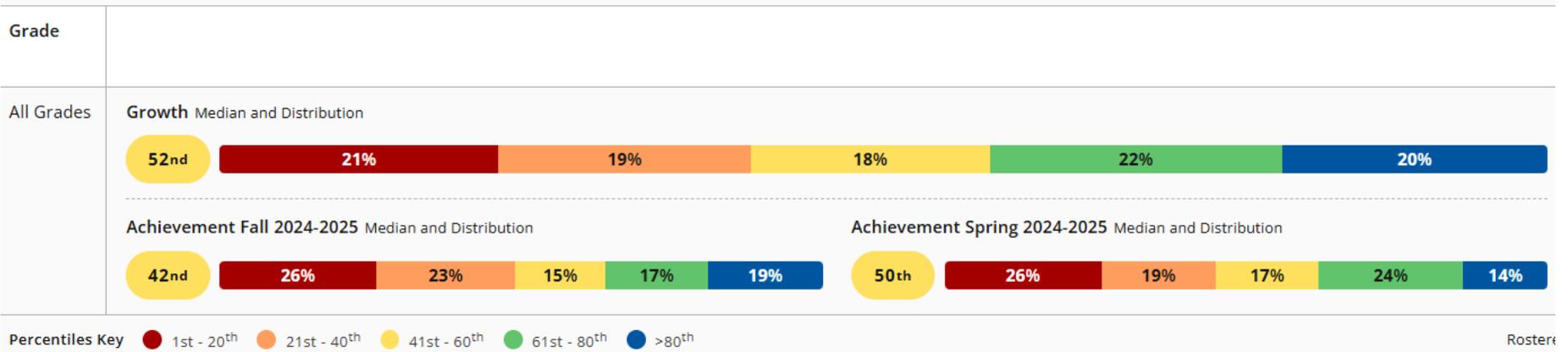
Growth and Achievement Overview

172 - W.J. Turner ES | Reading



Growth and Achievement Overview

172 - W.J. Turner ES | Reading (Spanish)



Student Learning Strengths

1. **Data-Driven Decision Making:** We have a strong commitment to use formative assessments to guide instruction and predict performance.

2. **Clear Identification of Target Areas:** We have clearly identified Tier 1 instruction and special education support as areas for improvement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 19% of PK students met the MOY CLI goal for Alliteration in Spanish and 19% met the goal in Rhyming II.

Root Cause: Not enough time is spent on alliteration and rhyming.

Problem Statement 2 (Prioritized): 90% of PK students met the MOY CLI goal for math in Spanish and 83% of PK students met the math goal in English.

Root Cause: Not enough time is spent focusing on number recognition.

Problem Statement 3: 62% of K-1 students scored MEETS or higher in Phonological Awareness for MOY MAP Fluency.

Root Cause: The curriculum is not supplemented with foundational reading strategies.

Problem Statement 4: 77% of 2nd and 3rd grade students made it to the Oral Reading portion of MAP Fluency middle of the year 2025.

Root Cause: The curriculum does not fill in the gaps that students have in the foundations of reading.

Problem Statement 5 (Prioritized): K-5 MAP Growth Math Achievement remained at the 37th percentile from Fall 2024 to Winter 2025.

Root Cause: Not enough time for students to practice nor to teach to mastery.

Problem Statement 6 (Prioritized): K-5 MAP Growth Reading English Achievement remained at the 30th percentile from Fall 2024 to Winter 2025. K-5 MAP Growth Reading Spanish achievement is at the 45th percentile from Fall 2024 to Winter 2025.

Root Cause: Not enough time for students to practice nor to teach to mastery.

Problem Statement 7: 5th graders achievement in MAP Growth Science MOY is 36th percent while growth is in the 52nd percentile.

Root Cause: Not enough hands on Science lessons provided in all grade levels.

School Processes & Programs

School Processes & Programs Summary

At W.J. Turner, we recognize that no program or single resource can foster student growth without the presence of a quality teacher delivering rigorous instruction. All our teachers are certified by the Texas State Board of Education. Annually, our teachers engage in professional development provided both on campus and by the school district. Teachers and administrators collaborate in Weekly Planning/Data Driven Instruction Meetings as this has proven to be a crucial ongoing process that ensures our students are mastering high-leverage standards aligned with the Texas Essential Knowledge and Skills (TEKS).

As a Title 1 campus, we face challenges such as students performing below grade level who require interventions. To help mitigate some of these challenges we offer an after-school program, tutoring, and attendance recovery opportunities. We have established systems to provide students with a Multiple Tiers System of Support (MTSS). We allocate specific times during the day for teachers to work with small groups to help close the achievement gap. Teachers document student progress in Branching Minds, and if additional support is needed, we have systems in place to identify the root of the problem and determine the most suitable support for each student.

School Processes & Programs Strengths

1. **Certified and Continually Developing Teachers:** This ensures that they are well-equipped to deliver rigorous instruction and stay updated with the latest educational practices.
2. **Collaborative Planning and Data-Driven Instruction:** The weekly planning and data-driven instruction meetings help ensure that students are mastering high-leverage standards aligned with the Texas Essential Knowledge and Skills (TEKS).
3. **Comprehensive Support Systems:** After-school program, tutoring, attendance recovery opportunities, and dedicated times for small group instruction are all designed to close the achievement gap and provide targeted interventions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 28% of K-5 students are working at or above grade level on Dreambox by middle of the year 2024-2025.

Root Cause: Dreambox does not require students to persist with a lesson until they show mastery.

Problem Statement 2: 65% of K-5 students are working in grade level or above on Core5Lexia by middle of the year 2024-25.

Root Cause: Students lack engagement with the program.

Problem Statement 3: 47% of K-5 students are missing intervention plans in Branching Minds.

Root Cause: Designated time for entering interventions is used for other things.

Problem Statement 4: 68% of PK-5 Emergent Bilingual students are working above level 1 on Istation Lectura.

Root Cause: Emergent bilingual students are missing a lot of foundational skills in Spanish.

Problem Statement 5: 30% of PK-5 Emergent Bilingual students are working above level 1 on Istation Reading.

Root Cause: Emergent bilingual students lack English foundational skills that are taught 20 minutes a day.

Perceptions

Perceptions Summary

W.J. Turner students, families, and staff take immense pride in our school. Each day, students recite the campus vision, mission, and chant during morning announcements, and in music class, they learn the alma mater song. Many of our students come from families with a history of attending W.J. Turner, and our families have expressed confidence in the safety of their children at school. The culture and climate at Turner are akin to that of a close-knit family. The PTA, Hospitality Committee, and community partners actively organize activities to celebrate student success, engage families, and show appreciation for our staff.

Our Family Engagement Specialist at W.J. Turner works diligently to maintain communication between the campus and the community, recruiting parent volunteers to support school needs. We encourage school and family connections throughout the year by hosting regular meetings with the principal, parent classes, All-Pro Dads events, and the Zero to Five program for families with children under five years old.

Student attendance is gradually improving, currently standing at 94%. With all the positive developments at Turner, we aim to increase our attendance rate to 96%.

Perceptions Strengths

1. **Strong Sense of Community:** The pride and involvement of students, families, and staff in the school's activities and traditions foster a close-knit, supportive environment.
2. **Effective Family Engagement:** The dedicated efforts of the Family Engagement Specialist to maintain communication between the campus and community, recruit parent volunteers, and organize various programs and events strengthen the connection between school and families.
3. **Positive School Culture and Climate:** The collaborative efforts of the PTA, Hospitality Committee, and community partners to celebrate student success, engage families, and appreciate staff contribute to a welcoming and safe atmosphere, which is reflected in the gradual improvement of student attendance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student attendance remains below 96%.

Root Cause: There's a need for better communication between parents and teachers.

Problem Statement 2: 38% of teachers have had more than 10 absences before Spring Break.

Root Cause: Teachers having to balance the demands of school/work life and home life creates immense stress causing more frequent illnesses and the need for mental health days.

Problem Statement 3: Many students are not intrinsically motivated to do their best in longer assessments.

Root Cause: There's a need for students to be motivated throughout their daily learning, which can positively impact student academic performance on all assessments.

Problem Statement 4: Many students do not show their math work on scratch paper when taking online assessments or using Dreambox.

Root Cause: Some teachers are not setting clear expectations for students to show their work.

Problem Statement 5: During the 2024-25 school year the campus Parent Teacher Association (PTA) has 11 members less than the previous year.

Root Cause: There seems to be a lack of planning, communication, and relationship building with both teachers and parents.

Problem Statement 6: 30% of teachers seek leadership roles within the school (ie. leading PLCs, training peers).

Root Cause: Many teachers feel there is not an even distribution of responsibilities or expectations assigned to teachers by admin.

Priority Problem Statements

Problem Statement 1: Based on 2024 STAAR data, 19% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Math.

Root Cause 1: Students lack foundational math skills.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Based on 2024 STAAR data, 10% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Reading.

Root Cause 2: There's a need to provide interventions and identify special education students in the primary grades.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Based on 2024 STAAR data, 32% of Hispanic students in 3-5 grade scored MEETS or higher on STAAR Math.

Root Cause 3: Students lack foundational math skills.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Based on 2024 STAAR data, 26% of Hispanic students in 3-5 grade scored MEETS or higher on STAAR Reading.

Root Cause 4: Interventions are needed earlier in the year to help close academic gaps.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 19% of PK students met the MOY CLI goal for Alliteration in Spanish and 19% met the goal in Rhyming II.

Root Cause 5: Not enough time is spent on alliteration and rhyming.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 90% of PK students met the MOY CLI goal for math in Spanish and 83% of PK students met the math goal in English.

Root Cause 6: Not enough time is spent focusing on number recognition.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Student attendance remains below 96%.

Root Cause 7: There's a need for better communication between parents and teachers.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: K-5 MAP Growth Math Achievement remained at the 37th percentile from Fall 2024 to Winter 2025.

Root Cause 8: Not enough time for students to practice nor to teach to mastery.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: K-5 MAP Growth Reading English Achievement remained at the 30th percentile from Fall 2024 to Winter 2025. K-5 MAP Growth Reading Spanish achievement is at the 45th percentile from Fall 2024 to Winter 2025.

Root Cause 9: Not enough time for students to practice nor to teach to mastery.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: 65% of 1st-5th grade Gifted and Talented students met projected growth on MOY MAP Growth Reading.

Root Cause 10: Teachers lack time to plan and implement challenging activities

Problem Statement 10 Areas: Demographics

Problem Statement 11: 60% of 1st-5th grade Gifted and Talented students met projected growth on MOY MAP Growth Math.

Root Cause 11: Lack of time to plan and implement challenging activities.

Problem Statement 11 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance 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.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: May 12, 2025

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 30% to 40%.

Performance Objective 1: Increase the percentage of PK students who score On-Track on EOY Circle/CLI Engage Spanish Alliteration 55% to 65% and Rhyming II 58% to 68% by May 2026.

Increase the performance of Economically Disadvantaged students who score On Track on EOY Circle/CLI Engage Alliteration 55% to 65% and Rhyming II 58% to 68% by May 2026.

Evaluation Data Sources: Circle/ CLI Engage Assessment

Strategy 1: Implement a Pre-K-12 District Literacy Plan. Incorporate best practices for improving achievement and closing gaps for all student groups.

Strategy's Expected Result/Impact: Reading readiness

Staff Responsible for Monitoring: PK teachers and administrators

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Have alliteration and rhyming activities during circle time on different days of the week. After using activities, place them in the interest areas. Monitored by CLI and GOLD tracker data.</p> <p>Intended Audience: PK students Provider / Presenter / Person Responsible: PK teachers and teacher assistants Date(s) / Timeframe: ie. Alliteration M,W, F and Rhyming Tue and Thur Collaborating Departments: Early Learning Delivery Method: whole group, auditory</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 19% of PK students met the MOY CLI goal for Alliteration in Spanish and 19% met the goal in Rhyming II. **Root Cause:** Not enough time is spent on alliteration and rhyming.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 30% to 40%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on EOY MAP Growth Reading in English from 39% to 49% by June 2026.

Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on EOY MAP Growth Reading in Spanish from 54% to 64% by June 2026.

Increase the percentage of 1-5 Gifted and Talented students who Meet or Exceed projected growth on EOY MAP Growth Reading from 45% to 55% by June 2026.

Evaluation Data Sources: NWEA MAP Growth Reading in English and Spanish

Strategy 1: Implement a Pre-K-12 District Literacy Plan. Incorporate best practices for improving achievement and closing gaps for all student groups.

Strategy's Expected Result/Impact: Increase percentage of students meeting or exceeding projected growth on MAP Growth Reading in English and Spanish.

Staff Responsible for Monitoring: Teachers and administrators

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 7 - Student Learning 6

Action Step 1 Details	Reviews			
<p>Action Step 1: During PLCs and with the support of the Demonstration teacher we will:</p> <ol style="list-style-type: none"> Identify challenging activities for GT students, and support K-5 teachers internalization and rehearsal of the new instructional framework and instructional planning calendars with High Quality Instructional Materials (HQIM). identify K-2 students that will receive support from the Title 1 Teacher Assistant <p>Intended Audience: K-5th grade students and Tier 2 /3 students Provider / Presenter / Person Responsible: Teachers, Demonstration Teacher, Administrators, Title 1 TA Date(s) / Timeframe: Fall Semester Collaborating Departments: Counseling Dept. Delivery Method: small groups</p> <p>Funding Sources: Teacher Assistant to support small groups - Title I (211) - 211-11-6129-04E-172-30-510-000000-25F10 - \$26,894, Headphones with microphones - Title I (211) - 211-11-6398-04E-172-30-510-000000-25F10 - \$5,250, Individual core teachers classroom budget (15 teachers x \$120) - Title I (211) - \$1,800, Tutoring - SCE (199 PIC 24) - 199-11-6116-XXX-172-24-313-000000- - \$2,000, General supplies for bilingual students - Bilingual BEA (199 PIC 25) - 199-11-6399-XXX-172-25-313-000000- - \$1,485</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 7: 65% of 1st-5th grade Gifted and Talented students met projected growth on MOY MAP Growth Reading. Root Cause: Teachers lack time to plan and implement challenging activities</p>
Student Learning
<p>Problem Statement 6: K-5 MAP Growth Reading English Achievement remained at the 30th percentile from Fall 2024 to Winter 2025. K-5 MAP Growth Reading Spanish achievement is at the 45th percentile from Fall 2024 to Winter 2025. Root Cause: Not enough time for students to practice nor to teach to mastery.</p>

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 30% to 40%.

Performance Objective 1: Increase the percentage of PK students who score On-Track on EOY Circle Math in Spanish from 89% to 95% by May 2026. Increase the percentage of Economically Disadvantaged students who score On-Track on EOY Circle Math from 89% to 95% by May 2026.

Evaluation Data Sources: Circle/ CLI Engage Math

Strategy 1: Implement school reform models that have successfully closed achievement gaps for student groups in peer urban districts.

Strategy's Expected Result/Impact: Increased number sense in PK students.

Staff Responsible for Monitoring: PK teachers, teacher assistants, and administrators

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Activities for counting sets, number naming, and rote counting will be placed in the interest areas. Teachers will spend more time rote counting 11-20. Monitored with CLI and GOLD tracking data.</p> <p>Intended Audience: PK students Provider / Presenter / Person Responsible: PK teachers and teacher assistants Date(s) / Timeframe: Daily practice of math skills Collaborating Departments: Early Learning Delivery Method: whole group, interest areas, small group</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: 90% of PK students met the MOY CLI goal for math in Spanish and 83% of PK students met the math goal in English. Root Cause: Not enough time is spent focusing on number recognition.</p>

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 30% to 40%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on EOY MAP Growth Math from 52% to 62% by June 2026.

Increase the percentage of 1-5 Gifted and Talented students who Meet or Exceed projected growth on EOY MAP Growth Math from 72% to 82% by June 2026.

Evaluation Data Sources: NWEA MAP Growth Math

Strategy 1: Implement school reform models that have successfully closed achievement gaps for student groups in peer urban districts.

Strategy's Expected Result/Impact: Higher percentage of students meeting or exceeding projected growth on MAP Growth Math.

Staff Responsible for Monitoring: Teachers and administrators

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 8 - Student Learning 5

Action Step 1 Details	Reviews			
<p>Action Step 1: During PLCs and with the support of the Demonstration teacher we will:</p> <ol style="list-style-type: none"> Identify challenging activities for GT students, and support K-5 teachers internalization and rehearsal of the new instructional framework and instructional planning calendars with High Quality Instructional Materials (HQIM). <p>Intended Audience: K-5 students and Tier 2/3 students Provider / Presenter / Person Responsible: Teachers, Administrators, Demonstration teacher Date(s) / Timeframe: Fall Semester Collaborating Departments: Counseling dept. Delivery Method: small groups during WIN time</p> <p>Funding Sources: Supplies for Gifted & Talented program - GT (199 PIC 21) - 199-11-6399-XXX-172-21-313-000000- - \$260, General supplies for at risk students - SCE (199 PIC 24) - 199-11-6399-XXX-172-24-313-000000- - \$2,335, Classroom furniture: science lab, art - Basic (199 PIC 11) - 199-11-6398-XXX-172-11-313-000000- - \$1,535, Substitute Teachers - Basic (199 PIC 11) - 199-11-6112-XXX-172-11-313-000000- - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 8: 60% of 1st-5th grade Gifted and Talented students met projected growth on MOY MAP Growth Math. **Root Cause:** Lack of time to plan and implement challenging activities.

Student Learning

Problem Statement 5: K-5 MAP Growth Math Achievement remained at the 37th percentile from Fall 2024 to Winter 2025. **Root Cause:** Not enough time for students to practice nor to teach to mastery.

Goal 3: Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for ELAR on the annual state performance measurement from X% to Y%.

Performance Objective 1: Increase the percentage of Grade 3 - Grade 5 students who score at "Meets Grade Level" or above standard on STAAR Reading in English from 29% to 40% by June 2026.

Increase the percentage of Grade 3 - Grade 5 students who score at "Meets Grade Level" or above standard on STAAR Reading in Spanish from 17% to 28% by June 2026.

Increase the performance of Grade 3 - Grade 5 Hispanic students who score at "Meets Grade Level" or above standard on STAAR Reading from 26% to 36% by June 2026.

Evaluation Data Sources: STAAR reading English and Spanish

Strategy 1: Redirect and allocate funds to support a literacy-focused organizational model. The model will include staffing, instruction, creative time allocation, differentiated curriculum and experiences, as well as differentiated compensation.

Strategy's Expected Result/Impact: Increase number of 3rd-5th grade students scoring at Meets or higher in STAAR.

Staff Responsible for Monitoring: Teachers, Demonstation Teacher, Administrators

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Implement a lab classroom model to provide opportunities for educators to share and learn effective instructional practices. Measured through student data.</p> <p>Intended Audience: Upper grade students</p> <p>Provider / Presenter / Person Responsible: Demonstration Teacher</p> <p>Date(s) / Timeframe: One reading block daily</p> <p>Collaborating Departments: Learning and Leading, Literacy Department</p> <p>Delivery Method: In person</p> <p>Funding Sources: Hardback Library Books (needs to be 12-6329) - Title I (211) - 211-11-6396-04E-172-30-510-000000-25F10 - \$3,069, Battle of the Books (needs to be 11-6329) - Title I (211) - 211-11-6399-04E-172-30-510-000000-25F10 - \$800, Instructional Leadership Team (7 meetings) - Title I (211) - 211-11-6116-04E-172-30-510-000000-25F10 - \$2,205, Books for special education students - SPED (199 PIC 23) - 199-11-6329-XXX-172-23-313-000000- - \$100, Classroom furniture for special education students - SPED (199 PIC 23) - 199-11-6398-XXX-172-23-313-000000- - \$100, General supplies for special education students - SPED (199 PIC 23) - 199-11-6399-XXX-172-23-313-000000- - \$5,400, General Supplies - Basic (199 PIC 11) - 199-11-6399-XXX-172-11-313-000000- - \$11,043</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Based on 2024 STAAR data, 26% of Hispanic students in 3-5 grade scored MEETS or higher on STAAR Reading. Root Cause: Interventions are needed earlier in the year to help close academic gaps.</p>

Goal 4: Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from X% to Y%.

Performance Objective 1: Increase the percentage of Grade 3 - Grade 5 students who score at "Meets Grade Level" or above standard on STAAR Math in English from 33% to 43% by June 2026.

Increase the performance of Grade 3 - Grade 5 Hispanic students who score at "Meets Grade Level" or above standard on STAAR Math in English from 32% to 42% by June 2026.

Evaluation Data Sources: STAAR math

Strategy 1: Implement school reform models that have successfully closed achievement gaps for student groups in peer urban districts.

Strategy's Expected Result/Impact: Increase number of 3rd-5th grade students scoring Meet or higher on STAAR math.

Staff Responsible for Monitoring: Teachers, Administrators

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 5

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will create small, focused groups that meet regularly during or after school hours to work on specific foundational math skills with use of manipulatives (e.g., number sense, place value, basic operations, fractions). Measured by 3rd-5th grade student data.</p> <p>Intended Audience: Upper grade students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: 2 to 3 times a week Collaborating Departments: Learning and Leading, Math department Delivery Method: small groups</p> <p>Funding Sources: Snacks for special education students - SPED (199 PIC 23) - 199-11-6399-XXX-172-23-313-000000- - \$325, Snacks for students during STAAR test - Basic (199 PIC 11) - 199-11-6399-XXX-172-11-313-000000- - \$200, Lunch for STAAR and miscl - Undistributed (199 PIC 99) - 199-23-6499-XXX-172-99-313-000000- - \$800</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 5: Based on 2024 STAAR data, 32% of Hispanic students in 3-5 grade scored MEETS or higher on STAAR Math. **Root Cause:** Students lack foundational math skills.

Goal 5: Reduce disproportionality (inequality) in identification of African American (AA) students in discipline reports to be representative of FWISD population.

Performance Objective 1: Decrease the number and percentage of discretionary referrals of Special Education students in disciplinary reports to be aligned with the FWISD population from 65% to 34% by June 2026.

Evaluation Data Sources: Focus

Strategy 1: Implement district-wide student behavior expectations along with a student messaging campaign.

Strategy's Expected Result/Impact: Decrease percentage of discretionary referrals of SPED students.

Staff Responsible for Monitoring: Teachers and Administrators

Problem Statements: Demographics 4, 6

Action Step 1 Details	Reviews			
<p>Action Step 1: Consistently implement campus wide Positive Behavior Intervention Supports (PBIS) and Restorative Practices. Measured by discipline referrals in Branching Minds. With a focus on TVB (time, voice, body) for classroom routines, procedures, and instructions for different parts of the lesson (ie: I do, we do, you do) observed in walkthroughs.</p> <p>Intended Audience: All students Provider / Presenter / Person Responsible: All teachers and staff Date(s) / Timeframe: Daily Collaborating Departments: Restorative Practices, Counseling Department Delivery Method: In-person</p> <p>Funding Sources: Counselor Supplies - Undistributed (199 PIC 99) - 199-31-6399-XXX-172-99-313-000000- - \$345 , Counselor Travel - Undistributed (199 PIC 99) - 199-31-6411-XXX-172-99-313-000000- - \$155, Nurse Supplies - Undistributed (199 PIC 99) - 199-33-6399-XXX-172-99-313-000000- - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: Based on 2024 STAAR data, 10% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Reading. **Root Cause:** There's a need to provide interventions and identify special education students in the primary grades.

Problem Statement 6: Based on 2024 STAAR data, 19% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Math. **Root Cause:** Students lack foundational math skills.

Goal 5: Reduce disproportionality (inequality) in identification of African American (AA) students in discipline reports to be representative of FWISD population.

Performance Objective 2: Decrease the number of in and out of school suspensions for Special Education students from 9% to 3% by June 2026.

Evaluation Data Sources: Focus

Strategy 1: Increase student participation rate in order to reduce discipline referrals as evidenced on Focus.

Strategy's Expected Result/Impact: Decrease suspensions

Staff Responsible for Monitoring: Teachers and Administrators

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 4, 6

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide opportunities for students to participate using Multiple Response Strategies (MRS) in the classroom, the After School Program, UIL, Science/History Fair, and/or Academic Competitions.</p> <p>Intended Audience: All students</p> <p>Provider / Presenter / Person Responsible: Teachers, Librarian, Administrators</p> <p>Date(s) / Timeframe: Throughout the year</p> <p>Collaborating Departments: FWAS, Parent Partnerships, Content area departments</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Family Science Night - Family Engagement (211) - 211-61-6299-04L-172-30-510-000000-25F10 - \$800, FES overtime - Family Engagement (211) - 211-61-6121-04L-172-30-510-000000-25F10 - \$400, Snacks for parent involvement - Family Engagement (211) - 211-61-6499-04L-172-30-510-000000-25F10 - \$300, Students Achievement Awards - Basic (199 PIC 11) - 199-11-6499-XXX-172-11-313-000000- - \$1,130, Office overtime - Undistributed (199 PIC 99) - 199-23-6121-XXX-172-99-313-000000- - \$300, Dues - Undistributed (199 PIC 99) - 199-23-6495-XXX-172-99-313-000000- - \$752</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 4: Based on 2024 STAAR data, 10% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Reading. **Root Cause:** There's a need to provide interventions and identify special education students in the primary grades.

Problem Statement 6: Based on 2024 STAAR data, 19% of Special Education students in 3-5 grade scored MEETS or higher on STAAR Math. **Root Cause:** Students lack foundational math skills.

Goal 6: Reduce the percent of students who are chronically absent (absent more than 10% of the school year) from 12% to 6%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 12% to 6% by June 2026.

Decrease the number and percentage of Hispanic students who are chronically absent from 11% to 6% by June 2026.

Evaluation Data Sources: Focus

Strategy 1: Leverage wraparound services to impact chronic absenteeism. (Includes family engagement staff, family action, family resource, vision and market centers.)

Strategy's Expected Result/Impact: Decrease the percentage of chronic absent students.

Staff Responsible for Monitoring: Data Clerk, Student Support Team, FES

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: The Family Engagement Specialist (FES) will provide ongoing tiered attendance interventions for students identified as at risk (missing 10% or more of school days), and will collaborate with those student's families by conducting regular check-ins (minimum one per month), documenting support with the goal of reducing chronic absenteeism by at least 15% by May 2026.</p> <p>- Parent or guardian will be invited to each lunch with their child after having perfect attendance for a six week period. Incentive will be offered for the 1st, 2nd, 4th, and 5th six weeks of school.</p> <p>Intended Audience: Chronic absent students</p> <p>Provider / Presenter / Person Responsible: Data Clerk, Student Support Team, FES</p> <p>Date(s) / Timeframe: Incentive will be offered for the 1st, 2nd, 4th, and 5th six weeks of school.</p> <p>Collaborating Departments: Parent Partnerships</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Family Engagement Specialist - Title I (211) - 211-61-6129-04L-172-30-510-000000-25F10 - \$32,276, Supplies for parent involvement - Family Engagement (211) - 211-61-6399-04L-172-30-510-000000-25F10 - \$426, Shredding - Basic (199 PIC 11) - 199-11-6299-XXX-172-11-313-000000- - \$100, Office supplies - Undistributed (199 PIC 99) - 199-23-6399-XXX-172-99-313-000000- - \$2,350</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Student attendance remains below 96%. **Root Cause:** There's a need for better communication between parents and teachers.