Midland Independent School District

Fannin Elementary

2025-2026 Campus Improvement Plan

Mission Statement

All students will graduate college, career, or military ready.

Vision

Excellence for all students by providing a rigorous and comprehensive learning experience, resulting in high-quality education.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Fannin Elementary is a vibrant, community-based neighborhood school where students enjoy the unique opportunity to ride bikes and walk to school. This fosters a close-knit and active community atmosphere. Family involvement is a cornerstone of our success, contributing significantly to the supportive and nurturing environment we offer.

As a school of choice and a part of Opportunity Culture, Fannin serves PreK, Life Skills, Early Life Skills, and K-6th-grade students, providing a rich and diverse learning environment that reflects our varied ethnicities. Our commitment to inclusivity and excellence is further supported by the Title 1 funding we will receive for the 2025-2026 school year, which will enhance our ability to meet the diverse needs of our students.

We are deeply grateful for the robust community and family involvement that supports our campus, ensuring that we can address the additional needs of our students. Fannin's legacy is enriched by generations of families who have attended our school, creating a strong sense of tradition and continuity that underpins our mission to provide a safe, nurturing, and academically rigorous environment for all our students.

Demographics Strengths

Student Demographics	Count	Percent
Gender		
Female	295	48.92%
Male	308	51.08%
Ethnicity		
Hispanic-Latino	324	53.73%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	4	0.66%
Black - African American	52	8.62%
Native Hawaiian - Pacific Islander	1	0.17%
White	203	33.66%
Two-or-More	19	3.15%

Student Programs	Count	Percent
Dyslexia	45	7.46%
Gifted and Talented	5	0.83%
Regional Day School Program for the Deaf	0	0.00%
Section 504	19	3.15%
Special Education (SPED)	141	23.38%
Bilingual/ESL		
Emergent Bilingual (EB)	23	3.81%
Bilingual	0	0.00%
English as a Second Language (ESL)	12	1.99%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	559	92.70%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	30	4.98%
Neglected	0	0.00%

Student Indicators	Count	Percent
At-Risk	287	47.60%
Foster Care	2	0.33%
IEP Continuer	0	0.00%
Immigrant	7	1.16%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	34	5.64%
Transfer In Students	0	0%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	311	51.58%
Free Meals	247	40.96%
Reduced-Price Meals	38	6.30%
Other Economic Disadvantage	26	4.31%
Homeless and Unaccompanied Youth		
Homeless Status Total	36	5.97%
Shelter		

Fannin 2024-2025 Attendance%

District Name: MIDLAND ISD
District ID: 165901

(165901107) - Fannin EL | 2024 - 2025 | Submit | Tools

Campus Attendance for Years: 2025 for All Campuses

Campus	Total Days Absent 2024 - 2025	Total Eligible Days Present 2024 - 2025	Total Ineligible Days Present 2024 - 2025	Membership (Abs + Pres) 2024 - 2025	Average Daily Attendance 2024 - 2025	Percent In Attendance 2024 - 2025
(165901107) - Fannin EL	6,852.5	91,216.0	0.0	98,068.5	545.924	93.0%
Campus Total	6,852.5	91,216.0	0.0	98,068.5	545.924	93.0%

Staff:

Teachers- 36

Educational Aides- 11

Administration

Principal- 1

Assistant Principal- 1

Counselor- 1

Nurse- 1

Librarian/Media Specialist- 1

Staff Retention- 69%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Hispanic population makes up 54% of the student population, scoring at least 5% lower in reading and math on the STAAR assessments compared to other sub-populations.
Root Cause: Lacking opportunities for TIER 1 instruction and appropriate interventions to support learning gaps.

Problem Statement 2 (Prioritized): The Special Education population makes up 23% of the student population, scoring at least 30% lower in reading and math on the STAAR assessments compared to other sub-populations.
Root Cause: Special education students are not consistently receiving targeted, differentiated instruction due to limited teacher training in specialized instructional strategies, inconsistent use of progress monitoring data, and insufficient collaboration between general and special education staff.

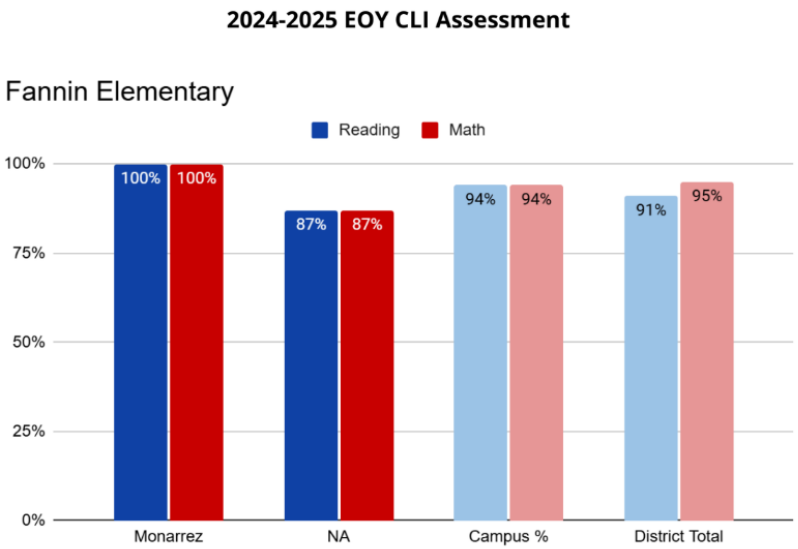
Problem Statement 3 (Prioritized): Economically Disadvantaged students make up 52% of the student population and consistently score at least 10% lower in reading and math on STAAR assessments compared to their non-economically disadvantaged peers.
Root Cause: Economically Disadvantaged students are not consistently receiving differentiated instruction and academic support that addresses their unique learning needs, due to limited access to targeted interventions, inconsistent use of data to inform instruction, and gaps in teacher training on culturally responsive and poverty-informed teaching practices.

Problem Statement 4 (Prioritized): A significant portion of Hispanic students at Fannin Elementary are not meeting grade-level expectations on the Spring 2025 NWEA MAP assessments, with 42% in reading and 38% in math scoring below the 41st percentile.
Root Cause: Low academic performance among Hispanic students on the NWEA MAP assessments is due to inconsistent access to culturally responsive instruction and differentiated academic support, which has limited opportunities for these students to engage deeply with grade-level content and demonstrate growth.

Student Learning

Student Learning Summary

Pre-K Assessment Results



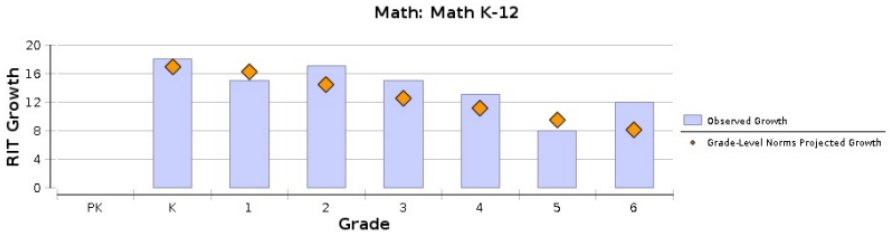
- Fannin Elementary's campus average is above the district average in Reading (94% vs. 91%) and just below in Math (94% vs. 95%).
- Monarrez's class exceeds both campus and district averages, showing exemplary instruction and student outcomes.
- Prek class with vacancy: class scores indicate a need for targeted support or investigation into why those scores are 7 percentage points below the campus average.

Math- NWEA MAP

FANNIN ELEMENTARY

Math: Math K-12

Grade (Spring 2025)	Total Number of Growth Events‡	Comparison Periods: Fall 2024 Mean RIT Score	Fall 2024 Standard Deviation	Fall 2024 Achievement Percentile	Spring 2025 Mean RIT Score	Spring 2025 Standard Deviation	Spring 2025 Achievement Percentile	Growth: Observed Growth	Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms: Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	64	144.4	10.4	81	161.9	10.9	82	18	1.0	16.8	0.30	62	64	32	50	48
1	72	163.5	11.0	72	178.1	12.6	61	15	0.9	16.3	-0.66	25	72	32	44	46
2	64	175.8	13.6	55	193.0	13.7	72	17	1.1	14.4	1.24	89	64	38	59	55
3	80	186.1	12.6	35	200.9	13.1	49	15	0.8	12.5	1.10	86	80	54	68	62
4	64	201.1	13.1	59	213.8	16.2	67	13	0.8	11.1	0.83	80	64	39	61	71
5	83	207.1	15.0	39	215.0	15.5	33	8	0.8	9.4	-0.66	26	83	38	46	40
6	63	214.1	15.5	47	226.1	15.2	65	12	0.8	8.1	1.78	96	63	44	70	67



NWEA MAP Math

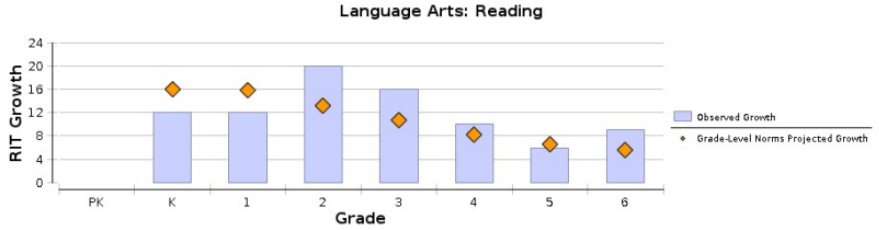
- Fannin Elementary students are showing steady growth in math, especially in K, 2nd, 3rd, 4th, and 6th grades.
- Achievement is improving across all grades, particularly in early grades.
- 5th Grade is an area of concern, with low growth and achievement, indicating instructional or support gaps.
- The percentage of students meeting growth projections ranges from 40% (Grade 5) to 74% (Grade 3).
- Growth (52%) and achievement (49%) for the Hispanic population.

Reading NWEA MAP

FANNIN ELEMENTARY

Language Arts: Reading

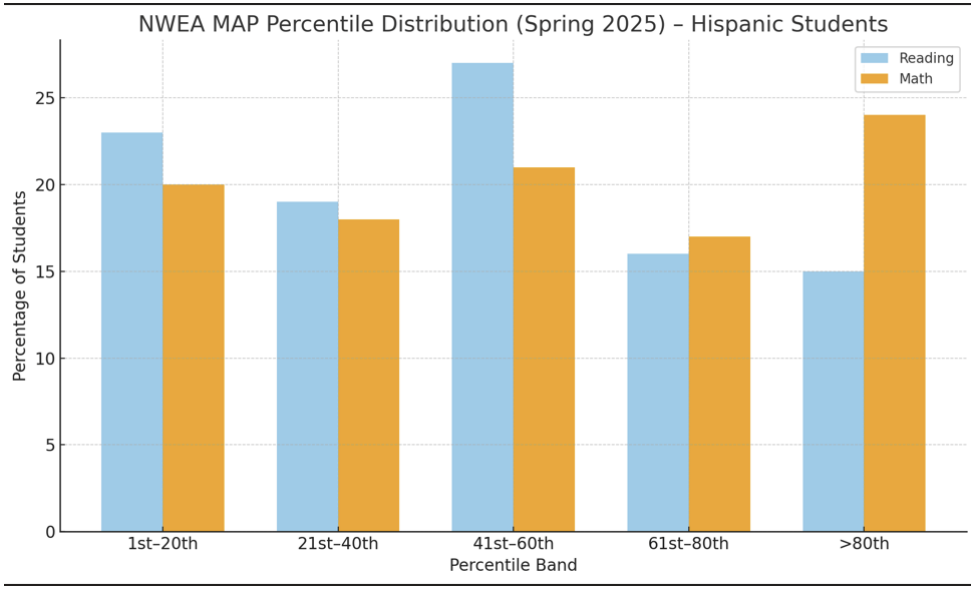
		Comparison Periods								Growth Evaluated Against						
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	64	141.2	10.1	81	153.3	11.7	52	12	1.2	16.0	-1.59	6	64	24	38	32
1	72	159.2	13.0	73	170.9	13.7	47	12	0.9	15.8	-1.61	5	72	25	35	31
2	64	169.9	14.8	35	189.9	15.5	73	20	1.6	13.1	2.73	99	64	43	67	80
3	79	180.4	16.5	19	196.5	14.7	47	16	1.2	10.8	2.51	99	79	58	73	77
4	64	196.3	15.5	48	206.6	13.9	60	10	1.0	8.2	1.02	85	64	44	69	63
5	83	203.0	14.4	42	209.0	13.0	39	6	0.9	6.6	-0.29	38	83	46	55	54
6	63	204.2	16.4	20	213.4	16.6	39	9	1.0	5.5	2.10	98	63	44	70	73



NWEA MAP Reading

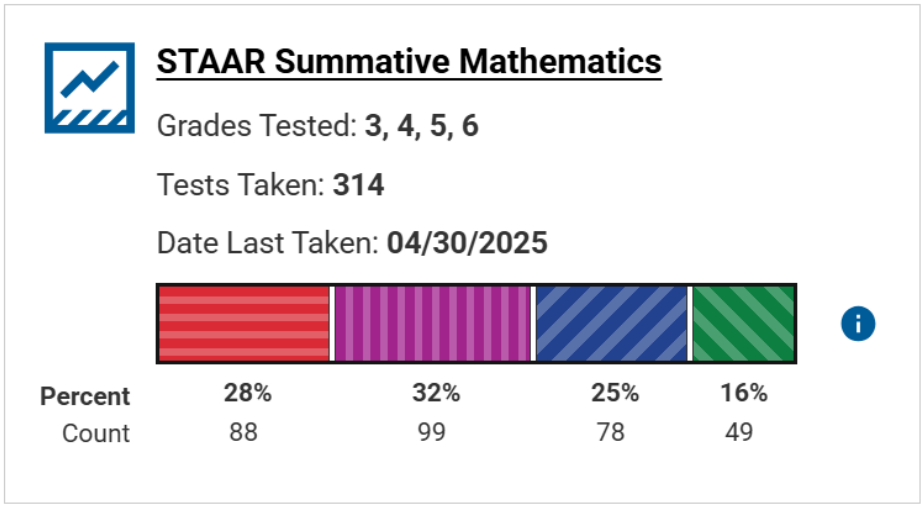
- Fannin Elementary is showing strong student growth, especially in early grades (K–2).
- 2nd Grade students far exceeded projected growth expectations.
    - Highest Observed Growth: 20 points
    - Students Meeting Growth: 84%
- Upper grades (4–6) are growing, but achievement levels still need improvement, most or at or below the 50th percentile.
    - 3rd grade: Good performance; above national norms in growth percentile (88th).
    - 5th grade: Achievement remains below 50th percentile.
- The percentage of students meeting their growth targets ranges from 63% to 84%, indicating effective instruction for most students.
- Growth (55%) and achievement (48%) for the Hispanic population.

NWEA MAP Results: Hispanic Students



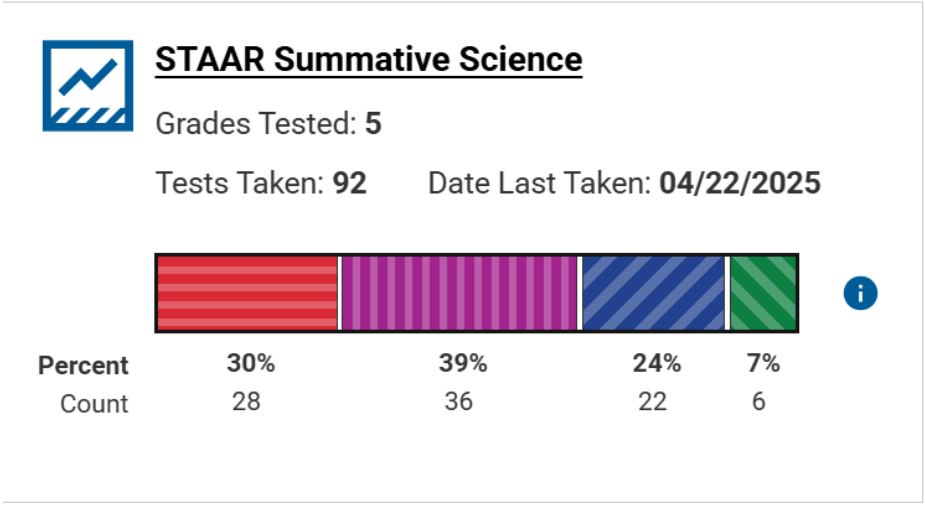
- A large portion of students in both subjects are clustered in the 41st–60th percentile band, with Reading at 27% and Math at 21%.
- 23% of Reading and 20% of Math students are still in the lowest quintile (1st–20th), highlighting a significant group in need of support.
- Math shows stronger representation in the >80th percentile band (24%) compared to Reading (15%).

STAAR Results



STAAR Math Results

- 56% of students scored meets or above overall.
- 42% of 3rd grade students scored meets or above.
- 84% of 4th grade students scored meets or above.
- 35% of 5th grade students scored meets or above.
- 58% of 6th grade students scored meets or above.



STAAR Science Results

- 31% of 5th grade students scored meets or above.

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5, 6**

Tests Taken: **314**

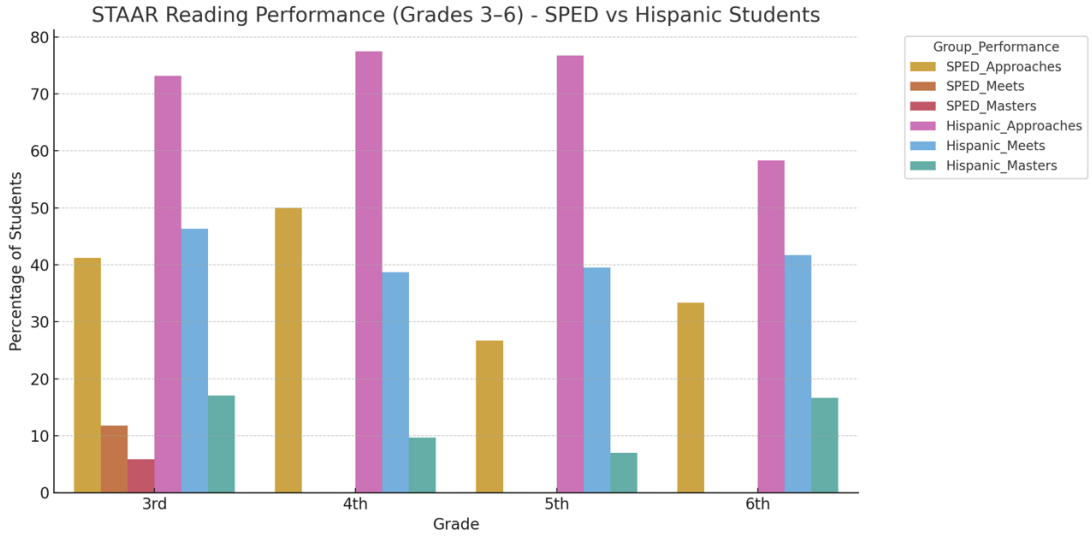
Date Last Taken: **04/14/2025**

Percent	**24%**	**29%**	**30%**	**17%**
Count	75	92	95	52

STAAR Reading Results

- 47% of students scored meets or above.
- 44% of 3rd grade students scored meets or above.
- 49% of 4th grade students scored meets or above.
- 45% of 5th grade students scored meets or above.
- 50% of 6th grade students scored meets or above.

STAAR Reading Results: Sped & Hispanic Students



Student Learning Strengths

- **Pre-K CLI Performance:** Pre-K performance exceeds the district average in both Reading and Math, with Fannin's Pre-K students scoring 94% in Reading compared to the district average of 91%. This reflects strong early literacy instruction and school readiness preparation.
- **NWEA MAP: Strong Early Grade Growth in Reading:** Kindergarten through 2nd grade showed notable RIT growth in Reading, with 2nd grade achieving the highest observed growth (20 points) and 84% of students meeting or exceeding growth projections.
- **NWEA MAP: Math Growth Across Grade Levels:** All grades K–6 demonstrated positive growth in Math on the MAP assessment, with Kindergarten and 1st grade leading in RIT point increases (18 and 15 points, respectively). 6th grade had a 70% meet rate for growth projections, indicating instructional effectiveness in upper grades.
- **Improved STAAR Reading Results in Upper Grades:** Both 4th and 6th grade STAAR Reading results are 49% or higher, suggesting that nearly half or more of students are performing at or above grade level in critical reading skills.
- **Math Proficiency in STAAR:** 5th and 6th grade STAAR Math results at 44% or higher show continued progress in numeracy and reflect a trend of upward achievement in tested grades.
- **Consistent Growth Meeting Norms:** Across multiple grades and subjects, the percentage of students meeting or exceeding their NWEA growth projections is consistently above 60%, with some grades reaching over 70%, indicating solid growth trajectories and effective instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 41% of 3rd-6th grade students scored at or above grade level in Math (Approaches: 32%, Meets: 25%, Masters: 16%).
Root Cause: Gaps in numeracy, problem-solving, and math intervention strategies exist due to inconsistent implementation of aligned instructional practices, limited use of targeted small-group interventions, and a lack of emphasis on conceptual understanding across grade levels.

Problem Statement 2 (Prioritized): Fannin's Hispanic population is performing below the overall student population on the NWEA MAP Reading assessment, with 49% meeting grade-level achievement and 55% meeting growth expectations.
Root Cause: Cultural and linguistic barriers are not adequately addressed, and there is a lack of targeted support and resources for these students, which can affect the reading performance and growth of Hispanic students.

Problem Statement 3 (Prioritized): NWEA MAP Reading scores indicate that while students across grade levels are demonstrating growth, only 63% of 1st-grade students and 64% of 5th-grade students met their projected growth goals.
Root Cause: Teachers need support analyzing data to improve Tier l instructional practices that align the activities to the essential standards and inadequate use of Tier ll implementation and tracking of interventions.

Problem Statement 4 (Prioritized): NWEA MAP Math scores indicate that only 40% of 5th-grade students met their projected growth goals.
Root Cause: Inconsistent implementation of effective Tier 1 math instruction, limited use of targeted interventions, and underutilization of data to drive small-group instruction, resulting in unaddressed learning gaps and slowed academic progress.

School Processes & Programs

School Processes & Programs Summary

At Fannin Elementary, strong communication and organizational systems serve as the foundation for a high-functioning campus. A well-designed master schedule maximizes instructional time, provides built-in intervention and enrichment opportunities, and ensures equitable access to teacher support services and cocurricular activities.

Instruction is guided by curriculum and supported through strategic professional development, targeted coaching, and leadership structures. For the 2025–2026 school year, staffing enhancements include the addition of two Resource/Inclusion teachers and one Early Life Skills teacher. All instructional staff meet Highly Qualified criteria, and hiring practices prioritize educators who cultivate inclusive, achievement-focused classrooms.

Fannin is a designated Opportunity Culture campus with an approved plan that includes three Multi-Classroom Leader Level I positions and two Reach Associates. These roles extend the reach of highly effective teachers, promote collaborative planning, and provide job-embedded coaching to improve instructional quality campus-wide. MCLs, literacy strategists, and mentors are assigned to support new and developing teachers through a structured onboarding and coaching process.

Technology integration is an intentional component of our instructional model. Tools like iReady and IXL are embedded into assessment and instructional practices, enabling data-driven decision-making to support student growth.

In addition to academic and instructional leadership, Fannin fosters student leadership through the Mighty Mustangs program, which empowers students to model school values, participate in service initiatives, and develop key leadership skills. This initiative strengthens school culture and gives students a voice in creating a positive, inclusive learning environment.

School Processes & Programs Strengths

1. Instructional Leadership & Support Structures

- Implementation of the Opportunity Culture model, with three MCL Level I leaders and two Reach Associates, extends the reach of high-performing teachers and improves instructional quality.
- Strategic staffing for 2025–2026 includes additional Resource/Inclusion teachers and an Early Life Skills teacher, expanding services for diverse learners.

2. Teacher Quality and Support

- All teachers meet Highly Qualified criteria.
- opportunity Culture: New teachers are supported through a structured mentoring system that includes MCLs, literacy strategists, and one-on-one mentors.

3. Curriculum and Instruction

- Instruction is supported by strategic professional development and aligned leadership structures.
- Use of targeted coaching and collaborative planning promotes instructional consistency and rigor.

4. Technology Integration

- A well-developed technology integration plan includes tools like iReady and IXL, ensuring that digital resources are embedded into both instruction and assessment.
- Technology is used to inform data-driven decision-making that supports student growth.

5. Communication and Organization

- A well-structured master schedule maximizes instructional time and builds in intervention and enrichment opportunities.
- Systems are in place to support effective campus communication and staff collaboration.

6. Student Leadership and Culture

- Mustang Robotics Club
- UIL participation and competition
- iLEAD- Character development
- The Mighty Mustangs student leadership program gives students a voice and fosters ownership of school culture.
- Emphasis on creating a safe, nurturing, and inclusive learning environment that promotes academic growth and risk-free learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Challenges in the comprehensive approach to evaluating student performance affect students' meeting grade-level proficiency and growth expectations, particularly in critical areas such as reading and math for specific grade levels.
Root Cause: There are inconsistencies in effectively implementing instructional practices across all classrooms and grade levels, specifically difficulties in translating collected data into actionable insights and interventions directly impacting student performance.

Problem Statement 2 (Prioritized): Variability in classroom implementation persists, particularly for new or developing teachers, potentially limiting the impact of curriculum-aligned practices across grade levels.
Root Cause: Inconsistencies in the frequency, depth, or focus of coaching cycles may affect alignment and instructional fidelity. Additionally, new staff may need differentiated onboarding beyond the initial supports provided to fully internalize instructional expectations and student outcome goals.

Problem Statement 3 (Prioritized): Student participation in campus activities may not accurately represent the diverse demographics of the campus or ensure equitable access for all groups of students.
Root Cause: Selection processes and outreach efforts for student leadership roles may unintentionally favor students who are already academically successful or highly visible, limiting representation from students with diverse learning needs, language backgrounds, or behavior.

Perceptions

Perceptions Summary

K12 Survey Summary – Spring 2025

At Fannin Elementary, both staff and parent survey results reflect a strong and positive school climate.

Staff Perceptions:
Campus staff reported high levels of satisfaction in key areas, with top ratings in Student Support & Relationships (98%), Family Involvement (97%), and Teaching and Learning (97%). These results suggest that staff view the school as a place of strong instruction, meaningful family engagement, and positive student relationships. Additionally, Interactions with School Leadership (95%) and Staff Relationships and Support (95%) indicate a supportive, collaborative culture where leadership is trusted and valued.

Parent Perceptions:
Parents also report increasingly positive experiences, particularly in areas of safety, special education support, and instructional quality. An increase in mental health services and customer service highlights successful campus improvement efforts. Continued focus on managing class sizes and ensuring consistent family engagement throughout the school year will be important for sustaining high levels of community trust and satisfaction. Areas of concern included the lack of consistent communication of materials to support learning at home (22% disagreed), perceived inconsistencies in bullying enforcement and discipline practices (22% and 20% disagreement, respectively), and concerns about student-to-student respect (19% disagreed).

Student Feedback (Grades 6–12)
Students reported strong peer connections (97% said they had at least one friend), and 90% agreed that teachers explained learning standards clearly, were available for help, and kept them informed about their progress. However, the most significant concerns came from the behavioral dimension: 44% of students disagreed that peers treat each other with respect, 35% disagreed that students respect staff, and 24% felt students were not treated fairly regardless of background. These results reflect a perceived gap in inclusive peer interactions and equitable treatment, especially concerning identity and respect.

Perceptions Strengths

K-12 survey

Campus staff:

- Teaching and Learning improved from 88% (Spring 2024) to 97% (Spring 2025).
- Safety, Security, and Student Behavior increased from 81% (Spring 2024) to 93% (Spring 2025)—a notable gain that reflects effective behavior systems or safety initiatives.
- Each category shows upward momentum from Fall 2024 to Spring 2025, indicating that initiatives and leadership efforts are resonating positively with staff.

Parents/Guardians:

Special Education Support

- Perception of Special Education services improved dramatically from 54% (Fall 2023) to 95% (Spring 2025).

Mental Health Support

- Increased from 61% (Fall 2023) to 88% (Spring 2025).

  Parents recognize improvements in social-emotional and mental health supports, possibly due to counseling services or campus-based initiatives.

Academic and Programmatic Offerings-

Families are highly satisfied with both academic and enrichment opportunities for students.

- Academic Programming saw a 90–95% positive impact in both Fall and Spring 2024–2025.
- Extracurricular Activities reached 89% in Spring 2025.

Operational Systems and Climate:

- Cleanliness of School Grounds: Consistently rated 93–96%.
- Customer Service from Front Office: Rose from 71% (Fall 2023) to 86% (Spring 2025).
- Communication: 88–89% in recent cycles.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent feedback on family involvement was high in 2024-2025 (92-93%), a dip to 78% in Spring 2024 indicates inconsistent engagement efforts throughout the year.
Root Cause: A lack of sustained, year-round family engagement strategies that promote consistent communication, participation opportunities, and school-home partnership development.

Problem Statement 2 (Prioritized): According to the K12 Insight survey, 21% of staff and 20% of parents disagree that discipline is enforced fairly for all students, and 44% of secondary students report that students do not treat each other with respect.
Root Cause: Inconsistent implementation of discipline policies and limited exposure to restorative or social-emotional practices across classrooms may contribute to inequitable experiences.

Problem Statement 3 (Prioritized): 22% of parents report not regularly receiving instructional materials or information to help their children at home, suggesting a communication gap between school and families.
Root Cause: Current family communication methods may not be effectively reaching all households due to barriers such as language differences, digital access, or inconsistent use of tools like newsletters or learning platforms.

Priority Problem Statements

Problem Statement 1: The Hispanic population makes up 54% of the student population, scoring at least 5% lower in reading and math on the STAAR assessments compared to other sub-populations.

Root Cause 1: Lacking opportunities for TIER 1 instruction and appropriate interventions to support learning gaps.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The Special Education population makes up 23% of the student population, scoring at least 30% lower in reading and math on the STAAR assessments compared to other sub-populations.

Root Cause 2: Special education students are not consistently receiving targeted, differentiated instruction due to limited teacher training in specialized instructional strategies, inconsistent use of progress monitoring data, and insufficient collaboration between general and special education staff.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Economically Disadvantaged students make up 52% of the student population and consistently score at least 10% lower in reading and math on STAAR assessments compared to their non-economically disadvantaged peers.

Root Cause 3: Economically Disadvantaged students are not consistently receiving differentiated instruction and academic support that addresses their unique learning needs, due to limited access to targeted interventions, inconsistent use of data to inform instruction, and gaps in teacher training on culturally responsive and poverty-informed teaching practices.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Only 41% of 3rd-6th grade students scored at or above grade level in Math (Approaches: 32%, Meets: 25%, Masters: 16%).

Root Cause 4: Gaps in numeracy, problem-solving, and math intervention strategies exist due to inconsistent implementation of aligned instructional practices, limited use of targeted small-group interventions, and a lack of emphasis on conceptual understanding across grade levels.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Fannin's Hispanic population is performing below the overall student population on the NWEA MAP Reading assessment, with 49% meeting grade-level achievement and 55% meeting growth expectations.

Root Cause 5: Cultural and linguistic barriers are not adequately addressed, and there is a lack of targeted support and resources for these students, which can affect the reading performance and growth of Hispanic students.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: NWEA MAP Reading scores indicate that while students across grade levels are demonstrating growth, only 63% of 1st-grade students and 64% of 5th-grade students met their projected growth goals.

Root Cause 6: Teachers need support analyzing data to improve Tier l instructional practices that align the activities to the essential standards and inadequate use of Tier ll implementation and tracking of interventions.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: NWEA MAP Math scores indicate that only 40% of 5th-grade students met their projected growth goals.

Root Cause 7: Inconsistent implementation of effective Tier 1 math instruction, limited use of targeted interventions, and underutilization of data to drive small-group instruction, resulting in unaddressed learning gaps and slowed academic progress.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Parent feedback on family involvement was high in 2024-2025 (92-93%), a dip to 78% in Spring 2024 indicates inconsistent engagement efforts throughout the year.

Root Cause 8: A lack of sustained, year-round family engagement strategies that promote consistent communication, participation opportunities, and school-home partnership development.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: According to the K12 Insight survey, 21% of staff and 20% of parents disagree that discipline is enforced fairly for all students, and 44% of secondary students report that students do not treat each other with respect.

Root Cause 9: Inconsistent implementation of discipline policies and limited exposure to restorative or social-emotional practices across classrooms may contribute to inequitable experiences.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: 22% of parents report not regularly receiving instructional materials or information to help their children at home, suggesting a communication gap between school and families.

Root Cause 10: Current family communication methods may not be effectively reaching all households due to barriers such as language differences, digital access, or inconsistent use of tools like newsletters or learning platforms.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Challenges in the comprehensive approach to evaluating student performance affect students' meeting grade-level proficiency and growth expectations, particularly in critical areas such as reading and math for specific grade levels.

Root Cause 11: There are inconsistencies in effectively implementing instructional practices across all classrooms and grade levels, specifically difficulties in translating collected data into actionable insights and interventions directly impacting student performance.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Variability in classroom implementation persists, particularly for new or developing teachers, potentially limiting the impact of curriculum-aligned practices across grade levels.

Root Cause 12: Inconsistencies in the frequency, depth, or focus of coaching cycles may affect alignment and instructional fidelity. Additionally, new staff may need differentiated onboarding beyond the initial supports provided to fully internalize instructional expectations and student outcome goals.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Student participation in campus activities may not accurately represent the diverse demographics of the campus or ensure equitable access for all groups of

students.

Root Cause 13: Selection processes and outreach efforts for student leadership roles may unintentionally favor students who are already academically successful or highly visible, limiting representation from students with diverse learning needs, language backgrounds, or behavior.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: A significant portion of Hispanic students at Fannin Elementary are not meeting grade-level expectations on the Spring 2025 NWEA MAP assessments, with 42% in reading and 38% in math scoring below the 41st percentile.

Root Cause 14: Low academic performance among Hispanic students on the NWEA MAP assessments is due to inconsistent access to culturally responsive instruction and differentiated academic support, which has limited opportunities for these students to engage deeply with grade-level content and demonstrate growth.

Problem Statement 14 Areas: Demographics

Goals

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ (LOCAL). Student data shall be disaggregated as required by state or federal law.

Campus: By the end of the 2025-2026 school year, 65% of all students, including students receiving Dyslexia services, in grades 3 through 6 will perform at or above grade level on STAAR assessments, and 70% of students in grades PK-2 will perform at or above grade level on end-of-year assessments aligned to grade-level standards, in accordance with BQ(LOCAL). All student performance data will be disaggregated by required state and federal reporting categories to monitor progress and ensure equitable outcomes across all subgroups.

Performance Objective 1: The percentage of PreK students performing at grade level in ELAR will increase from 94% to 98% by the 2025- 2026 school year. The percentage of PreK students performing at grade level in Math will increase from 94% to 98% by the 2025-2026 school year.

High Priority

HB3 Goal

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Pre-K teachers will attend CLI training and monthly PLCs provided by the Early Childhood Service Department and campus instructional leaders will provide ongoing support so that teachers effectively use high-quality instructional methods and practices. **Strategy's Expected Result/Impact:** Result: Teachers will enhance their understanding of CLI assessments and the Savvas PreK program, leading to improved student achievement. Both teachers and campus leaders will utilize established protocols and frameworks to ensure that instruction and resources are focused on high-leverage learning strategies. Impact- Increase student achievement to ensure Kindergarten readiness. **Staff Responsible for Monitoring:** Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 3, 4 - Student Learning 2, 3 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Pre-K teachers will provide opportunities for parent conferences to communicate student progress following the beginning of the year, middle of the year, and end of the year assessments. **Strategy's Expected Result/Impact:** Results: Provides parents and guardians with increased opportunities to support student learning and fosters a collaborative, proactive partnership with teachers. Impact: Increase student achievement to ensure Kindergarten readiness. **Staff Responsible for Monitoring:** Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 3 - Perceptions 1, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Implement an early literacy framework in PreK that emphasizes daily, intentional instruction in phonological awareness, vocabulary development, oral language, and print concepts using evidence-based curriculum. Teachers will engage in regular data reviews using progress monitoring tools to identify student needs and adjust instruction promptly. Targeted small-group instruction and individualized supports will be provided for students demonstrating early risk factors. **Strategy's Expected Result/Impact:** Result: Early identification and targeted support will reduce the number of students entering kindergarten with literacy gaps, resulting in stronger long-term reading outcomes. Consistent implementation of high-quality instruction and intervention will promote equitable learning opportunities for all PreK students, including those who may be at risk. Over time, this will contribute to higher reading proficiency rates in later grades, improved STAAR performance, and a reduction in the need for intensive interventions in upper grades. Impact: 98% of PreK students will demonstrate proficiency in reading and math, measured by CLI assessments. **Staff Responsible for Monitoring:** Principals **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2, 4 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The Hispanic population makes up 54% of the student population, scoring at least 5% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Lacking opportunities for TIER 1 instruction and appropriate interventions to support learning gaps.
Problem Statement 2: The Special Education population makes up 23% of the student population, scoring at least 30% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Special education students are not consistently receiving targeted, differentiated instruction due to limited teacher training in specialized instructional strategies, inconsistent use of progress monitoring data, and insufficient collaboration between general and special education staff.
Problem Statement 3: Economically Disadvantaged students make up 52% of the student population and consistently score at least 10% lower in reading and math on STAAR assessments compared to their non-economically disadvantaged peers. **Root Cause**: Economically Disadvantaged students are not consistently receiving differentiated instruction and academic support that addresses their unique learning needs, due to limited access to targeted interventions, inconsistent use of data to inform instruction, and gaps in teacher training on culturally responsive and poverty-informed teaching practices.

Demographics

Problem Statement 4: A significant portion of Hispanic students at Fannin Elementary are not meeting grade-level expectations on the Spring 2025 NWEA MAP assessments, with 42% in reading and 38% in math scoring below the 41st percentile. **Root Cause**: Low academic performance among Hispanic students on the NWEA MAP assessments is due to inconsistent access to culturally responsive instruction and differentiated academic support, which has limited opportunities for these students to engage deeply with grade-level content and demonstrate growth.

Student Learning

Problem Statement 1: Only 41% of 3rd-6th grade students scored at or above grade level in Math (Approaches: 32%, Meets: 25%, Masters: 16%). **Root Cause**: Gaps in numeracy, problem-solving, and math intervention strategies exist due to inconsistent implementation of aligned instructional practices, limited use of targeted small-group interventions, and a lack of emphasis on conceptual understanding across grade levels.

Problem Statement 2: Fannin's Hispanic population is performing below the overall student population on the NWEA MAP Reading assessment, with 49% meeting grade-level achievement and 55% meeting growth expectations. **Root Cause**: Cultural and linguistic barriers are not adequately addressed, and there is a lack of targeted support and resources for these students, which can affect the reading performance and growth of Hispanic students.

Problem Statement 3: NWEA MAP Reading scores indicate that while students across grade levels are demonstrating growth, only 63% of 1st-grade students and 64% of 5th-grade students met their projected growth goals. **Root Cause**: Teachers need support analyzing data to improve Tier l instructional practices that align the activities to the essential standards and inadequate use of Tier ll implementation and tracking of interventions.

School Processes & Programs

Problem Statement 1: Challenges in the comprehensive approach to evaluating student performance affect students' meeting grade-level proficiency and growth expectations, particularly in critical areas such as reading and math for specific grade levels. **Root Cause**: There are inconsistencies in effectively implementing instructional practices across all classrooms and grade levels, specifically difficulties in translating collected data into actionable insights and interventions directly impacting student performance.

Problem Statement 2: Variability in classroom implementation persists, particularly for new or developing teachers, potentially limiting the impact of curriculum-aligned practices across grade levels. **Root Cause**: Inconsistencies in the frequency, depth, or focus of coaching cycles may affect alignment and instructional fidelity. Additionally, new staff may need differentiated onboarding beyond the initial supports provided to fully internalize instructional expectations and student outcome goals.

Problem Statement 3: Student participation in campus activities may not accurately represent the diverse demographics of the campus or ensure equitable access for all groups of students. **Root Cause**: Selection processes and outreach efforts for student leadership roles may unintentionally favor students who are already academically successful or highly visible, limiting representation from students with diverse learning needs, language backgrounds, or behavior.

Perceptions

Problem Statement 1: Parent feedback on family involvement was high in 2024-2025 (92-93%), a dip to 78% in Spring 2024 indicates inconsistent engagement efforts throughout the year. **Root Cause**: A lack of sustained, year-round family engagement strategies that promote consistent communication, participation opportunities, and school-home partnership development.

Problem Statement 3: 22% of parents report not regularly receiving instructional materials or information to help their children at home, suggesting a communication gap between school and families. **Root Cause**: Current family communication methods may not be effectively reaching all households due to barriers such as language differences, digital access, or inconsistent use of tools like newsletters or learning platforms.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ (LOCAL). Student data shall be disaggregated as required by state or federal law.

Campus: By the end of the 2025-2026 school year, 65% of all students, including students receiving Dyslexia services, in grades 3 through 6 will perform at or above grade level on STAAR assessments, and 70% of students in grades PK-2 will perform at or above grade level on end-of-year assessments aligned to grade-level standards, in accordance with BQ(LOCAL). All student performance data will be disaggregated by required state and federal reporting categories to monitor progress and ensure equitable outcomes across all subgroups.

Performance Objective 2: The percentage of Kinder students performing at grade level in ELAR will increase from 66% to 70% by the 2025-2026 school year.
The percentage of Kinder students performing at grade level in Math will increase from 26% to 55% by 2026.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP Assessments, iReady Diagnostics, and mClass

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Using the PLC process, Fannin staff will review data for each student to identify strengths and areas of concern to ensure that students are being successful. The staff will collaboratively analyze data to establish individual, small group, and whole group lesson plans, ensuring academic growth and success. **Strategy's Expected Result/Impact:** Result: Teachers and administrators will participate in weekly DDI and PLC meetings to analyze lesson plans, exit tickets, student work, and CFA's. Impact: Increase iReady and mClass performance **Staff Responsible for Monitoring:** Campus Administrators, Reading MCL, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilizing Opportunity Culture, Reach Associates will support MCLs in strengthening instructional practices by collaborating with K-5 teachers to analyze student data, internalize lessons, and create exemplars that drive high-quality lesson implementation. **Strategy's Expected Result/Impact:** Result: MCLs will use Data-Driven Instruction (DDI), PLCs, and coaching sessions to model and analyze lesson plans, exit tickets, student work, and common formative assessments (CFAs). Regular meetings and instructional focus visits will build teacher capacity and support the development of targeted individual, small group, and whole group lesson plans that promote academic growth and student success. Impact: Increase iReady and mClass performance **Staff Responsible for Monitoring:** Campus Administrators, Reading MCL, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 4 - Student Learning 2 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The PDSA cycle will guide monthly professional development to help teachers internalize reading and math lessons and implement targeted interventions using iReady, mClass, and other data sources to address student skill gaps. **Strategy's Expected Result/Impact:** Result: More effective, differentiated instruction, accelerated learning for students performing below grade level, and greater alignment between instructional planning and student needs. Impact: Increase iReady and mClass performance **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 4: A significant portion of Hispanic students at Fannin Elementary are not meeting grade-level expectations on the Spring 2025 NWEA MAP assessments, with 42% in reading and 38% in math scoring below the 41st percentile. **Root Cause**: Low academic performance among Hispanic students on the NWEA MAP assessments is due to inconsistent access to culturally responsive instruction and differentiated academic support, which has limited opportunities for these students to engage deeply with grade-level content and demonstrate growth.

Student Learning

Problem Statement 1: Only 41% of 3rd-6th grade students scored at or above grade level in Math (Approaches: 32%, Meets: 25%, Masters: 16%). **Root Cause**: Gaps in numeracy, problem-solving, and math intervention strategies exist due to inconsistent implementation of aligned instructional practices, limited use of targeted small-group interventions, and a lack of emphasis on conceptual understanding across grade levels.

Problem Statement 2: Fannin's Hispanic population is performing below the overall student population on the NWEA MAP Reading assessment, with 49% meeting grade-level achievement and 55% meeting growth expectations. **Root Cause**: Cultural and linguistic barriers are not adequately addressed, and there is a lack of targeted support and resources for these students, which can affect the reading performance and growth of Hispanic students.

Problem Statement 3: NWEA MAP Reading scores indicate that while students across grade levels are demonstrating growth, only 63% of 1st-grade students and 64% of 5th-grade students met their projected growth goals. **Root Cause**: Teachers need support analyzing data to improve Tier l instructional practices that align the activities to the essential standards and inadequate use of Tier ll implementation and tracking of interventions.

Problem Statement 4: NWEA MAP Math scores indicate that only 40% of 5th-grade students met their projected growth goals. **Root Cause**: Inconsistent implementation of effective Tier 1 math instruction, limited use of targeted interventions, and underutilization of data to drive small-group instruction, resulting in unaddressed learning gaps and slowed academic progress.

School Processes & Programs

Problem Statement 1: Challenges in the comprehensive approach to evaluating student performance affect students' meeting grade-level proficiency and growth expectations, particularly in critical areas such as reading and math for specific grade levels. **Root Cause**: There are inconsistencies in effectively implementing instructional practices across all classrooms and grade levels, specifically difficulties in translating collected data into actionable insights and interventions directly impacting student performance.

Problem Statement 2: Variability in classroom implementation persists, particularly for new or developing teachers, potentially limiting the impact of curriculum-aligned practices across grade levels. **Root Cause**: Inconsistencies in the frequency, depth, or focus of coaching cycles may affect alignment and instructional fidelity. Additionally, new staff may need differentiated onboarding beyond the initial supports provided to fully internalize instructional expectations and student outcome goals.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ (LOCAL). Student data shall be disaggregated as required by state or federal law.

Campus: By the end of the 2025-2026 school year, 65% of all students, including students receiving Dyslexia services, in grades 3 through 6 will perform at or above grade level on STAAR assessments, and 70% of students in grades PK-2 will perform at or above grade level on end-of-year assessments aligned to grade-level standards, in accordance with BQ(LOCAL). All student performance data will be disaggregated by required state and federal reporting categories to monitor progress and ensure equitable outcomes across all subgroups.

Performance Objective 3: The percentage of 1st grade students performing at grade level in ELAR will increase from 60% to 70% by 2026.
The percentage of 1st grade students performing at grade level in Math will increase from 22% to 55% by 2026 (waiting iReady baseline data).

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP Assessments, iReady Diagnostics, and mClass

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Using the PLC process, Fannin staff will review data for each student to identify strengths and areas of concern to ensure that students are being successful. The staff will collaboratively analyze data to establish individual, small group, and whole group lesson plans, ensuring academic growth and success. **Strategy's Expected Result/Impact:** Result: Teachers and administrators will participate in weekly DDI and PLC meetings to analyze lesson plans, exit tickets, student work, and CFA's. Impact: Increase iReady and mClass performance **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilizing Opportunity Culture, Reach Associates will support MCLs in strengthening instructional practices by collaborating with K-5 teachers to analyze student data, internalize lessons, and create exemplars that drive high-quality lesson implementation. **Strategy's Expected Result/Impact:** Result: MCLs will use Data-Driven Instruction (DDI), PLCs, and coaching sessions to model and analyze lesson plans, exit tickets, student work, and common formative assessments (CFAs). Regular meetings and instructional focus visits will build teacher capacity and support the development of targeted individual, small group, and whole group lesson plans that promote academic growth and student success. Impact: Increase iReady and mClass performance **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 3, 4 - Student Learning 2 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The PDSA cycle will guide monthly professional development to help teachers internalize reading and math lessons and implement targeted interventions using iReady, mClass, and other data sources to address student skill gaps. **Strategy's Expected Result/Impact:** Result: More effective, differentiated instruction, accelerated learning for students performing below grade level, and greater alignment between instructional planning and student needs. Impact: Increase iReady and mClass performance **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: Economically Disadvantaged students make up 52% of the student population and consistently score at least 10% lower in reading and math on STAAR assessments compared to their non-economically disadvantaged peers. **Root Cause**: Economically Disadvantaged students are not consistently receiving differentiated instruction and academic support that addresses their unique learning needs, due to limited access to targeted interventions, inconsistent use of data to inform instruction, and gaps in teacher training on culturally responsive and poverty-informed teaching practices.

Problem Statement 4: A significant portion of Hispanic students at Fannin Elementary are not meeting grade-level expectations on the Spring 2025 NWEA MAP assessments, with 42% in reading and 38% in math scoring below the 41st percentile. **Root Cause**: Low academic performance among Hispanic students on the NWEA MAP assessments is due to inconsistent access to culturally responsive instruction and differentiated academic support, which has limited opportunities for these students to engage deeply with grade-level content and demonstrate growth.

Student Learning

Problem Statement 1: Only 41% of 3rd-6th grade students scored at or above grade level in Math (Approaches: 32%, Meets: 25%, Masters: 16%). **Root Cause**: Gaps in numeracy, problem-solving, and math intervention strategies exist due to inconsistent implementation of aligned instructional practices, limited use of targeted small-group interventions, and a lack of emphasis on conceptual understanding across grade levels.

Problem Statement 2: Fannin's Hispanic population is performing below the overall student population on the NWEA MAP Reading assessment, with 49% meeting grade-level achievement and 55% meeting growth expectations. **Root Cause**: Cultural and linguistic barriers are not adequately addressed, and there is a lack of targeted support and resources for these students, which can affect the reading performance and growth of Hispanic students.

Problem Statement 3: NWEA MAP Reading scores indicate that while students across grade levels are demonstrating growth, only 63% of 1st-grade students and 64% of 5th-grade students met their projected growth goals. **Root Cause**: Teachers need support analyzing data to improve Tier l instructional practices that align the activities to the essential standards and inadequate use of Tier ll implementation and tracking of interventions.

Problem Statement 4: NWEA MAP Math scores indicate that only 40% of 5th-grade students met their projected growth goals. **Root Cause**: Inconsistent implementation of effective Tier 1 math instruction, limited use of targeted interventions, and underutilization of data to drive small-group instruction, resulting in unaddressed learning gaps and slowed academic progress.

School Processes & Programs

Problem Statement 1: Challenges in the comprehensive approach to evaluating student performance affect students' meeting grade-level proficiency and growth expectations, particularly in critical areas such as reading and math for specific grade levels. **Root Cause**: There are inconsistencies in effectively implementing instructional practices across all classrooms and grade levels, specifically difficulties in translating collected data into actionable insights and interventions directly impacting student performance.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ (LOCAL). Student data shall be disaggregated as required by state or federal law.

Campus: By the end of the 2025-2026 school year, 65% of all students, including students receiving Dyslexia services, in grades 3 through 6 will perform at or above grade level on STAAR assessments, and 70% of students in grades PK-2 will perform at or above grade level on end-of-year assessments aligned to grade-level standards, in accordance with BQ(LOCAL). All student performance data will be disaggregated by required state and federal reporting categories to monitor progress and ensure equitable outcomes across all subgroups.

Performance Objective 4: The percentage of 2nd grade students performing at grade level in ELAR will increase from 56% to 60% by the 2025-2026 school year.
The percentage of 2nd-grade students performing at grade level in Math will increase from 32% to 60% by 2026.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP Assessments, iReady Diagnostics, and mClass

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Using the PLC process, Fannin staff will review data for each student to identify strengths and areas of concern to ensure that students are being successful. The staff will collaboratively analyze data to establish individual, small group, and whole group lesson plans, ensuring academic growth and success. **Strategy's Expected Result/Impact:** Result: Teachers and administrators will participate in weekly DDI and PLC meetings to analyze lesson plans, exit tickets, student work, and CFA's. Impact: Increase iReady and mClass performance **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilizing Opportunity Culture, Reach Associates will support MCLs in strengthening instructional practices by collaborating with K-5 teachers to analyze student data, internalize lessons, and create exemplars that drive high-quality lesson implementation. **Strategy's Expected Result/Impact:** Result: MCLs will use Data-Driven Instruction (DDI), PLCs, and coaching sessions to model and analyze lesson plans, exit tickets, student work, and common formative assessments (CFAs). Regular meetings and instructional focus visits will build teacher capacity and support the development of targeted individual, small group, and whole group lesson plans that promote academic growth and student success. Impact: Increase iReady and mClass performance **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 3, 4 - Student Learning 2 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The PDSA cycle will guide monthly professional development to help teachers internalize reading and math lessons and implement targeted interventions using iReady, mClass, and other data sources to address student skill gaps. **Strategy's Expected Result/Impact:** Result: More effective, differentiated instruction, accelerated learning for students performing below grade level, and greater alignment between instructional planning and student needs. Impact: Increase iReady and mClass performance **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 3: Economically Disadvantaged students make up 52% of the student population and consistently score at least 10% lower in reading and math on STAAR assessments compared to their non-economically disadvantaged peers. **Root Cause**: Economically Disadvantaged students are not consistently receiving differentiated instruction and academic support that addresses their unique learning needs, due to limited access to targeted interventions, inconsistent use of data to inform instruction, and gaps in teacher training on culturally responsive and poverty-informed teaching practices.

Problem Statement 4: A significant portion of Hispanic students at Fannin Elementary are not meeting grade-level expectations on the Spring 2025 NWEA MAP assessments, with 42% in reading and 38% in math scoring below the 41st percentile. **Root Cause**: Low academic performance among Hispanic students on the NWEA MAP assessments is due to inconsistent access to culturally responsive instruction and differentiated academic support, which has limited opportunities for these students to engage deeply with grade-level content and demonstrate growth.

Student Learning

Problem Statement 1: Only 41% of 3rd-6th grade students scored at or above grade level in Math (Approaches: 32%, Meets: 25%, Masters: 16%). **Root Cause**: Gaps in numeracy, problem-solving, and math intervention strategies exist due to inconsistent implementation of aligned instructional practices, limited use of targeted small-group interventions, and a lack of emphasis on conceptual understanding across grade levels.

Problem Statement 2: Fannin's Hispanic population is performing below the overall student population on the NWEA MAP Reading assessment, with 49% meeting grade-level achievement and 55% meeting growth expectations. **Root Cause**: Cultural and linguistic barriers are not adequately addressed, and there is a lack of targeted support and resources for these students, which can affect the reading performance and growth of Hispanic students.

Problem Statement 3: NWEA MAP Reading scores indicate that while students across grade levels are demonstrating growth, only 63% of 1st-grade students and 64% of 5th-grade students met their projected growth goals. **Root Cause**: Teachers need support analyzing data to improve Tier l instructional practices that align the activities to the essential standards and inadequate use of Tier ll implementation and tracking of interventions.

Problem Statement 4: NWEA MAP Math scores indicate that only 40% of 5th-grade students met their projected growth goals. **Root Cause**: Inconsistent implementation of effective Tier 1 math instruction, limited use of targeted interventions, and underutilization of data to drive small-group instruction, resulting in unaddressed learning gaps and slowed academic progress.

School Processes & Programs

Problem Statement 1: Challenges in the comprehensive approach to evaluating student performance affect students' meeting grade-level proficiency and growth expectations, particularly in critical areas such as reading and math for specific grade levels. **Root Cause**: There are inconsistencies in effectively implementing instructional practices across all classrooms and grade levels, specifically difficulties in translating collected data into actionable insights and interventions directly impacting student performance.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ (LOCAL). Student data shall be disaggregated as required by state or federal law.

Campus: By the end of the 2025-2026 school year, 65% of all students, including students receiving Dyslexia services, in grades 3 through 6 will perform at or above grade level on STAAR assessments, and 70% of students in grades PK-2 will perform at or above grade level on end-of-year assessments aligned to grade-level standards, in accordance with BQ(LOCAL). All student performance data will be disaggregated by required state and federal reporting categories to monitor progress and ensure equitable outcomes across all subgroups.

Performance Objective 5: The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 43% to 54% by 2026.
The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 33% to 40% by 2026.

High Priority

HB3 Goal

Evaluation Data Sources: iReady & STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will strengthen Tier 1 instruction by engaging in weekly PLCs focused on lesson internalization, delivering daily small-group instruction based on student needs, using CFAs and exit tickets to monitor progress, participating in job-embedded coaching to improve math and reading instruction and student discourse, and attending regular data meetings to adjust instruction and support student growth. **Strategy's Expected Result/Impact:** Result: This focused approach will close skill gaps, promote equitable learning outcomes, and build teacher capacity. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilizing Opportunity Culture, Reach Associates will support MCLs in strengthening instructional practices by collaborating with K-5 teachers to analyze student data, internalize lessons, and create exemplars that drive high-quality lesson implementation. **Strategy's Expected Result/Impact:** Result: Teachers and administrators will participate in weekly DDI and PLC meetings to analyze lesson plans, exit tickets, student work, and CFA's. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The PDSA cycle will guide monthly professional development to help teachers internalize reading and math lessons and implement targeted interventions using iReady, mClass, and other data sources to address student skill gaps. **Strategy's Expected Result/Impact:** Result: More effective, differentiated instruction, accelerated learning for students performing below grade level, and greater alignment between instructional planning and student needs. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Students will utilize technology resources to increase the amount of quality learning time. Technology resources will assist students in navigating through online assignments and assessments, and support the "One to One" technology initiative. **Strategy's Expected Result/Impact:** Result-Support student performance on NWEA and iReady online program. Allow more learning time for all students Impact-Increase online program accessibility at home and at school. **Staff Responsible for Monitoring:** Administration **Title I:** 2.51, 2.52, 2.53 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 **Funding Sources:** Technology Supplies - 211 Title 1 - $6,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: The Hispanic population makes up 54% of the student population, scoring at least 5% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Lacking opportunities for TIER 1 instruction and appropriate interventions to support learning gaps.

Problem Statement 2: The Special Education population makes up 23% of the student population, scoring at least 30% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Special education students are not consistently receiving targeted, differentiated instruction due to limited teacher training in specialized instructional strategies, inconsistent use of progress monitoring data, and insufficient collaboration between general and special education staff.

Problem Statement 3: Economically Disadvantaged students make up 52% of the student population and consistently score at least 10% lower in reading and math on STAAR assessments compared to their non-economically disadvantaged peers. **Root Cause**: Economically Disadvantaged students are not consistently receiving differentiated instruction and academic support that addresses their unique learning needs, due to limited access to targeted interventions, inconsistent use of data to inform instruction, and gaps in teacher training on culturally responsive and poverty-informed teaching practices.

Student Learning

Problem Statement 1: Only 41% of 3rd-6th grade students scored at or above grade level in Math (Approaches: 32%, Meets: 25%, Masters: 16%). **Root Cause**: Gaps in numeracy, problem-solving, and math intervention strategies exist due to inconsistent implementation of aligned instructional practices, limited use of targeted small-group interventions, and a lack of emphasis on conceptual understanding across grade levels.

Student Learning

Problem Statement 2: Fannin's Hispanic population is performing below the overall student population on the NWEA MAP Reading assessment, with 49% meeting grade-level achievement and 55% meeting growth expectations. **Root Cause**: Cultural and linguistic barriers are not adequately addressed, and there is a lack of targeted support and resources for these students, which can affect the reading performance and growth of Hispanic students.

Problem Statement 3: NWEA MAP Reading scores indicate that while students across grade levels are demonstrating growth, only 63% of 1st-grade students and 64% of 5th-grade students met their projected growth goals. **Root Cause**: Teachers need support analyzing data to improve Tier l instructional practices that align the activities to the essential standards and inadequate use of Tier ll implementation and tracking of interventions.

Problem Statement 4: NWEA MAP Math scores indicate that only 40% of 5th-grade students met their projected growth goals. **Root Cause**: Inconsistent implementation of effective Tier 1 math instruction, limited use of targeted interventions, and underutilization of data to drive small-group instruction, resulting in unaddressed learning gaps and slowed academic progress.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ (LOCAL). Student data shall be disaggregated as required by state or federal law.

Campus: By the end of the 2025-2026 school year, 65% of all students, including students receiving Dyslexia services, in grades 3 through 6 will perform at or above grade level on STAAR assessments, and 70% of students in grades PK-2 will perform at or above grade level on end-of-year assessments aligned to grade-level standards, in accordance with BQ(LOCAL). All student performance data will be disaggregated by required state and federal reporting categories to monitor progress and ensure equitable outcomes across all subgroups.

Performance Objective 6: The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 43% to 54% by 2026.
The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 33% to 40% by 2026.

High Priority

HB3 Goal

Evaluation Data Sources: iReady & STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will strengthen Tier 1 instruction by engaging in weekly PLCs focused on lesson internalization, delivering daily small-group instruction based on student needs, using CFAs and exit tickets to monitor progress, participating in job-embedded coaching to improve math and reading instruction and student discourse, and attending regular data meetings to adjust instruction and support student growth. **Strategy's Expected Result/Impact:** Result: This focused approach will close skill gaps, promote equitable learning outcomes, and build teacher capacity. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilizing Opportunity Culture, Reach Associates will support MCLs in strengthening instructional practices by collaborating with K-5 teachers to analyze student data, internalize lessons, and create exemplars that drive high-quality lesson implementation. **Strategy's Expected Result/Impact:** Result: Teachers and administrators will participate in weekly DDI and PLC meetings to analyze lesson plans, exit tickets, student work, and CFA's. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The PDSA cycle will guide monthly professional development to help teachers internalize reading and math lessons and implement targeted interventions using iReady, mClass, and other data sources to address student skill gaps. **Strategy's Expected Result/Impact:** Result: More effective, differentiated instruction, accelerated learning for students performing below grade level, and greater alignment between instructional planning and student needs. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: The Hispanic population makes up 54% of the student population, scoring at least 5% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Lacking opportunities for TIER 1 instruction and appropriate interventions to support learning gaps.

Problem Statement 3: Economically Disadvantaged students make up 52% of the student population and consistently score at least 10% lower in reading and math on STAAR assessments compared to their non-economically disadvantaged peers. **Root Cause**: Economically Disadvantaged students are not consistently receiving differentiated instruction and academic support that addresses their unique learning needs, due to limited access to targeted interventions, inconsistent use of data to inform instruction, and gaps in teacher training on culturally responsive and poverty-informed teaching practices.

Student Learning

Problem Statement 1: Only 41% of 3rd-6th grade students scored at or above grade level in Math (Approaches: 32%, Meets: 25%, Masters: 16%). **Root Cause**: Gaps in numeracy, problem-solving, and math intervention strategies exist due to inconsistent implementation of aligned instructional practices, limited use of targeted small-group interventions, and a lack of emphasis on conceptual understanding across grade levels.

Problem Statement 2: Fannin's Hispanic population is performing below the overall student population on the NWEA MAP Reading assessment, with 49% meeting grade-level achievement and 55% meeting growth expectations. **Root Cause**: Cultural and linguistic barriers are not adequately addressed, and there is a lack of targeted support and resources for these students, which can affect the reading performance and growth of Hispanic students.

Problem Statement 3: NWEA MAP Reading scores indicate that while students across grade levels are demonstrating growth, only 63% of 1st-grade students and 64% of 5th-grade students met their projected growth goals. **Root Cause**: Teachers need support analyzing data to improve Tier l instructional practices that align the activities to the essential standards and inadequate use of Tier ll implementation and tracking of interventions.

Problem Statement 4: NWEA MAP Math scores indicate that only 40% of 5th-grade students met their projected growth goals. **Root Cause**: Inconsistent implementation of effective Tier 1 math instruction, limited use of targeted interventions, and underutilization of data to drive small-group instruction, resulting in unaddressed learning gaps and slowed academic progress.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ (LOCAL). Student data shall be disaggregated as required by state or federal law.

Campus: By the end of the 2025-2026 school year, 65% of all students, including students receiving Dyslexia services, in grades 3 through 6 will perform at or above grade level on STAAR assessments, and 70% of students in grades PK-2 will perform at or above grade level on end-of-year assessments aligned to grade-level standards, in accordance with BQ(LOCAL). All student performance data will be disaggregated by required state and federal reporting categories to monitor progress and ensure equitable outcomes across all subgroups.

Performance Objective 7: The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 44% to 50% by 2026.
The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 56% to 65% by 2026.
The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 33% to 45% by 2026.

High Priority

HB3 Goal

Evaluation Data Sources: iReady & STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will strengthen Tier 1 instruction by engaging in weekly PLCs focused on lesson internalization, delivering daily small-group instruction based on student needs, using CFAs and exit tickets to monitor progress, participating in job-embedded coaching to improve reading, math, and science instruction and student discourse, and attending regular data meetings to adjust instruction and support student growth. **Strategy's Expected Result/Impact:** Result: This focused approach will close skill gaps, promote equitable learning outcomes, and build teacher capacity. Impact: Increase STAAR performance in Reading, Math, and Science **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilizing Opportunity Culture, Reach Associates will support MCLs in strengthening instructional practices by collaborating with K-5 teachers to analyze student data, internalize lessons, and create exemplars that drive high-quality lesson implementation. **Strategy's Expected Result/Impact:** Result: Teachers and administrators will participate in weekly DDI and PLC meetings to analyze lesson plans, exit tickets, student work, and CFA's. Impact: Increase STAAR performance in Reading, Math, and Science **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The PDSA cycle will guide monthly professional development to help teachers internalize reading and math lessons and implement targeted interventions using iReady, mClass, and other data sources to address student skill gaps. **Strategy's Expected Result/Impact:** Result: More effective, differentiated instruction, accelerated learning for students performing below grade level, and greater alignment between instructional planning and student needs. Impact: Increase STAAR performance in Reading, Math, and Science **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Demographics

Problem Statement 1: The Hispanic population makes up 54% of the student population, scoring at least 5% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Lacking opportunities for TIER 1 instruction and appropriate interventions to support learning gaps.

Problem Statement 3: Economically Disadvantaged students make up 52% of the student population and consistently score at least 10% lower in reading and math on STAAR assessments compared to their non-economically disadvantaged peers. **Root Cause**: Economically Disadvantaged students are not consistently receiving differentiated instruction and academic support that addresses their unique learning needs, due to limited access to targeted interventions, inconsistent use of data to inform instruction, and gaps in teacher training on culturally responsive and poverty-informed teaching practices.

Student Learning

Problem Statement 1: Only 41% of 3rd-6th grade students scored at or above grade level in Math (Approaches: 32%, Meets: 25%, Masters: 16%). **Root Cause**: Gaps in numeracy, problem-solving, and math intervention strategies exist due to inconsistent implementation of aligned instructional practices, limited use of targeted small-group interventions, and a lack of emphasis on conceptual understanding across grade levels.

Problem Statement 2: Fannin's Hispanic population is performing below the overall student population on the NWEA MAP Reading assessment, with 49% meeting grade-level achievement and 55% meeting growth expectations. **Root Cause**: Cultural and linguistic barriers are not adequately addressed, and there is a lack of targeted support and resources for these students, which can affect the reading performance and growth of Hispanic students.

Problem Statement 3: NWEA MAP Reading scores indicate that while students across grade levels are demonstrating growth, only 63% of 1st-grade students and 64% of 5th-grade students met their projected growth goals. **Root Cause**: Teachers need support analyzing data to improve Tier l instructional practices that align the activities to the essential standards and inadequate use of Tier ll implementation and tracking of interventions.

Problem Statement 4: NWEA MAP Math scores indicate that only 40% of 5th-grade students met their projected growth goals. **Root Cause**: Inconsistent implementation of effective Tier 1 math instruction, limited use of targeted interventions, and underutilization of data to drive small-group instruction, resulting in unaddressed learning gaps and slowed academic progress.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ (LOCAL). Student data shall be disaggregated as required by state or federal law.

Campus: By the end of the 2025-2026 school year, 65% of all students, including students receiving Dyslexia services, in grades 3 through 6 will perform at or above grade level on STAAR assessments, and 70% of students in grades PK-2 will perform at or above grade level on end-of-year assessments aligned to grade-level standards, in accordance with BQ(LOCAL). All student performance data will be disaggregated by required state and federal reporting categories to monitor progress and ensure equitable outcomes across all subgroups.

Performance Objective 8: The percentage of 6th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 51% to 61% by 2026.
The percentage of 6th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 34% to 44% by 2026.

High Priority

HB3 Goal

Evaluation Data Sources: iReady & STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will strengthen Tier 1 instruction by engaging in weekly PLCs focused on lesson internalization, delivering daily small-group instruction based on student needs, using CFAs and exit tickets to monitor progress, participating in job-embedded coaching to improve math and reading instruction and student discourse, and attending regular data meetings to adjust instruction and support student growth. **Strategy's Expected Result/Impact:** Result: This focused approach will close skill gaps, promote equitable learning outcomes, and build teacher capacity. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Embed lessons or project-based activities that promote college and career awareness, problem-solving, and leadership skills across subject areas (e.g., reading biographies of professionals, math tied to real-world applications like budgeting or design challenges). **Strategy's Expected Result/Impact:** Result: It builds early exposure and connects academics to real-world possibilities, increasing engagement and student ownership to improve academic performance. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The PDSA cycle will guide monthly professional development to help teachers internalize reading and math lessons and implement targeted interventions using iReady, mClass, and other data sources to address student skill gaps. **Strategy's Expected Result/Impact:** Result: More effective, differentiated instruction, accelerated learning for students performing below grade level, and greater alignment between instructional planning and student needs. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 8 Problem Statements:

Demographics

Problem Statement 1: The Hispanic population makes up 54% of the student population, scoring at least 5% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Lacking opportunities for TIER 1 instruction and appropriate interventions to support learning gaps.

Problem Statement 3: Economically Disadvantaged students make up 52% of the student population and consistently score at least 10% lower in reading and math on STAAR assessments compared to their non-economically disadvantaged peers. **Root Cause**: Economically Disadvantaged students are not consistently receiving differentiated instruction and academic support that addresses their unique learning needs, due to limited access to targeted interventions, inconsistent use of data to inform instruction, and gaps in teacher training on culturally responsive and poverty-informed teaching practices.

Student Learning

Problem Statement 1: Only 41% of 3rd-6th grade students scored at or above grade level in Math (Approaches: 32%, Meets: 25%, Masters: 16%). **Root Cause**: Gaps in numeracy, problem-solving, and math intervention strategies exist due to inconsistent implementation of aligned instructional practices, limited use of targeted small-group interventions, and a lack of emphasis on conceptual understanding across grade levels.

Problem Statement 2: Fannin's Hispanic population is performing below the overall student population on the NWEA MAP Reading assessment, with 49% meeting grade-level achievement and 55% meeting growth expectations. **Root Cause**: Cultural and linguistic barriers are not adequately addressed, and there is a lack of targeted support and resources for these students, which can affect the reading performance and growth of Hispanic students.

Problem Statement 3: NWEA MAP Reading scores indicate that while students across grade levels are demonstrating growth, only 63% of 1st-grade students and 64% of 5th-grade students met their projected growth goals. **Root Cause**: Teachers need support analyzing data to improve Tier l instructional practices that align the activities to the essential standards and inadequate use of Tier ll implementation and tracking of interventions.

Problem Statement 4: NWEA MAP Math scores indicate that only 40% of 5th-grade students met their projected growth goals. **Root Cause**: Inconsistent implementation of effective Tier 1 math instruction, limited use of targeted interventions, and underutilization of data to drive small-group instruction, resulting in unaddressed learning gaps and slowed academic progress.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ (LOCAL). Student data shall be disaggregated as required by state or federal law.

Campus: By the end of the 2025-2026 school year, 65% of all students, including students receiving Dyslexia services, in grades 3 through 6 will perform at or above grade level on STAAR assessments, and 70% of students in grades PK-2 will perform at or above grade level on end-of-year assessments aligned to grade-level standards, in accordance with BQ(LOCAL). All student performance data will be disaggregated by required state and federal reporting categories to monitor progress and ensure equitable outcomes across all subgroups.

Performance Objective 9: By June 2026, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency. **Staff Responsible for Monitoring:** dyslexia teacher, teacher, and principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans, with fidelity of implementation monitored by campus administration.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Board Goal B: The District and all Campuses maintain a B or above in Domain I of the Texas A-F Accountability System.
Campus: The percentage of Fannin Elementary students in grades 3 through 6 meeting grade-level proficiency in Domain 1 will increase from 76% to 85% by the end of the 2025-2026 school year.

Performance Objective 1: The percentage of 3rd grade students meeting grade-level proficiency in Domain 1 will increase from 38% to 48% by the end of the 2025-2026 school year.

High Priority

HB3 Goal

Evaluation Data Sources: iReady & STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Using the PLC process, Fannin staff will review data for each student to identify strengths and areas of concern to ensure that students are being successful. The staff will collaboratively analyze data to establish individual, small group, and whole group instruction plans ensuring academic growth and success. **Strategy's Expected Result/Impact:** Result: Teachers and administrators will participate in weekly DDI and PLC meetings to analyze lesson plans, exit tickets, student work, and CFA's. Regular meetings and instructional focus visits will increase knowledge, enhance teaching practices, and create a learning environment where all students can reach their fullest potential. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 3 - Student Learning 1, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilizing Opportunity Culture, Reach Associates will support MCL's. MCL's will work collaboratively with K-5 teachers to analyze data to establish individual, small group, and whole group instruction plans, ensuring academic growth and success. **Strategy's Expected Result/Impact:** Result: MCL's will utilize DDI, PLC's, and coaching sessions to model and analyze lesson plans, exit tickets, student work, and CFA's. Regular meetings and instructional focus visits will increase knowledge, enhance teaching practices, and create a learning environment where all students can reach their fullest potential. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4 **Funding Sources:** Opportunity Culture Reach Associate - 211 Title 1, Opportunity Culture Maste Lead Teacher - 211 Title 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The PDSA cycle will guide monthly professional development to help teachers internalize reading and math lessons and implement targeted interventions using iReady and other data sources to address student skill gaps. **Strategy's Expected Result/Impact:** Result: More effective, differentiated instruction, accelerated learning for students performing below grade level, and greater alignment between instructional planning and student needs. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The Hispanic population makes up 54% of the student population, scoring at least 5% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Lacking opportunities for TIER 1 instruction and appropriate interventions to support learning gaps.
Problem Statement 2: The Special Education population makes up 23% of the student population, scoring at least 30% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Special education students are not consistently receiving targeted, differentiated instruction due to limited teacher training in specialized instructional strategies, inconsistent use of progress monitoring data, and insufficient collaboration between general and special education staff.
Problem Statement 3: Economically Disadvantaged students make up 52% of the student population and consistently score at least 10% lower in reading and math on STAAR assessments compared to their non-economically disadvantaged peers. **Root Cause**: Economically Disadvantaged students are not consistently receiving differentiated instruction and academic support that addresses their unique learning needs, due to limited access to targeted interventions, inconsistent use of data to inform instruction, and gaps in teacher training on culturally responsive and poverty-informed teaching practices.
Student Learning
Problem Statement 1: Only 41% of 3rd-6th grade students scored at or above grade level in Math (Approaches: 32%, Meets: 25%, Masters: 16%). **Root Cause**: Gaps in numeracy, problem-solving, and math intervention strategies exist due to inconsistent implementation of aligned instructional practices, limited use of targeted small-group interventions, and a lack of emphasis on conceptual understanding across grade levels.
Problem Statement 2: Fannin's Hispanic population is performing below the overall student population on the NWEA MAP Reading assessment, with 49% meeting grade-level achievement and 55% meeting growth expectations. **Root Cause**: Cultural and linguistic barriers are not adequately addressed, and there is a lack of targeted support and resources for these students, which can affect the reading performance and growth of Hispanic students.
Problem Statement 3: NWEA MAP Reading scores indicate that while students across grade levels are demonstrating growth, only 63% of 1st-grade students and 64% of 5th-grade students met their projected growth goals. **Root Cause**: Teachers need support analyzing data to improve Tier l instructional practices that align the activities to the essential standards and inadequate use of Tier ll implementation and tracking of interventions.
Problem Statement 4: NWEA MAP Math scores indicate that only 40% of 5th-grade students met their projected growth goals. **Root Cause**: Inconsistent implementation of effective Tier 1 math instruction, limited use of targeted interventions, and underutilization of data to drive small-group instruction, resulting in unaddressed learning gaps and slowed academic progress.

Goal 2: Board Goal B: The District and all Campuses maintain a B or above in Domain I of the Texas A-F Accountability System.
Campus: The percentage of Fannin Elementary students in grades 3 through 6 meeting grade-level proficiency in Domain 1 will increase from 76% to 85% by the end of the 2025-2026 school year.

Performance Objective 2: The percentage of 4th grade students meeting grade-level proficiency in Domain 1 will increase from 50% to 60% by the end of the 2025-2026 school year.

High Priority

HB3 Goal

Evaluation Data Sources: iReady & STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Using the PLC process, Fannin staff will review data for each student to identify strengths and areas of concern to ensure that students are being successful. The staff will collaboratively analyze data to establish individual, small group, and whole group instruction plans ensuring academic growth and success. **Strategy's Expected Result/Impact:** Result: Teachers and administrators will participate in weekly DDI and PLC meetings to analyze lesson plans, exit tickets, student work, and CFA's. Regular meetings and instructional focus visits will increase knowledge, enhance teaching practices, and create a learning environment where all students can reach their fullest potential. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Demographics 1, 3 - Student Learning 1, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilizing Opportunity Culture, Reach Associates will support MCL's. MCL's will work collaboratively with K-5 teachers to analyze data to establish individual, small group, and whole group instruction plans, ensuring academic growth and success. **Strategy's Expected Result/Impact:** Result: MCL's will utilize DDI, PLC's, and coaching sessions to model and analyze lesson plans, exit tickets, student work, and CFA's. Regular meetings and instructional focus visits will increase knowledge, enhance teaching practices, and create a learning environment where all students can reach their fullest potential. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The PDSA cycle will guide monthly professional development to help teachers internalize reading and math lessons and implement targeted interventions using iReady and other data sources to address student skill gaps. **Strategy's Expected Result/Impact:** Result: More effective, differentiated instruction, accelerated learning for students performing below grade level, and greater alignment between instructional planning and student needs. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The Hispanic population makes up 54% of the student population, scoring at least 5% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Lacking opportunities for TIER 1 instruction and appropriate interventions to support learning gaps.

Problem Statement 2: The Special Education population makes up 23% of the student population, scoring at least 30% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Special education students are not consistently receiving targeted, differentiated instruction due to limited teacher training in specialized instructional strategies, inconsistent use of progress monitoring data, and insufficient collaboration between general and special education staff.

Problem Statement 3: Economically Disadvantaged students make up 52% of the student population and consistently score at least 10% lower in reading and math on STAAR assessments compared to their non-economically disadvantaged peers. **Root Cause**: Economically Disadvantaged students are not consistently receiving differentiated instruction and academic support that addresses their unique learning needs, due to limited access to targeted interventions, inconsistent use of data to inform instruction, and gaps in teacher training on culturally responsive and poverty-informed teaching practices.

Student Learning

Problem Statement 1: Only 41% of 3rd-6th grade students scored at or above grade level in Math (Approaches: 32%, Meets: 25%, Masters: 16%). **Root Cause**: Gaps in numeracy, problem-solving, and math intervention strategies exist due to inconsistent implementation of aligned instructional practices, limited use of targeted small-group interventions, and a lack of emphasis on conceptual understanding across grade levels.

Problem Statement 2: Fannin's Hispanic population is performing below the overall student population on the NWEA MAP Reading assessment, with 49% meeting grade-level achievement and 55% meeting growth expectations. **Root Cause**: Cultural and linguistic barriers are not adequately addressed, and there is a lack of targeted support and resources for these students, which can affect the reading performance and growth of Hispanic students.

Problem Statement 3: NWEA MAP Reading scores indicate that while students across grade levels are demonstrating growth, only 63% of 1st-grade students and 64% of 5th-grade students met their projected growth goals. **Root Cause**: Teachers need support analyzing data to improve Tier l instructional practices that align the activities to the essential standards and inadequate use of Tier ll implementation and tracking of interventions.

Problem Statement 4: NWEA MAP Math scores indicate that only 40% of 5th-grade students met their projected growth goals. **Root Cause**: Inconsistent implementation of effective Tier 1 math instruction, limited use of targeted interventions, and underutilization of data to drive small-group instruction, resulting in unaddressed learning gaps and slowed academic progress.

Goal 2: Board Goal B: The District and all Campuses maintain a B or above in Domain I of the Texas A-F Accountability System.
Campus: The percentage of Fannin Elementary students in grades 3 through 6 meeting grade-level proficiency in Domain 1 will increase from 76% to 85% by the end of the 2025-2026 school year.

Performance Objective 3: The percentage of 5th grade students meeting grade-level proficiency in Domain 1 will increase from 39% to 49% by the end of the 2025-2026 school year.

High Priority

HB3 Goal

Evaluation Data Sources: iReady & STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Using the PLC process, Fannin staff will review data for each student to identify strengths and areas of concern to ensure that students are being successful. The staff will collaboratively analyze data to establish individual, small group, and whole group instruction plans ensuring academic growth and success. **Strategy's Expected Result/Impact:** Result: Teachers and administrators will participate in weekly DDI and PLC meetings to analyze lesson plans, exit tickets, student work, and CFA's. Regular meetings and instructional focus visits will increase knowledge, enhance teaching practices, and create a learning environment where all students can reach their fullest potential. Impact: Increase STAAR performance in Reading, Math, and Science **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Demographics 1, 3 - Student Learning 1, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilizing Opportunity Culture, Reach Associates will support MCL's. MCL's will work collaboratively with K-5 teachers to analyze data to establish individual, small group, and whole group instruction plans, ensuring academic growth and success. **Strategy's Expected Result/Impact:** Result: MCL's will utilize DDI, PLC's, and coaching sessions to model and analyze lesson plans, exit tickets, student work, and CFA's. Regular meetings and instructional focus visits will increase knowledge, enhance teaching practices, and create a learning environment where all students can reach their fullest potential. Impact: Increase STAAR performance in Reading, Math, and Science **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The PDSA cycle will guide monthly professional development to help teachers internalize reading and math lessons and implement targeted interventions using iReady and other data sources to address student skill gaps. **Strategy's Expected Result/Impact:** Result: More effective, differentiated instruction, accelerated learning for students performing below grade level, and greater alignment between instructional planning and student needs. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: The Hispanic population makes up 54% of the student population, scoring at least 5% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Lacking opportunities for TIER 1 instruction and appropriate interventions to support learning gaps.

Problem Statement 2: The Special Education population makes up 23% of the student population, scoring at least 30% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Special education students are not consistently receiving targeted, differentiated instruction due to limited teacher training in specialized instructional strategies, inconsistent use of progress monitoring data, and insufficient collaboration between general and special education staff.

Problem Statement 3: Economically Disadvantaged students make up 52% of the student population and consistently score at least 10% lower in reading and math on STAAR assessments compared to their non-economically disadvantaged peers. **Root Cause**: Economically Disadvantaged students are not consistently receiving differentiated instruction and academic support that addresses their unique learning needs, due to limited access to targeted interventions, inconsistent use of data to inform instruction, and gaps in teacher training on culturally responsive and poverty-informed teaching practices.

Student Learning

Problem Statement 1: Only 41% of 3rd-6th grade students scored at or above grade level in Math (Approaches: 32%, Meets: 25%, Masters: 16%). **Root Cause**: Gaps in numeracy, problem-solving, and math intervention strategies exist due to inconsistent implementation of aligned instructional practices, limited use of targeted small-group interventions, and a lack of emphasis on conceptual understanding across grade levels.

Problem Statement 2: Fannin's Hispanic population is performing below the overall student population on the NWEA MAP Reading assessment, with 49% meeting grade-level achievement and 55% meeting growth expectations. **Root Cause**: Cultural and linguistic barriers are not adequately addressed, and there is a lack of targeted support and resources for these students, which can affect the reading performance and growth of Hispanic students.

Problem Statement 3: NWEA MAP Reading scores indicate that while students across grade levels are demonstrating growth, only 63% of 1st-grade students and 64% of 5th-grade students met their projected growth goals. **Root Cause**: Teachers need support analyzing data to improve Tier l instructional practices that align the activities to the essential standards and inadequate use of Tier ll implementation and tracking of interventions.

Problem Statement 4: NWEA MAP Math scores indicate that only 40% of 5th-grade students met their projected growth goals. **Root Cause**: Inconsistent implementation of effective Tier 1 math instruction, limited use of targeted interventions, and underutilization of data to drive small-group instruction, resulting in unaddressed learning gaps and slowed academic progress.

Goal 2: Board Goal B: The District and all Campuses maintain a B or above in Domain I of the Texas A-F Accountability System.
Campus: The percentage of Fannin Elementary students in grades 3 through 6 meeting grade-level proficiency in Domain 1 will increase from 76% to 85% by the end of the 2025-2026 school year.

Performance Objective 4: The percentage of 6th grade students meeting grade-level proficiency in Domain 1 will increase from 49% to 59% by the end of the 2025-2026 school year.

High Priority

HB3 Goal

Evaluation Data Sources: iReady & STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Using the PLC process, Fannin staff will review data for each student to identify strengths and areas of concern to ensure that students are being successful. The staff will collaboratively analyze data to establish individual, small group, and whole group instruction plans ensuring academic growth and success. **Strategy's Expected Result/Impact:** Result: Teachers and administrators will participate in weekly DDI and PLC meetings to analyze lesson plans, exit tickets, student work, and CFA's. Regular meetings and instructional focus visits will increase knowledge, enhance teaching practices, and create a learning environment where all students can reach their fullest potential. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Demographics 1, 3 - Student Learning 1, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The PDSA cycle will guide monthly professional development to help teachers internalize reading and math lessons and implement targeted interventions using iReady and other data sources to address student skill gaps. **Strategy's Expected Result/Impact:** Result: More effective, differentiated instruction, accelerated learning for students performing below grade level, and greater alignment between instructional planning and student needs. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Embed lessons or project-based activities that promote college and career awareness, problem-solving, and leadership skills across subject areas (e.g., reading biographies of professionals, math tied to real-world applications like budgeting or design challenges). **Strategy's Expected Result/Impact:** Result: It builds early exposure and connects academics to real-world possibilities, increasing engagement and student ownership to improve academic performance. Impact: Increase STAAR performance in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: The Hispanic population makes up 54% of the student population, scoring at least 5% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Lacking opportunities for TIER 1 instruction and appropriate interventions to support learning gaps.

Problem Statement 3: Economically Disadvantaged students make up 52% of the student population and consistently score at least 10% lower in reading and math on STAAR assessments compared to their non-economically disadvantaged peers. **Root Cause**: Economically Disadvantaged students are not consistently receiving differentiated instruction and academic support that addresses their unique learning needs, due to limited access to targeted interventions, inconsistent use of data to inform instruction, and gaps in teacher training on culturally responsive and poverty-informed teaching practices.

Student Learning

Problem Statement 1: Only 41% of 3rd-6th grade students scored at or above grade level in Math (Approaches: 32%, Meets: 25%, Masters: 16%). **Root Cause**: Gaps in numeracy, problem-solving, and math intervention strategies exist due to inconsistent implementation of aligned instructional practices, limited use of targeted small-group interventions, and a lack of emphasis on conceptual understanding across grade levels.

Problem Statement 2: Fannin's Hispanic population is performing below the overall student population on the NWEA MAP Reading assessment, with 49% meeting grade-level achievement and 55% meeting growth expectations. **Root Cause**: Cultural and linguistic barriers are not adequately addressed, and there is a lack of targeted support and resources for these students, which can affect the reading performance and growth of Hispanic students.

Problem Statement 3: NWEA MAP Reading scores indicate that while students across grade levels are demonstrating growth, only 63% of 1st-grade students and 64% of 5th-grade students met their projected growth goals. **Root Cause**: Teachers need support analyzing data to improve Tier l instructional practices that align the activities to the essential standards and inadequate use of Tier ll implementation and tracking of interventions.

Problem Statement 4: NWEA MAP Math scores indicate that only 40% of 5th-grade students met their projected growth goals. **Root Cause**: Inconsistent implementation of effective Tier 1 math instruction, limited use of targeted interventions, and underutilization of data to drive small-group instruction, resulting in unaddressed learning gaps and slowed academic progress.

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.
Campus: By June 2025, Fannin Elementary will increase student readiness for future college, career, and military pathways by expanding participation in student leadership programs such as Mighty Mustangs, Robotics, and UIL by 70%, and by integrating college- and career-readiness skill development (e.g., collaboration, communication, critical thinking) into weekly instructional plans and student goal-setting activities.

Performance Objective 1: By May 2025, 100% of homeroom teachers will implement at least one integrated college/career-readiness mini-lesson per month that promotes leadership, collaboration, or real-world problem-solving, as documented in lesson plans and monitored through classroom walkthroughs.

High Priority

HB3 Goal

Evaluation Data Sources: TTESS & Observation Data from Online Platform

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement embedded activities in lesson plans or project-based activities that promote college and career awareness, problem-solving, and leadership skills across subject areas (e.g., reading biographies of professionals, math tied to real-world applications like budgeting or design challenges). **Strategy's Expected Result/Impact:** Result: It builds early exposure and connects academics to real-world possibilities, increasing engagement and future-oriented thinking. Foster early college and career readiness by making meaningful connections between classroom learning and real-world applications. Impact: Increase CCMR participation **Staff Responsible for Monitoring:** Campus Administration, MCLs, and Literacy Strategist **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus administrators and teachers will promote and recruit student participation in leadership programs such as Mighty Mustangs, Robotics, and UIL. **Strategy's Expected Result/Impact:** Result: Students will develop stronger communication, collaboration, and critical thinking skills that support both academic success and real-world readiness. Increased participation in programs like Mighty Mustangs, Robotics, and UIL will foster student confidence, leadership, and engagement. Impact: Increase CCMR participation **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers and counselors will support student leadership opportunities through weekly check-ins, structured SEL lessons, and targeted instruction that connects classroom learning to real-world applications and future pathways. **Strategy's Expected Result/Impact:** Result: Students will develop stronger communication, collaboration, and critical thinking skills that support both academic success and real-world readiness. Increased participation in programs like Mighty Mustangs, Robotics, and UIL will foster student confidence, leadership, and engagement. Impact: Increase CCMR participation **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Promote proactive and transparent data sharing with parents and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability. **Strategy's Expected Result/Impact:** Result/Impact: Committing to timely responses and transparent reporting of feedback outcomes holds the campus accountable for addressing parent and community concerns and implementing suggested improvements. This accountability reinforces trust in the campus leadership and ensures that actions are taken to address identified needs. **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **Title I:** 2.51, 2.52, 2.531, 2.532 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 3 - Perceptions 1, 2, 3 **Funding Sources:** Parent Communication Resources - 211 Title 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Student participation in campus activities may not accurately represent the diverse demographics of the campus or ensure equitable access for all groups of students. **Root Cause**: Selection processes and outreach efforts for student leadership roles may unintentionally favor students who are already academically successful or highly visible, limiting representation from students with diverse learning needs, language backgrounds, or behavior.

Perceptions
Problem Statement 1: Parent feedback on family involvement was high in 2024-2025 (92-93%), a dip to 78% in Spring 2024 indicates inconsistent engagement efforts throughout the year. **Root Cause**: A lack of sustained, year-round family engagement strategies that promote consistent communication, participation opportunities, and school-home partnership development.
Problem Statement 2: According to the K12 Insight survey, 21% of staff and 20% of parents disagree that discipline is enforced fairly for all students, and 44% of secondary students report that students do not treat each other with respect. **Root Cause**: Inconsistent implementation of discipline policies and limited exposure to restorative or social-emotional practices across classrooms may contribute to inequitable experiences.
Problem Statement 3: 22% of parents report not regularly receiving instructional materials or information to help their children at home, suggesting a communication gap between school and families. **Root Cause**: Current family communication methods may not be effectively reaching all households due to barriers such as language differences, digital access, or inconsistent use of tools like newsletters or learning platforms.

Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ (LOCAL) and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).
Campus: The percentage of Fannin Elementary students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ (LOCAL) and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS) will increase from 70% to 80% by 2026.

Performance Objective 1: By May 2026, 90% of teachers will participate in biweekly coaching cycles that include modeling/practice, observations, and feedback loops aligned to TEKS-based instruction and the Board-adopted Student Outcome Goals.

High Priority

HB3 Goal

Evaluation Data Sources: TTESS & Observation Data Collection

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Campus administration and instructional leaders will implement a structured coaching model grounded in Teach Like a Champion (TLAC) techniques and the Get Better Faster framework to drive instructional excellence. **Strategy's Expected Result/Impact:** Result: Teachers will increase knowledge and implementation of evidence-based math and reading practices to increase student achievement. Teachers and campus leaders will use protocols and a framework to ensure instruction and resources include high-leverage learning. Impact: Continuous campus improvement increases teacher capacity and student performance. **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and Literacy Strategist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilizing Opportunity Culture, Reach Associates will support MCL's. MCL's will work collaboratively with K-5 teachers to analyze data to establish individual, small group, and whole group instruction plans ensuring academic growth and success. **Strategy's Expected Result/Impact:** Result: MCL's will utilize DDI, PLC's, and coaching sessions to model and analyze lesson plans, exit tickets, student work, and CFAs. Regular meetings and instructional focus visits will increase knowledge, enhance teaching practices, and create a learning environment where all students can reach their fullest potential. Impact: Continuous campus improvement increases teacher capacity and student performance. **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus principals will develop and deploy a teacher performance growth report that includes coaching frequency, evaluation ratings, and student outcome data. **Strategy's Expected Result/Impact:** Teachers will increase knowledge and implementation of evidence-based math and reading practices to increase student achievement. Teachers and campus leaders will use protocols and a framework to ensure instruction and resources include high-leverage learning. Impact: Continuous campus improvement increases teacher capacity and student performance. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1, 2, 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Challenges in the comprehensive approach to evaluating student performance affect students' meeting grade-level proficiency and growth expectations, particularly in critical areas such as reading and math for specific grade levels. **Root Cause**: There are inconsistencies in effectively implementing instructional practices across all classrooms and grade levels, specifically difficulties in translating collected data into actionable insights and interventions directly impacting student performance.
Problem Statement 2: Variability in classroom implementation persists, particularly for new or developing teachers, potentially limiting the impact of curriculum-aligned practices across grade levels. **Root Cause**: Inconsistencies in the frequency, depth, or focus of coaching cycles may affect alignment and instructional fidelity. Additionally, new staff may need differentiated onboarding beyond the initial supports provided to fully internalize instructional expectations and student outcome goals.
Problem Statement 3: Student participation in campus activities may not accurately represent the diverse demographics of the campus or ensure equitable access for all groups of students. **Root Cause**: Selection processes and outreach efforts for student leadership roles may unintentionally favor students who are already academically successful or highly visible, limiting representation from students with diverse learning needs, language backgrounds, or behavior.

Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ (LOCAL) and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).
Campus: The percentage of Fannin Elementary students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ (LOCAL) and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS) will increase from 70% to 80% by 2026.

Performance Objective 2: For the 2025-2026 school year, 100% of lesson plans submitted by teachers will reflect TEKS alignment, clear learning objectives, and evidence of lesson internalization using the TEA Teacher Lesson Internalization Protocol, including the use of exemplars and instructional strategies designed to meet the diverse needs of students, as monitored through weekly instructional observations.

High Priority

HB3 Goal

Evaluation Data Sources: TTESS & Observation Data Collection

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Facilitate weekly data-driven PLCs that analyze disaggregated student group data (including African American, Hispanic, EB, SPED, and Eco Dis), align discussions to T-TESS dimensions and student outcome goals, and apply student work protocols to refine instructional delivery and reteach plans. **Strategy's Expected Result/Impact:** Result: Data-driven PLCs focused on disaggregated student group data, and instructional planning will be more targeted and aligned to student needs. Teachers will collaboratively design reteach plans and refine instructional implementation using student work protocols, leading to more responsive and equitable instruction across classrooms. Impact: Improved academic outcomes for all student groups, particularly African American, Hispanic, Emergent Bilingual (EB), Special Education, and Economically Disadvantaged students. **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2, 3 - Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus principals will develop and deploy a teacher performance growth report that includes coaching frequency, evaluation ratings, and student outcome data. **Strategy's Expected Result/Impact:** Teachers will increase knowledge and implementation of evidence-based math and reading practices to increase student achievement. Teachers and campus leaders will use protocols and a framework to ensure instruction and resources include high-leverage learning. Impact: Continuous campus improvement increases teacher capacity and student performance. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2, 3 - Student Learning 2 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus administration and instructional leaders will implement a structured coaching model grounded in Teach Like a Champion (TLAC) techniques and the Get Better Faster framework to drive instructional excellence. **Strategy's Expected Result/Impact:** Result: Teachers will increase knowledge and implementation of evidence-based math and reading practices to increase student achievement. Teachers and campus leaders will use protocols and a framework to ensure instruction and resources include high-leverage learning. Impact: Continuous campus improvement increases teacher capacity and student performance. **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and Literacy Strategist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2, 3 - Student Learning 2 - School Processes & Programs 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The Hispanic population makes up 54% of the student population, scoring at least 5% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Lacking opportunities for TIER 1 instruction and appropriate interventions to support learning gaps.

Problem Statement 2: The Special Education population makes up 23% of the student population, scoring at least 30% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Special education students are not consistently receiving targeted, differentiated instruction due to limited teacher training in specialized instructional strategies, inconsistent use of progress monitoring data, and insufficient collaboration between general and special education staff.

Problem Statement 3: Economically Disadvantaged students make up 52% of the student population and consistently score at least 10% lower in reading and math on STAAR assessments compared to their non-economically disadvantaged peers. **Root Cause**: Economically Disadvantaged students are not consistently receiving differentiated instruction and academic support that addresses their unique learning needs, due to limited access to targeted interventions, inconsistent use of data to inform instruction, and gaps in teacher training on culturally responsive and poverty-informed teaching practices.

Student Learning

Problem Statement 2: Fannin's Hispanic population is performing below the overall student population on the NWEA MAP Reading assessment, with 49% meeting grade-level achievement and 55% meeting growth expectations. **Root Cause**: Cultural and linguistic barriers are not adequately addressed, and there is a lack of targeted support and resources for these students, which can affect the reading performance and growth of Hispanic students.

School Processes & Programs

Problem Statement 1: Challenges in the comprehensive approach to evaluating student performance affect students' meeting grade-level proficiency and growth expectations, particularly in critical areas such as reading and math for specific grade levels. **Root Cause**: There are inconsistencies in effectively implementing instructional practices across all classrooms and grade levels, specifically difficulties in translating collected data into actionable insights and interventions directly impacting student performance.

Problem Statement 2: Variability in classroom implementation persists, particularly for new or developing teachers, potentially limiting the impact of curriculum-aligned practices across grade levels. **Root Cause**: Inconsistencies in the frequency, depth, or focus of coaching cycles may affect alignment and instructional fidelity. Additionally, new staff may need differentiated onboarding beyond the initial supports provided to fully internalize instructional expectations and student outcome goals.

Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ (LOCAL) and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).
Campus: The percentage of Fannin Elementary students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ (LOCAL) and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS) will increase from 70% to 80% by 2026.

Performance Objective 3: By May 2026, campus administration and instructional leadership will ensure that 100% of instructional staff participate in ongoing, job-embedded professional learning through biweekly coaching cycles, lesson internalization sessions, and data-driven PLCs focused on strengthening instructional practices aligned to TEKS, campus priorities, and student outcome goals.

High Priority

HB3 Goal

Evaluation Data Sources: TTESS & Observation Data Collection

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Facilitate weekly data-driven PLCs that analyze disaggregated student group data (including African American, Hispanic, EB, SPED, and Eco Dis), align discussions to T-TESS dimensions and student outcome goals, and apply student work protocols to refine instructional delivery and reteach plans. **Strategy's Expected Result/Impact:** Result: Data-driven PLCs focused on disaggregated student group data, and instructional planning will be more targeted and aligned to student needs. Teachers will collaboratively design reteach plans and refine instructional implementation using student work protocols, leading to more responsive and equitable instruction across classrooms. Impact: Improved academic outcomes for all student groups, particularly African American, Hispanic, Emergent Bilingual (EB), Special Education, and Economically Disadvantaged students. **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and literacy strategist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2, 3 - Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus principals will develop and deploy a teacher performance growth report that includes coaching frequency, evaluation ratings, and student outcome data. **Strategy's Expected Result/Impact:** Teachers will increase knowledge and implementation of evidence-based math and reading practices to increase student achievement. Teachers and campus leaders will use protocols and a framework to ensure instruction and resources include high-leverage learning. Impact: Continuous campus improvement increases teacher capacity and student performance. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2, 3 - Student Learning 2 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus administration and instructional leaders will implement a structured coaching model grounded in Teach Like a Champion (TLAC) techniques and the Get Better Faster framework to drive instructional excellence. **Strategy's Expected Result/Impact:** Result: Teachers will increase knowledge and implementation of evidence-based math and reading practices to increase student achievement. Teachers and campus leaders will use protocols and a framework to ensure instruction and resources include high-leverage learning. Impact: Continuous campus improvement increases teacher capacity and student performance. **Staff Responsible for Monitoring:** Campus Administrators, MCLs, and Literacy Strategist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2, 3 - Student Learning 2 - School Processes & Programs 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: The Hispanic population makes up 54% of the student population, scoring at least 5% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Lacking opportunities for TIER 1 instruction and appropriate interventions to support learning gaps.

Problem Statement 2: The Special Education population makes up 23% of the student population, scoring at least 30% lower in reading and math on the STAAR assessments compared to other sub-populations. **Root Cause**: Special education students are not consistently receiving targeted, differentiated instruction due to limited teacher training in specialized instructional strategies, inconsistent use of progress monitoring data, and insufficient collaboration between general and special education staff.

Problem Statement 3: Economically Disadvantaged students make up 52% of the student population and consistently score at least 10% lower in reading and math on STAAR assessments compared to their non-economically disadvantaged peers. **Root Cause**: Economically Disadvantaged students are not consistently receiving differentiated instruction and academic support that addresses their unique learning needs, due to limited access to targeted interventions, inconsistent use of data to inform instruction, and gaps in teacher training on culturally responsive and poverty-informed teaching practices.

Student Learning

Problem Statement 2: Fannin's Hispanic population is performing below the overall student population on the NWEA MAP Reading assessment, with 49% meeting grade-level achievement and 55% meeting growth expectations. **Root Cause**: Cultural and linguistic barriers are not adequately addressed, and there is a lack of targeted support and resources for these students, which can affect the reading performance and growth of Hispanic students.

School Processes & Programs

Problem Statement 1: Challenges in the comprehensive approach to evaluating student performance affect students' meeting grade-level proficiency and growth expectations, particularly in critical areas such as reading and math for specific grade levels. **Root Cause**: There are inconsistencies in effectively implementing instructional practices across all classrooms and grade levels, specifically difficulties in translating collected data into actionable insights and interventions directly impacting student performance.

Problem Statement 2: Variability in classroom implementation persists, particularly for new or developing teachers, potentially limiting the impact of curriculum-aligned practices across grade levels. **Root Cause**: Inconsistencies in the frequency, depth, or focus of coaching cycles may affect alignment and instructional fidelity. Additionally, new staff may need differentiated onboarding beyond the initial supports provided to fully internalize instructional expectations and student outcome goals.

Campus Funding Summary

211 Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	4	Technology Supplies		$6,000.00
2	1	2	Opportunity Culture Reach Associate		$0.00
2	1	2	Opportunity Culture Maste Lead Teacher		$0.00
3	1	4	Parent Communication Resources		$0.00
				Sub-Total	$6,000.00
				Budgeted Fund Source Amount	$64,450.00
				+/- Difference	$58,450.00
				Grand Total Budgeted	$64,450.00
				Grand Total Spent	$6,000.00
				+/- Difference	$58,450.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect			Erin Bueno	7/17/2025
Coordinated Health Program	Seybert		Erin Bueno	7/17/2025