

Grand Prairie Independent School District



Whitt Fine Arts Academy

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Whitt Fine Arts Academy

Mission

The mission of Whitt Fine Arts Academy is to open the eyes of our PK-5th grade students to the Radio/TV/Film fine arts strand by channeling their unique skills and talents through an integrated academic and arts program which focuses on a whole-person developmental approach to learning in unison with high academic and artistic standards.

Vision

Every student is reading on or above grade level by 3rd grade and maintains or exceeds each grade level upon entering middle school

Core Values

Revolutionize Learning

Don't Hate, Differentiate

Foster a Safe Environment

Be Proactive, Exceptional Advocators

Campus Goals

MAP Achievement and Growth in Math/Reading improve by 10 percent, as measured by the EOY MAPGrowth School Profile Report

As measured by 2026 STAAR assessments in all subjects, the # of tests at Meets @ Masters increase 45% (227) to 65% (333), # of students with growth points increase from 81 to 120, and # of students with zero points decrease from 46 to 24. *Distinction in Reading

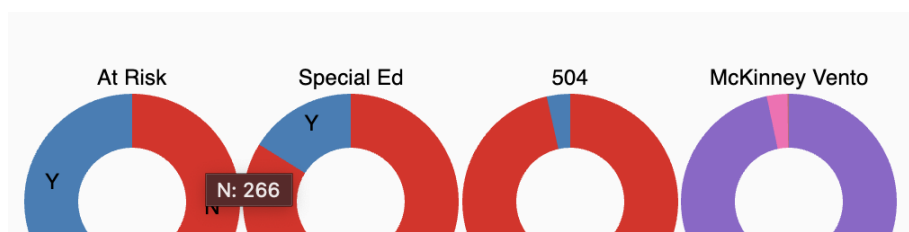
Demographics

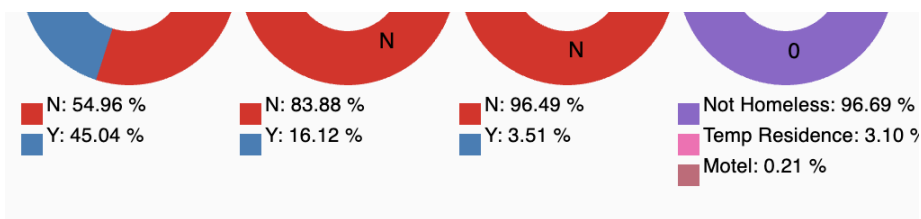
Summary

Demographics

Student Demographics	Count	Percent
Gender		
Female	250	51.76%
Male	233	48.24%
Ethnicity		
Hispanic-Latino	325	67.29%
Race		
American Indian - Alaskan Native	3	0.62%
Asian	4	0.83%
Black - African American	110	22.77%
Native Hawaiian - Pacific Islander	0	0.00%
White	29	6.00%
Two-or-More	12	2.48%

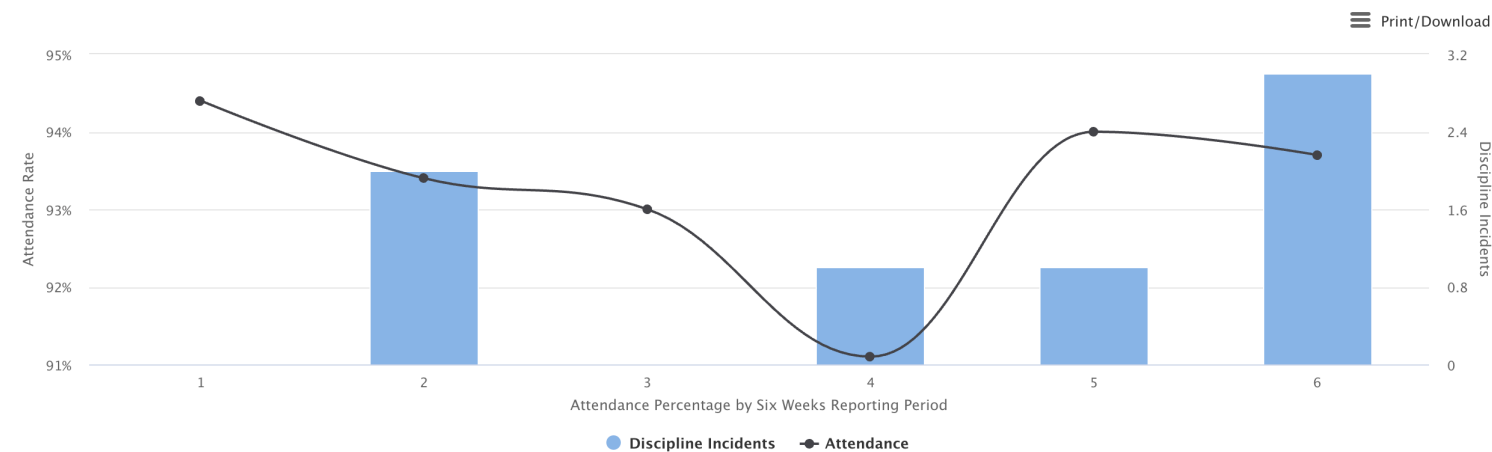
Student Indicators	Count	Percent
At-Risk	218	45.13%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	8	1.66%
Intervention Indicator	0	0.00%
Migratory	0	0.00%
Military Connected	0	0.00%
Transfer In Students	77	15.942%
Unschool'd Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	371	76.81%
Free Meals	307	63.56%
Reduced-Price Meals	64	13.25%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	16	3.31%
Shelter	0	0.00%
Doubled Up	15	3.11%
Unsheltered	0	0.00%
Hotel/Motel	1	0.21%
Not Unaccompanied Youth	16	3.31%
Is Unaccompanied Youth	0	0.00%





Special Education Services		Count	Percent
Primary Disabilities			
No Disability		0	0.00%
Orthopedic impairment		0	0.00%
Other health impairment		1	1.39%
Auditory impairment		0	0.00%
Visual impairment		0	0.00%
Deaf-Blind		0	0.00%
Intellectual disability		4	5.56%
Emotional disturbance		4	5.56%
Learning disability		16	22.22%
Speech impairment		27	37.50%
Autism		17	23.61%
Developmental delay		0	0.00%
Traumatic brain injury		0	0.00%
Noncategorical early childhood		3	4.17%
Instructional Settings			
Speech Therapy		17	23.61%
Homebound		0	0.00%
Hospital Class		0	0.00%
Mainstream		3	4.17%
Resource Room		36	50.00%
VAC		0	0.00%
Off Home Campus		0	0.00%
State School		0	0.00%
Residential Care		0	0.00%
Self Contained		11	15.28%
Full-Time Early Childhood		5	6.94%
Nonpublic Day School		0	0.00%

Attendance & Discipline Report



Staff Demographics

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	2.0	5.6	6.0
Average Years Experience of Principals with District	2.0	5.1	5.1

Average Years Experience of Assistant Principals	4.0	5.5	5.1
Average Years Experience of Assistant Principals with District	2.0	4.8	4.3
Average Years Experience of Teachers	10.9	10.3	11.2
Average Years Experience of Teachers with District	5.8	6.6	7.0

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	56.6	100.0%	100.0%	100.0%
Professional Staff	45.5	80.4%	64.2%	63.8%
Teachers	37.8	66.7%	47.4%	48.3%
Professional Support	5.7	10.1%	13.3%	10.8%
Campus Administration (School Leadership)	2.0	3.5%	3.0%	3.4%
Educational Aides	11.1	19.6%	9.2%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	0.0	n/a	59.0	13,704.0
Part-time Counselors	0.0	n/a	4.0	1,298.0
Total Minority Staff	41.9	74.0%	70.0%	55.3%
Teachers by Ethnicity				
African American	16.8	44.4%	24.4%	12.8%
Hispanic	13.0	34.4%	31.3%	31.0%
White	8.0	21.2%	39.0%	52.2%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.7%	2.2%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	2.3%	1.3%
Teachers by Sex				
Males	2.0	5.3%	26.0%	24.6%
Females	35.8	94.7%	74.0%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.8%	2.4%
Bachelors	24.0	63.5%	66.6%	71.4%
Masters	13.8	36.5%	29.5%	25.4%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	3.9	10.4%	6.6%	7.3%
1-5 Years Experience	8.8	23.4%	29.7%	28.3%
6-10 Years Experience	7.0	18.5%	24.2%	19.7%
11-20 Years Experience	12.0	31.8%	27.4%	27.6%
21-30 Years Experience	6.0	15.9%	10.4%	14.1%
Over 30 Years Experience	0.0	0.0%	1.6%	3.0%
Number of Students per Teacher	13.8	n/a	15.0	15.0

Strengths

Demographics are stable and reflect the community served.
Low incidence of serious discipline events.

Parent Engagement Opportunities

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Attendance fell to 93.8% in 2024-25, with notable impact in Grades 3-5 among economically disadvantaged and EB/EL subgroups.	Transportation for low-income families, limited proactive attendance interventions and family engagement follow-ups, and increase in health-related absences during the winter months.
2 ★	5.8% of students had one or more incidents; 60% of these were African American or male despite comprising <35% of enrollment.	Gaps in staff training for restorative and culturally responsive practices, and limited use of social-emotional learning (SEL) supports before referral.

★ = Priority

Student Learning

Summary

Accountability Rating Overall Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		76	C	
Student Achievement		72	C	0%
STAAR Performance	43	72		
College, Career and Military Readiness				
Graduation Rate				
School Progress		76	C	70%
Academic Growth	63	70	C	
Relative Performance (Eco Dis: 75.5%)		76	C	✓
Closing the Gaps	51	76	C	30%

Target for Intervention and Improvements

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)*	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	0	0	0	-	-	-	-	0	1	0	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2023	3	3	3	-	-	-	-	3	3	0	-	3
2024	3	3	3	-	-	-	-	3	3	3	-	3
2025	3	3	0	-	-	-	-	3	3	0	-	3
Academic Achievement Status: Mathematics												
2023	2	2	2	-	-	-	-	2	1	0	-	2
2024	3	3	2	-	-	-	-	3	3	2	-	3
2025	3	0	3	-	-	-	-	3	0	0	-	0
Academic Growth Status: RLA												
2023	3	3	0	-	-	-	-	0	0	0	-	0
2024	0	3	3	-	-	-	-	3	3	2	-	3
2025	3	3	0	-	-	-	-	3	0	0	-	0
Academic Growth Status: Mathematics												
2023	0	0	0	-	-	-	-	0	0	0	-	0
2024	3	2	3	-	-	-	-	3	0	3	-	2
2025	0	0	3	-	-	-	-	0	0	0	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2023	3	3	2	-	-	-	3	3	3	0	3	0
2024	3	3	0	-	0	-	-	3	3	2	3	3

2025	3	3	1	-	0	-	0	3	3	0	-	0
Progress in Achieving English Language Proficiency (EB/EL Current)												
2023									0			
2024									4			
2025									4			

STAAR Performance Report

Texas Education Agency
2024-25 STAAR Performance
 ERVIN C WHITT EL (057910126) - GRAND PRAIRIE ISD - DALLAS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	68%	72%	54%	73%	*	*	*	-	*	38%	*	73%	70%	69%	68%
	2024	74%	64%	78%	74%	88%	69%	-	*	-	*	43%	*	83%	55%	75%	62%
At Meets Grade Level or Above	2025	52%	39%	42%	38%	39%	*	*	*	-	*	19%	*	42%	40%	38%	26%
	2024	48%	37%	53%	58%	50%	62%	-	*	-	*	14%	*	57%	27%	45%	31%
At Masters Grade Level	2025	23%	16%	17%	8%	16%	*	*	*	-	*	5%	*	17%	20%	15%	21%
	2024	21%	16%	16%	26%	15%	8%	-	*	-	*	0%	*	19%	0%	15%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	65%	62%	54%	59%	*	*	*	-	*	24%	*	64%	50%	62%	68%
	2024	70%	65%	69%	68%	70%	69%	-	*	-	*	57%	*	71%	55%	68%	62%
At Meets Grade Level or Above	2025	46%	39%	41%	31%	37%	*	*	*	-	*	10%	*	39%	50%	38%	42%
	2024	42%	36%	42%	37%	45%	46%	-	*	-	*	29%	*	44%	27%	40%	38%
At Masters Grade Level	2025	19%	14%	13%	15%	8%	*	*	*	-	*	5%	*	12%	20%	8%	21%
	2024	15%	11%	15%	16%	15%	15%	-	*	-	*	0%	*	16%	9%	13%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	71%	75%	89%	76%	64%	-	*	-	*	27%	-	81%	58%	70%	39%
	2024	81%	73%	84%	75%	83%	89%	*	*	-	*	71%	*	88%	72%	79%	90%
At Meets Grade Level or Above	2025	54%	44%	51%	72%	46%	45%	-	*	-	*	9%	-	55%	42%	46%	28%
	2024	51%	46%	58%	42%	56%	78%	*	*	-	*	29%	*	64%	39%	58%	65%
At Masters Grade Level	2025	24%	18%	15%	22%	12%	18%	-	*	-	*	0%	-	21%	0%	11%	6%
	2024	23%	18%	24%	0%	23%	44%	*	*	-	*	0%	*	25%	22%	23%	25%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	63%	70%	78%	70%	73%	-	*	-	*	36%	-	75%	56%	68%	44%
	2024	69%	65%	72%	67%	67%	90%	*	*	-	*	43%	*	75%	63%	68%	70%
At Meets Grade Level or Above	2025	47%	40%	41%	33%	40%	64%	-	*	-	*	18%	-	45%	28%	42%	17%
	2024	46%	42%	51%	42%	48%	70%	*	*	-	*	14%	*	54%	42%	49%	45%
At Masters Grade Level	2025	24%	17%	10%	0%	10%	27%	-	*	-	*	0%	-	13%	0%	8%	0%
	2024	21%	17%	17%	0%	21%	20%	*	*	-	*	0%	*	20%	11%	16%	25%
Grade 5 Reading																	

Texas Education Agency
2024-25 STAAR Performance
 ERVIN C WHITT EL (057910126) - GRAND PRAIRIE ISD - DALLAS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	73%	77%	67%	79%	90%	*	*	*	-	*	42%	*	75%	83%	75%
	2024	79%	77%	83%	79%	84%	75%	-	*	-	*	38%	*	82%	87%	80%	88%
At Meets Grade Level or Above	2025	58%	53%	67%	67%	66%	70%	*	*	-	*	33%	*	68%	61%	68%	75%
	2024	55%	53%	61%	29%	66%	75%	-	*	-	*	38%	*	65%	47%	53%	76%
At Masters Grade Level	2025	30%	24%	26%	7%	28%	30%	*	*	-	*	8%	*	32%	6%	29%	30%
	2024	29%	26%	36%	0%	45%	38%	-	*	-	*	0%	*	37%	33%	28%	41%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	69%	71%	67%	67%	80%	*	*	*	-	45%	*	71%	72%	69%	70%
	2024	77%	75%	78%	79%	76%	88%	-	*	-	*	50%	*	83%	60%	77%	71%
At Meets Grade Level or Above	2025	47%	42%	50%	40%	49%	60%	*	*	-	*	9%	*	53%	39%	53%	50%
	2024	50%	47%	51%	29%	55%	63%	-	*	-	*	13%	*	56%	27%	45%	59%
At Masters Grade Level	2025	22%	20%	24%	13%	24%	20%	*	*	-	*	0%	*	28%	11%	22%	20%
	2024	19%	17%	13%	0%	15%	13%	-	*	-	*	0%	*	16%	0%	5%	12%
Grade 5 Science																	

At Approaches Grade Level or Above	2025	65%	58%	54%	47%	55%	50%	*	*	-	*	17%	*	57%	44%	57%	55%
	2024	58%	47%	45%	14%	54%	38%	-	*	-	*	0%	*	48%	33%	40%	59%
At Meets Grade Level or Above	2025	31%	21%	21%	7%	21%	40%	*	*	-	*	0%	*	23%	11%	20%	15%
	2024	28%	16%	11%	0%	13%	13%	-	*	-	*	0%	*	14%	0%	7%	6%
At Masters Grade Level	2025	12%	7%	3%	0%	2%	10%	*	*	-	*	0%	*	3%	0%	2%	0%
	2024	11%	6%	1%	0%	0%	0%	-	*	-	*	0%	*	2%	0%	0%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	68%	69%	66%	68%	74%	100%	73%	-	60%	32%	88%	71%	62%	67%	60%
	2024	75%	69%	73%	65%	74%	74%	*	82%	-	71%	42%	56%	75%	62%	70%	73%
At Meets Grade Level or Above	2025	50%	40%	45%	42%	42%	59%	60%	47%	-	50%	14%	75%	47%	38%	44%	37%
	2024	48%	40%	46%	35%	47%	58%	*	64%	-	43%	19%	44%	50%	31%	42%	47%
At Masters Grade Level	2025	21%	15%	15%	9%	14%	22%	20%	33%	-	40%	3%	25%	18%	6%	13%	14%
	2024	20%	14%	18%	8%	19%	19%	*	55%	-	14%	0%	31%	19%	12%	14%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	67%	75%	72%	76%	79%	*	67%	-	*	36%	*	76%	70%	72%	61%
	2024	76%	68%	82%	76%	85%	77%	*	80%	-	*	50%	50%	84%	73%	78%	82%

Texas Education Agency
2024-25 STAAR Performance
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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2025	54%	43%	54%	61%	50%	58%	*	50%	-	*	20%	*	55%	49%	51%	44%
	2024	54%	44%	57%	44%	58%	70%	*	60%	-	*	27%	50%	62%	39%	52%	60%
At Masters Grade Level	2025	23%	15%	20%	13%	19%	25%	*	50%	-	*	5%	*	23%	6%	19%	19%
	2024	22%	15%	26%	11%	29%	27%	*	60%	-	*	0%	50%	27%	20%	22%	24%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	66%	68%	67%	65%	79%	*	83%	-	*	33%	*	70%	61%	66%	61%
	2024	72%	68%	73%	71%	71%	81%	*	80%	-	*	50%	57%	77%	60%	71%	68%
At Meets Grade Level or Above	2025	45%	36%	44%	35%	42%	67%	*	67%	-	*	12%	*	46%	37%	44%	37%
	2024	43%	36%	48%	36%	50%	58%	*	60%	-	*	18%	57%	51%	33%	45%	48%
At Masters Grade Level	2025	20%	14%	16%	9%	14%	25%	*	33%	-	*	2%	*	18%	9%	13%	14%
	2024	17%	12%	15%	7%	17%	16%	*	40%	-	*	0%	29%	17%	7%	11%	18%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	73%	54%	47%	55%	50%	*	*	-	*	17%	*	57%	44%	57%	55%
	2024	75%	69%	45%	14%	54%	38%	-	*	-	*	0%	*	48%	33%	40%	59%
At Meets Grade Level or Above	2025	47%	39%	21%	7%	21%	40%	*	*	-	*	0%	*	23%	11%	20%	15%
	2024	43%	33%	11%	0%	13%	13%	-	*	-	*	0%	*	14%	0%	7%	6%
At Masters Grade Level	2025	17%	11%	3%	0%	2%	10%	*	*	-	*	0%	*	3%	0%	2%	0%
	2024	16%	9%	1%	0%	0%	0%	-	*	-	*	0%	*	2%	0%	0%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	29%	29%	31%	24%	*	*	*	-	*	10%	*	29%	30%	29%	21%
	2024	35%	26%	30%	37%	25%	38%	-	*	-	*	14%	*	33%	9%	26%	15%
Reading and Mathematics Including EOC	2025	39%	29%	29%	31%	24%	*	*	*	-	*	10%	*	29%	30%	29%	21%
	2024	35%	26%	30%	37%	25%	38%	-	*	-	*	14%	*	33%	9%	26%	15%
Reading Including EOC	2025	52%	39%	42%	38%	39%	*	*	*	-	*	19%	*	42%	40%	38%	26%
	2024	48%	37%	53%	58%	50%	62%	-	*	-	*	14%	*	57%	27%	45%	31%
Math Including EOC	2025	46%	39%	41%	31%	37%	*	*	*	-	*	10%	*	39%	50%	38%	42%
	2024	42%	36%	42%	37%	45%	46%	-	*	-	*	29%	*	44%	27%	40%	38%
4th Graders																	
Reading and Mathematics	2025	40%	31%	32%	33%	33%	36%	-	*	-	*	9%	-	36%	22%	30%	11%
	2024	38%	33%	45%	25%	46%	56%	*	*	-	*	0%	*	50%	28%	44%	45%

Texas Education Agency
2024-25 STAAR Performance
 ERVIN C WHITT EL (057910126) - GRAND PRAIRIE ISD - DALLAS COUNTY

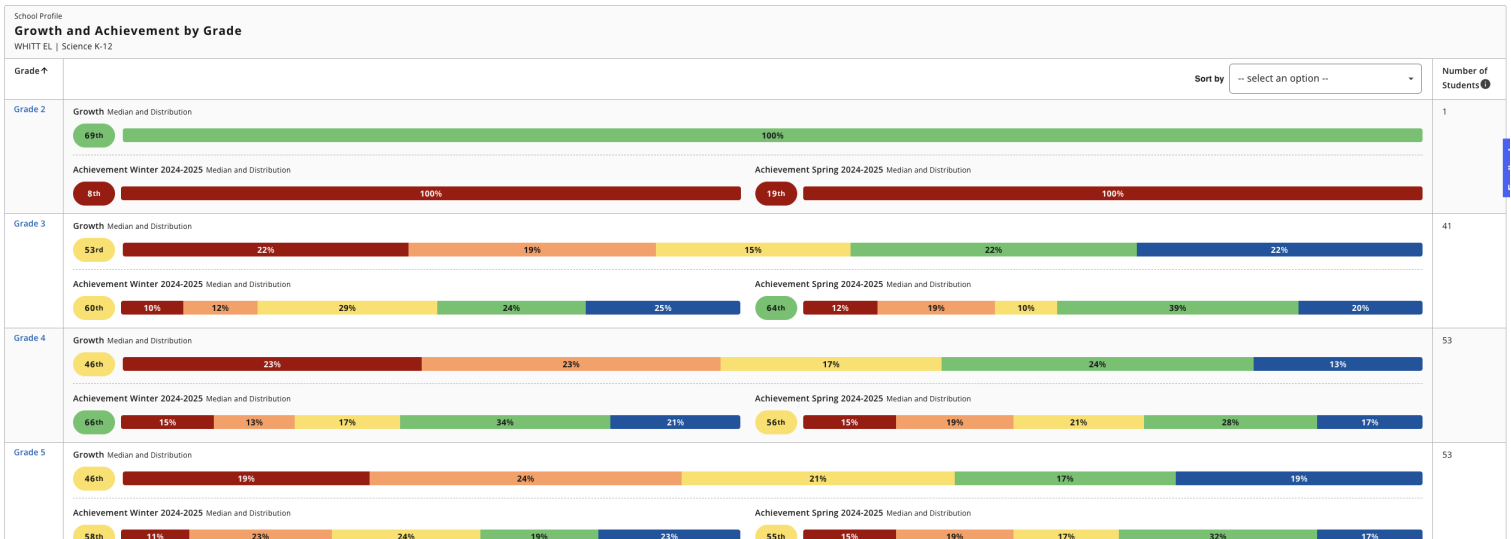
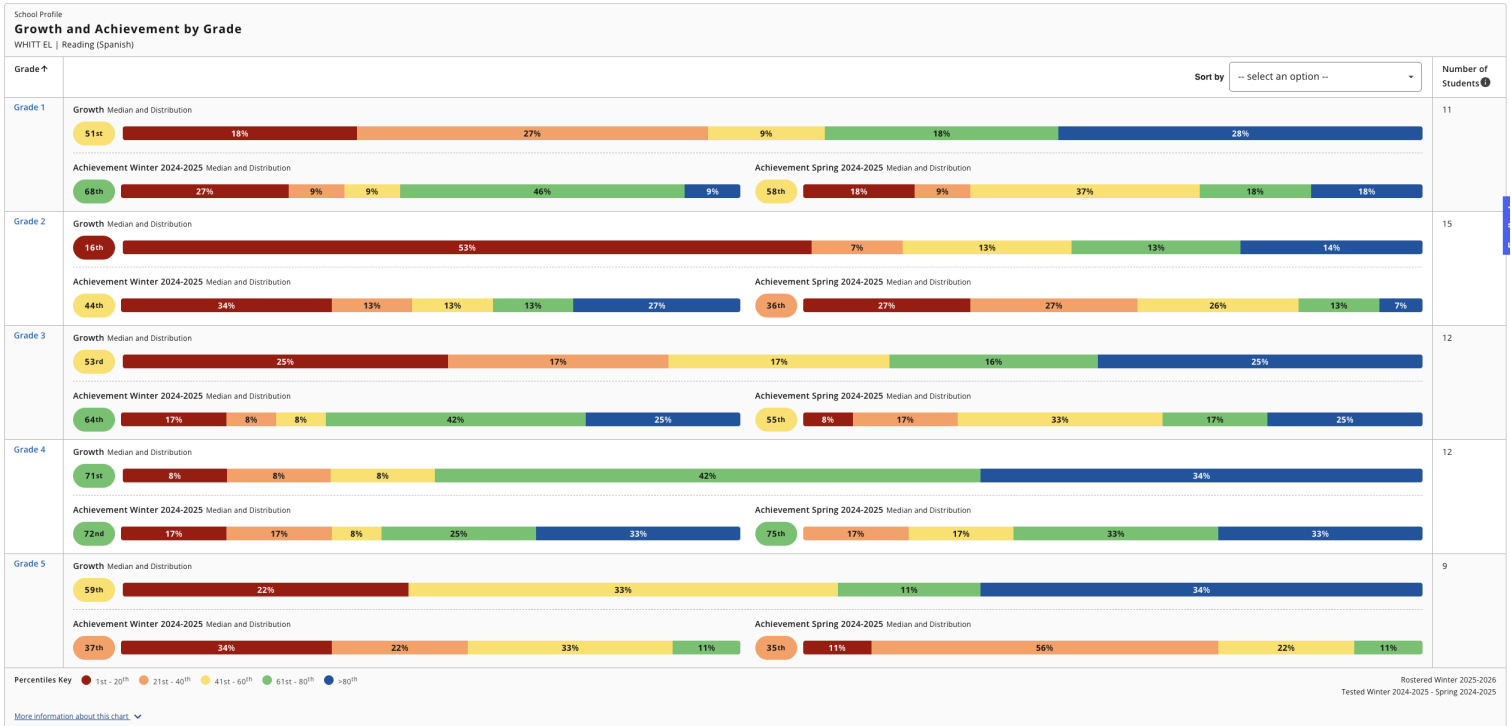
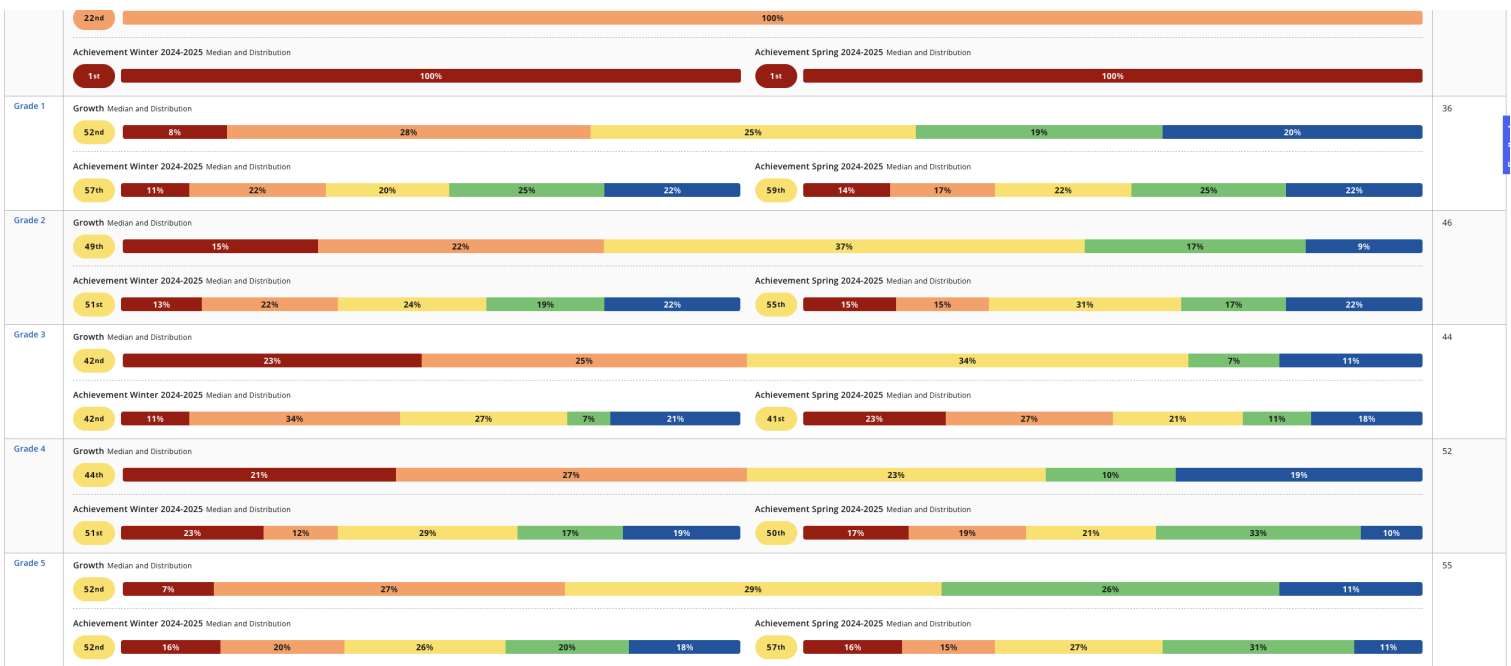
	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics	2025	40%	31%	32%	33%	33%	36%	-	*	-	*	9%	-	36%	22%	30%	11%

Reading and Mathematics Including EOC	2023	40%	31%	32%	33%	33%	30%	-	-	-	-	9%	-	30%	22%	30%	11%
	2024	38%	33%	45%	25%	46%	56%	*	*	-	*	0%	*	50%	28%	44%	45%
Reading Including EOC	2025	54%	44%	51%	72%	46%	45%	-	*	-	*	9%	-	55%	42%	46%	28%
	2024	51%	46%	58%	42%	56%	78%	*	*	-	*	29%	*	64%	39%	58%	65%
Math Including EOC	2025	47%	40%	41%	33%	40%	64%	-	*	-	*	18%	-	45%	28%	42%	17%
	2024	46%	42%	51%	42%	48%	70%	*	*	-	*	14%	*	54%	42%	49%	45%
5th Graders																	
Reading and Mathematics	2025	42%	36%	49%	40%	49%	60%	*	*	-	*	9%	*	53%	33%	51%	50%
	2024	42%	39%	46%	14%	51%	63%	-	*	-	*	0%	*	50%	27%	38%	59%
Reading and Mathematics Including EOC	2025	42%	36%	49%	40%	49%	60%	*	*	-	*	9%	*	53%	33%	51%	50%
	2024	42%	39%	46%	14%	51%	63%	-	*	-	*	0%	*	50%	27%	38%	59%
Reading Including EOC	2025	58%	53%	67%	67%	66%	70%	*	*	-	*	33%	*	68%	61%	68%	75%
	2024	55%	53%	61%	29%	66%	75%	-	*	-	*	38%	*	65%	47%	53%	76%
Math Including EOC	2025	48%	42%	50%	40%	49%	60%	*	*	-	*	9%	*	53%	39%	53%	50%
	2024	51%	47%	51%	29%	55%	63%	-	*	-	*	13%	*	56%	27%	45%	59%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	27%	37%	35%	35%	50%	*	50%	-	*	9%	*	39%	28%	37%	28%
	2024	36%	28%	40%	27%	42%	50%	*	60%	-	*	5%	50%	44%	23%	36%	42%
Reading and Mathematics Including EOC	2025	40%	30%	37%	35%	35%	50%	*	50%	-	*	9%	*	39%	28%	37%	28%
	2024	38%	31%	40%	27%	42%	50%	*	60%	-	*	5%	50%	44%	23%	36%	42%
Reading Including EOC	2025	55%	46%	54%	61%	50%	58%	*	50%	-	*	20%	*	55%	49%	51%	44%
	2024	54%	46%	57%	44%	58%	70%	*	60%	-	*	27%	50%	62%	39%	52%	60%
Math Including EOC	2025	46%	37%	44%	35%	42%	67%	*	67%	-	*	12%	*	46%	37%	44%	37%
	2024	45%	38%	48%	36%	50%	58%	*	60%	-	*	18%	57%	51%	33%	45%	48%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

MAP 2025 BOY School Profile





Strengths

Reading and Math performance at upper grades approach district means
MAP data shows strong geometry and measurement areas in Grades K & 5
Former EB/EL students outperform campus average in Reading

Strong Grade 5 Reading; closing gaps for former EB; stable ELA Meets.

Reading overall above state in Meets (54% vs. 50%).
Grade 5 Reading improved in Meets (67%)

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	MAP data reflects early grades (K-2) show foundational numeracy deficits (>35% below 21st)	Deficits in fact fluency, language barriers in problem solving, and limited Tier 2 intervention fidelity.
2 ★	Grade 3 Reading Meets declined from 53% (2024) - 42% (2025)	Inconsistent guided reading and phonics alignment due to vacancy. Insufficient small-group time for comprehension and vocabulary. Lack of consistent writing-about-reading practice.
3 ★	Science achievement lowest across subjects	Low lab frequency and conceptual vocabulary barriers for EB/EL; inadequate vertical alignment in content.
4 ★	Math achievement has remained stagnant, with a low percentage of students demonstrating mastery. Math Meets decreased 48% to 44%, and Masters 18% to 16%, down from 48% and 18% in 2024	Weak fact fluency and number sense. Limited rigor in multi-step problem-solving. Tier 2 math intervention inconsistent.
5 ★	MAP Grades 2-3 show 21st percentile in numerical relationships	Deficits in fact fluency, language barriers in problem solving, and limited Tier 2 intervention fidelity.

6
★

Math Achievement Gaps for EB/EL and SpEd Students - STAAR Math EB/EL Meets 37%, SpEd 12%

Deficits in fact fluency, language barriers in problem solving, and limited Tier 2 intervention fidelity.

7

Students served through the Special Education C.A.R.E. program are not consistently accessing grade-level general education instruction with appropriate accommodations and modifications, resulting in low academic performance and limited progress toward grade-level standards.

Teachers and paraprofessionals need more targeted PD on implementing IEP accommodations and modifications in the general education classroom. Materials and instructional delivery in core subjects are not always differentiated to meet the diverse cognitive and language needs of students receiving special education services.

8

Emergent Bilingual students declined in performance and growth in all subject areas in Domain 3 Closing the Gaps and TELPAS reflect limited growth in composite scores.

Inconsistent Integration of Language Development in Core Instruction; vocabulary development, sentence stems, and structured academic talk into daily instruction.

★ = Priority

School Processes & Programs

Summary

Whitt FAA is a Title I campus that received funding to support the campus' instructional needs.

Curriculum & Instruction

District provides curriculum pacing guides and scope and sequence to follow for lesson planning.

Instructional Coach provides training on curriculum resources and instructional practices required in the district. (i.e. Problem Solving Mat etc.)

Professional Development

(PLCs) Professional Learning Communities & Implementation of Enabling Conditions weekly to discuss research based strategies, review and analyze data and determine intervention groups and plans.

Teacher attend trainings provided by the district, campus or outside programs (Lead4Ward etc) on online resources, testing reports, and instructional strategies for teaching and learning. Increasing Rigor instructional focus - Thinking, Talking & Tracking with CRA in Math

Pre-service training

Vector training

Leadership/Decision Making

- Instructional Leadership Team - biweekly
- Team Leads - monthly
- Grade level planning - weekly
- RTI Committee Meetings- dates pre-set every 6 weeks
- Campus Committees - meet as required for campus events
- Common Assessment Data Meetings - bi-weekly
- District Benchmark Data Meetings
- MAPfluency data tracking - every 4-5 weeks
- WLM - Wednesday Learning Meetings
- MLM - Monday Learning Meetings
- WIN Time - weekly intervention and/or enrichment
- Mentor Mentee Meetings

Communication

- Weekly Staff Newsletter
- Digital Monthly Parent Newsletter & Event Flyers and Calendars sent home

- Year-At-A-Glance Calendar
- REMIND - Staff
- Class Dojo - Teacher to Parent

Technology

- Technology Integration PD from Instructional Media Specialist

Programs

- Grade Level Fine Arts Showcases
- iReady Math and Reading
- TEKSBank
- PBIS
- Special Programs - C.A.R.E.

Extracurricular

- Student Clubs - weekly
- Campus Committees

Strengths

Collaborative leadership, data-driven instructional processes, and commitment to rigorous, engaging learning experiences. The combination of academic, fine arts, and extracurricular programs creates a well-rounded, engaging learning environment for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Vertical alignment of curriculum and instruction is inconsistent across grade levels, leading to gaps in student mastery of foundational reading and math skills.	Limited vertical collaboration between grade levels. Inconsistent implementation of the district pacing guide and CRA framework across classrooms. Early literacy instruction not fully aligned with the Science of Reading progression (phonics - fluency - comprehension). Insufficient focus on conceptual math understanding and number sense in lower grades
2 Professional learning is not consistently monitored for classroom implementation, reducing its impact on instructional practice and student achievement.	Lack of structured follow-up through coaching cycles or peer observations.
3 Leadership and data teams meet regularly but lack consistency in using subgroup data and growth measures to drive targeted instructional decisions.	Data meetings emphasize overall results instead of subgroup and individual growth analysis. Limited use of MAP dashboards and STAAR growth indicators to monitor student progress mid-cycle. Leadership development for team leads and aspiring leaders not yet formalized. Overlapping meeting structures (ILT, PLC, RTI) limit time for analysis and follow-up action.
4 Technology integration is primarily used for practice and testing, rather than for student-centered learning and higher-order applications.	PD and support focus more on program use (iReady, TEKSbank) than on student creation or collaboration. Teachers need additional guidance on integrating digital tools for inquiry, projects, and problem-solving.
5 Teachers require additional support to use data platforms effectively for instructional planning and differentiation.	Limited hands-on training in navigating MAP Growth dashboards and interpreting learning continuum data. Inconsistent use of data protocols. Lack of scheduled time for collaborative data analysis and instructional planning.

6

Students served through the Special Education C.A.R.E. program are not consistently accessing grade-level general education instruction with appropriate accommodations and modifications, resulting in low academic performance and limited progress toward grade-level standards.

Teachers and paraprofessionals need more targeted PD on implementing IEP accommodations and modifications in the general education classroom. Materials and instructional delivery in core subjects are not always differentiated to meet the diverse cognitive and language needs of students receiving special education services.

★ = Priority

Perceptions

Summary

Staff feedback reflected the following area(s) of need:

- Increased Public Recognition and Affirmations & Team Building
- Behavioral support is good.
- Need to streamline communication
- Need to streamline meetings
- Opportunities for differentiated professional development and Mentoring program
- Maximizing use of paraprofessionals and bilingual support
- lack parent involvement

Parent Perceptions

- More clubs and extracurricular activities for students
- Improving preparing students for GPFAA auditions
- One communication platform
- More opportunities to engage with students at school
- Information on the topics/skills their child is learning to help at home.
- More homework
- Love the traditions and school
- Office staff is kind.

Strengths

- Established campus vision and core values
- PBIS Committee to address student engagement and behavior, as well as a comprehensive discipline plan and consequences
- Active PTA remained from losing most of the board last school year.
- Grade level musical theatre performances
- Parent attendance at performances, and PTA events
- Community still sets high expectations and convey strong pride for Whitt

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Recognition and morale systems inconsistent	Limited celebration structures; meeting priorities skewed toward compliance
2 ★ Staff communication and meetings lack consistency and efficiency, leading to frustration, information overload, and reduced instructional planning time.	lack of clear communication protocols
3 ★ Families and community stakeholders perceive limited extracurricular and enrichment opportunities beyond fine arts	Limited program capacity; communication gaps about opportunities
4 ★ Parent involvement and engagement remain limited	Family participation concentrated around traditions and events rather than academic learning or planning.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

MAP data reflects early grades (K-2) show foundational numeracy deficits (>35% below 21st)

Deficits in fact fluency, language barriers in problem solving, and limited Tier 2 intervention fidelity.

2
★

Grade 3 Reading Meets declined from 53% (2024) - 42% (2025)

Inconsistent guided reading and phonics alignment due to vacancy. Insufficient small-group time for comprehension and vocabulary. Lack of consistent writing-about-reading practice.

3
★

Science achievement lowest across subjects

Low lab frequency and conceptual vocabulary barriers for EB/EL; inadequate vertical alignment in content.

4
★

Math achievement has remained stagnant, with a low percentage of students demonstrating mastery. Math Meets decreased 48% to 44%, and Masters 18% to 16%, down from 48% and 18% in 2024

Weak fact fluency and number sense. Limited rigor in multi-step problem-solving. Tier 2 math intervention inconsistent.

5
★

MAP Grades 2-3 show 21st percentile in numerical relationships

Deficits in fact fluency, language barriers in problem solving, and limited Tier 2 intervention fidelity.

6
★

Math Achievement Gaps for EB/EL and SpEd Students - STAAR Math EB/EL Meets 37%, SpEd 12%

Deficits in fact fluency, language barriers in problem solving, and limited Tier 2 intervention fidelity.

7
★

Attendance fell to 93.8% in 2024-25, with notable impact in Grades 3-5 among economically disadvantaged and EB/EL subgroups.

Transportation for low-income families, limited proactive attendance interventions and family engagement follow-ups, and increase in health-related absences during the winter months.

8
★

5.8% of students had one or more incidents; 60% of these were African American or male despite comprising <35% of enrollment.

Gaps in staff training for restorative and culturally responsive practices, and limited use of social-emotional learning (SEL) supports before referral.

9
★

Recognition and morale systems inconsistent

Limited celebration structures; meeting priorities skewed toward compliance

10
★

Staff communication and meetings lack consistency and efficiency, leading to frustration, information overload, and reduced instructional planning time.

lack of clear communication protocols

11
★

Families and community stakeholders perceive limited extracurricular and enrichment opportunities beyond fine arts

Limited program capacity; communication gaps about opportunities

12
★

Parent involvement and engagement remain limited

Family participation concentrated around traditions and events rather than academic learning or planning.

★ = Priority



Priority Focus Areas

Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1 High Priority HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Implement daily, differentiated small group reading instruction and centers in grades K-3 based on formative assessments, MAPFluency, MAPGrowth data to target specific decoding and comprehension needs.

Strategy's Expected Result/Impact: Students in grades K-3 will meet and exceed growth expected growth in decoding, fluency, and comprehension skills on MAPFluency and MAPGrowth.

Staff Responsible for Monitoring: Instructional Coach, Teachers, Administrators

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Integrate hands-on activities and total physical response techniques for phonemic awareness, phonics, and vocabulary activities in PK-1st that align with the Science of Teacher Reading, and district approved resources such as Heggerty and HQIM.

Strategy's Expected Result/Impact: Early Learners will demonstrate stronger phonemic awareness, letter sound recognition, and vocabulary development as measured by MAPFluency and CLI with 88% of students meeting or exceeding grade level skills and BOYMAP Growth performance at 85 Percentile entering into 1st and 2nd.

Staff Responsible for Monitoring: Instructional Coach, Teachers, Administrators

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Measurable Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	MAP data reflects early grades (K-2) show foundational numeracy deficits (>35% below 21st)	Deficits in fact fluency, language barriers in problem solving, and limited Tier 2 intervention fidelity.
2	Grade 3 Reading Meets declined from 53% (2024) - 42% (2025)	Inconsistent guided reading and phonics alignment due to vacancy. Insufficient small-group time for comprehension and vocabulary. Lack of consistent writing-about-reading practice.

Measurable Objective 2 ☒ High Priority ☒ HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Math Data & MAP Data

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

☒ Results Driven Accountability

Implement vertical alignment meetings between grade levels to implement common vocabulary, and aligned conceptual math development and instructional strategies, pre-requisite skills. (i.e. number sense, math fluency, and problem solving etc.)

Strategy's Expected Result/Impact: MAP Growth RIT gains will increase in the areas of Number and Operations, Problem Solving, and Mathematical Reasoning.

Instructional gaps between grade levels will decrease as teachers use aligned strategies, visuals, and routines across classrooms.

Increased use of conceptual math talk and hands-on representations (manipulatives, visual models) during instruction.

Staff Responsible for Monitoring: Instructional Coach, Teachers, Administrators

Problem Statements: Student Learning 4, 5, 6

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2  Targeted Support Strategy  Additional Targeted Support Strategy

 **Results Driven Accountability**

Implement vertically aligned hands on mathematic lessons that build number sense, problem-solving, and conceptual understanding using the CRA model in Tier I instruction to target specific skill gaps and increase mastery of TEKS.

Strategy's Expected Result/Impact: Students will demonstrate stronger conceptual understanding and problem solving skills, as evident by MAPGrowth Instructional Areas percentiles, classroom formative assessments resulting in Math Meets will rise from 41% - 61%, Masters from 13% - 33%, and EB/EL Meets from 37% - 45%.

Staff Responsible for Monitoring: Instructional Coach, Teachers, Administrators

Problem Statements: Student Learning 4, 5

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Hold a 2nd grade and 2-5 Math Bee in the fall to promote campus-wide reinforcement on math

fluency.

Strategy's Expected Result/Impact: MAP Growth RIT gains will increase in the areas of Number and Operations.

Problem Statements: Student Learning 1, 4, 5, 6

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Measurable Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

MAP data reflects early grades (K-2) show foundational numeracy deficits (>35% below 21st)

Deficits in fact fluency, language barriers in problem solving, and limited Tier 2 intervention fidelity.

4

Math achievement has remained stagnant, with a low percentage of students demonstrating mastery. Math Meets decreased 48% to 44%, and Masters 18% to 16%, down from 48% and 18% in 2024

Weak fact fluency and number sense. Limited rigor in multi-step problem-solving. Tier 2 math intervention inconsistent.

5

MAP Grades 2-3 show 21st percentile in numerical relationships

Deficits in fact fluency, language barriers in problem solving, and limited Tier 2 intervention fidelity.

6

Math Achievement Gaps for EB/EL and SpEd Students - STAAR Math EB/EL Meets 37%, SpEd 12%

Deficits in fact fluency, language barriers in problem solving, and limited Tier 2 intervention fidelity.

Measurable Objective 3 High Priority

8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030

Evaluation Data Source: STAAR Reading Data & MAP Data

Measurable Objective 4 **High Priority**

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Source: Skyward Discipline Data

Strategy 1

Reinforce PBIS Stallion Pride Cards to acknowledge and reward students demonstrating Stallion Pride.

Strategy's Expected Result/Impact: Students will demonstrate increased ownership of their behavior resulting in fewer classroom disruptions, improves student culture.

Staff Responsible for Monitoring: PBIS Committee, Teachers, and Administrators

Problem Statements: Demographics 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Celebrate Growth and Character with rallies to recognize and celebrate positive behavior, academic progress, and highlighting students shining with character each nine week.

Strategy's Expected Result/Impact: Panorama data will reflect increase in self-efficacy and belonging; and decrease in minor and major discipline referrals.

Staff Responsible for Monitoring: HYPE Committee, PBIS Committee, and Administrators

Problem Statements: Demographics 1, 2 - Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

Incorporate Ron Clark House System: Implement house/team competitions, and motivational chants.

Strategy's Expected Result/Impact: Students will exhibit a greater sense of responsibility for their behavior, learning, and contribution to the campus community.

Staff Responsible for Monitoring: PBIS Committee, Teachers and Staff, Administrators

Problem Statements: Demographics 1, 2 - Perceptions 1

ESF Levers: Lever 3: Positive School Culture

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Measurable Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Attendance fell to 93.8% in 2024-25, with notable impact in Grades 3-5 among economically disadvantaged and EB/EL subgroups.	Transportation for low-income families, limited proactive attendance interventions and family engagement follow-ups, and increase in health-related absences during the winter months.
2	5.8% of students had one or more incidents; 60% of these were African American or male despite comprising <3 5% of enrollment.	Gaps in staff training for restorative and culturally responsive practices, and limited use of social-emotional learning (SEL) supports before referral.

Measurable Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Recognition and morale systems inconsistent	Limited celebration structures; meeting priorities skewed toward compliance

Measurable Objective 5 High Priority

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Source: Survey Data & Sign-In Documents

Strategy 1

Host Family Nights to support parents with strategies to support reading, math, and science

skills at home, and holiday themed events through PTA.

Strategy's Expected Result/Impact: Families will actively participate in curriculum nights, increased parent volunteers and attendance at school-based events.

Staff Responsible for Monitoring: PTA, Team Leads, Administrators, and Leadership team

Problem Statements: Perceptions 4

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Measurable Objective 5 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
4 Parent involvement and engagement remain limited	Family participation concentrated around traditions and events rather than academic learning or planning.

Measurable Objective 6 **High Priority**

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

Evaluation Data Source: Skyward Attendance Data

Strategy 1

Implement Beat the Bell (BTB) and Caught in Class (CIC) to reward students present at school each month, on high absenteeism days.

Strategy's Expected Result/Impact: Increased attendance from 94.5 to 97

Staff Responsible for Monitoring: Admin Team

Problem Statements: Demographics 1 - Perceptions 1

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Recognize students with perfect attendance each nine weeks.

Strategy's Expected Result/Impact: Increased attendance from 94.5 to 97

Staff Responsible for Monitoring: HYPE Committee, Administrators

Problem Statements: Demographics 1

ESF Levers: Lever 3: Positive School Culture

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Measurable Objective 6 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Attendance fell to 93.8% in 2024-25, with notable impact in Grades 3-5 among economically disadvantaged and EB/EL subgroups.	Transportation for low-income families, limited proactive attendance interventions and family engagement follow-ups, and increase in health-related absences during the winter months.

Measurable Objective 6 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Recognition and morale systems inconsistent	Limited celebration structures; meeting priorities skewed toward compliance

Measurable Objective 7 ☒ High Priority ☒ HB3 Priority Focus Area

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

Measurable Objective 8 ☒ High Priority ☒ HB3 Priority Focus Area

By June 2026, Whitt Fine Arts Academy will increase the number of tests scoring Meets and Masters performance levels from 45% to 67% on STAAR Science, Reading and Math assessment.

Evaluation Data Source: 2026 STAAR Math/Reading Domain I Student Achievement Data

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Provide during the school day intervention and enrichment through WIN Time to provide targeted skill intervention and enrichment for 4th and 5th grade students in both Math and Reading using, personalized instructional resources with iReady, and assessing every 3 weeks to monitor progress.

Strategy's Expected Result/Impact: # of students with growth points increase from 81 to 120 on the STAAR 2026 Math and Reading and Domain 2A rating increases from 73 to 83.

Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coach

Problem Statements: Student Learning 2, 3, 4, 6

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Incorporating hands-on interactive learning, investigative and experiments, and implementing visual literacy with fidelity for students to apply learning and increase rigor through professional learning, coaching and integration of ongoing professional development..

Strategy's Expected Result/Impact: The percentage of students scoring at Meets performance level will increase from 21% to 50% on 5th Grade STAAR Science assessment.

Staff Responsible for Monitoring: Teachers, Administrators

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

 Results Driven Accountability

Enhance teacher effectiveness in Math instruction through professional learning in CRA mathematical development, increased rigor, student academic talk, and tracking progress during and after learning.

Strategy's Expected Result/Impact: 2026 STAAR Math percentage of students scoring at Meets and above will increase from 44% to 64%

Staff Responsible for Monitoring: Instructional Coach, Teachers, Administrators

Problem Statements: Student Learning 4, 6

Title I: 2.5.1, 2.5.2, 2.5.3

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

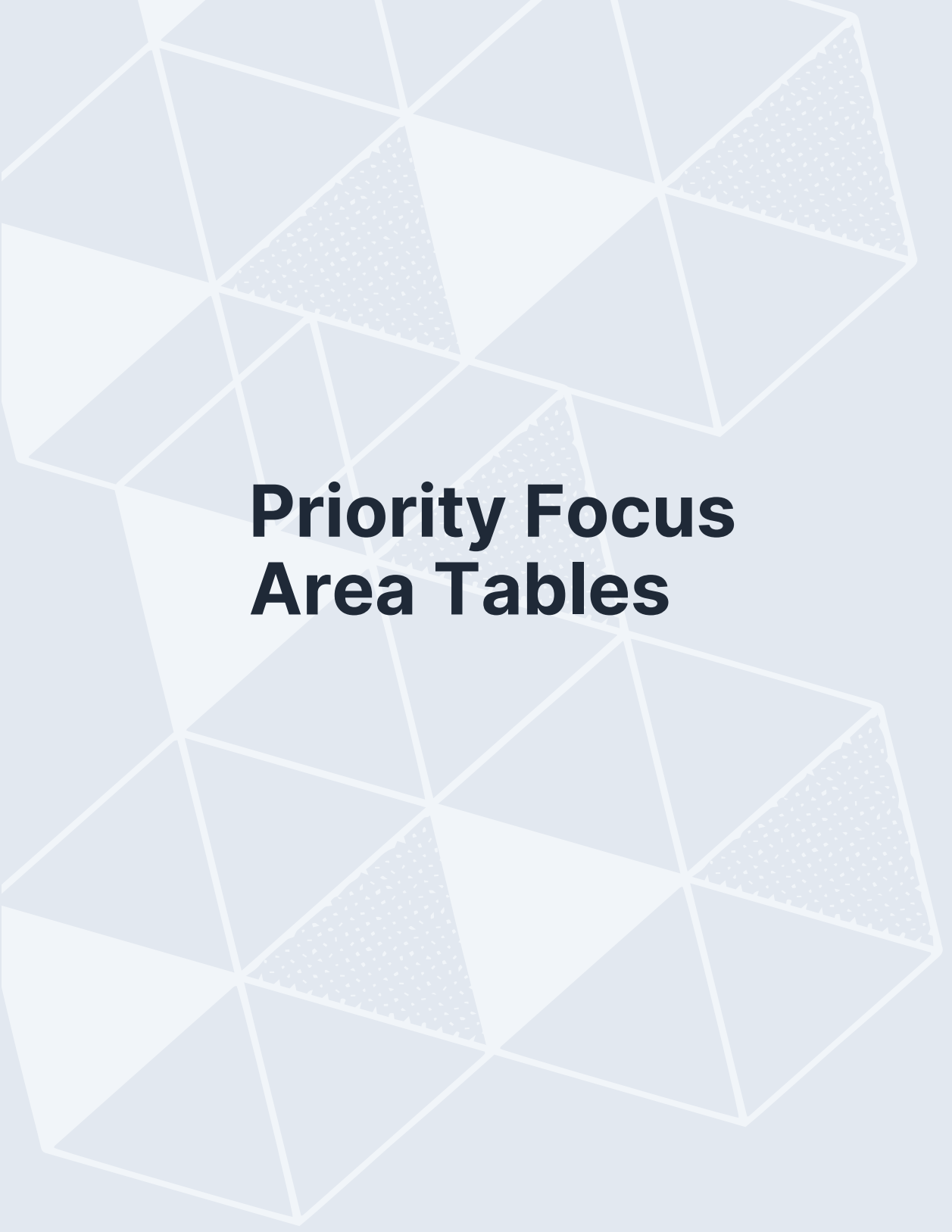
ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Measurable Objective 8 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Grade 3 Reading Meets declined from 53% (2024) - 42% (2025)	Inconsistent guided reading and phonics alignment due to vacancy. Insufficient small-group time for comprehension and vocabulary. Lack of consistent writing-about-reading practice.
3 Science achievement lowest across subjects	Low lab frequency and conceptual vocabulary barriers for EB/EL; inadequate vertical alignment in content.
4 Math achievement has remained stagnant, with a low percentage of students demonstrating mastery. Math Meets decreased 48% to 44%, and Masters18% to 16%, down from 48% and 18% in 2024	Weak fact fluency and number sense. Limited rigor in multi-step problem-solving. Tier 2 math intervention inconsistent.
6 Math Achievement Gaps for EB/EL and SpEd Students - STAAR Math EB/EL Meets 37%, SpEd 12%	Deficits in fact fluency, language barriers in problem solving, and limited Tier 2 intervention fidelity.



Priority Focus Area Tables

RDA Strategies

Priority Focus Area	Measurable Objective	Strategy	Description
1	1	1	Implement daily, differentiated small group reading instruction and centers in grades K-3 based on formative assessments, MAPFluency, MAPGrowth data to target specific decoding and comprehension needs.
1	1	2	Integrate hands-on activities and total physical response techniques for phonemic awareness, phonics, and vocabulary activities in PK-1st that align with the Science of Teacher Reading, and district approved resources such as Heggerty and HQIM.
1	2	1	Implement vertical alignment meetings between grade levels to implement common vocabulary, and aligned conceptual math development and instructional strategies, pre-requisite skills. (i.e. number sense, math fluency, and problem solving etc.)
1	2	2	Implement vertically aligned hands on mathematic lessons that build number sense, problem-solving, and conceptual understanding using the CRA model in Tier I instruction to target specific skill gaps and increase mastery of TEKS.
1	8	1	Provide during the school day intervention and enrichment through WIN Time to provide targeted skill intervention and enrichment for 4th and 5th grade students in both Math and Reading using, personalized instructional resources with iReady, and assessing every 3 weeks to monitor progress.
1	8	2	Incorporating hands-on interactive learning, investigative and experiments, and implementing visual literacy with fidelity for students to apply learning and increase rigor through professional learning, coaching and integration of ongoing professional development..
1	8	3	Enhance teacher effectiveness in Math instruction through professional learning in CRA mathematical development, increased rigor, student academic talk, and tracking progress during and after learning.

Targeted Support Strategies

Priority Focus Area	Measurable Objective	Strategy	Description
1	1	1	Implement daily, differentiated small group reading instruction and centers in grades K-3 based on formative assessments, MAPFluency, MAPGrowth data to target specific decoding and comprehension needs.
1	1	2	Integrate hands-on activities and total physical response techniques for phonemic awareness, phonics, and vocabulary activities in PK-1st that align with the Science of Teacher Reading, and district approved resources such as Heggerty and HQIM.
1	2	1	Implement vertical alignment meetings between grade levels to implement common vocabulary, and aligned conceptual math development and instructional strategies, pre-requisite skills. (i.e. number sense, math fluency, and problem solving etc.)
1	2	2	Implement vertically aligned hands on mathematic lessons that build number sense, problem-solving, and conceptual understanding using the CRA model in Tier I

instruction to target specific skill gaps and increase mastery of TEKS.

1	8	1	Provide during the school day intervention and enrichment through WIN Time to provide targeted skill intervention and enrichment for 4th and 5th grade students in both Math and Reading using, personalized instructional resources with iReady, and assessing every 3 weeks to monitor progress.
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1	8	3	Enhance teacher effectiveness in Math instruction through professional learning in CRA mathematical development, increased rigor, student academic talk, and tracking progress during and after learning.

Additional Targeted Support Strategies

Priority Focus Area	Measurable Objective	Strategy	Description
1	1	1	Implement daily, differentiated small group reading instruction and centers in grades K-3 based on formative assessments, MAPFluency, MAPGrowth data to target specific decoding and comprehension needs.
1	1	2	Integrate hands-on activities and total physical response techniques for phonemic awareness, phonics, and vocabulary activities in PK-1st that align with the Science of Teacher Reading, and district approved resources such as Heggerty and HQIM.
1	2	1	Implement vertical alignment meetings between grade levels to implement common vocabulary, and aligned conceptual math development and instructional strategies, pre-requisite skills. (i.e. number sense, math fluency, and problem solving etc.)
1	2	2	Implement vertically aligned hands on mathematic lessons that build number sense, problem-solving, and conceptual understanding using the CRA model in Tier I instruction to target specific skill gaps and increase mastery of TEKS.
1	8	1	Provide during the school day intervention and enrichment through WIN Time to provide targeted skill intervention and enrichment for 4th and 5th grade students in both Math and Reading using, personalized instructional resources with iReady, and assessing every 3 weeks to monitor progress.
1	8	2	Incorporating hands-on interactive learning, investigative and experiments, and implementing visual literacy with fidelity for students to apply learning and increase rigor through professional learning, coaching and integration of ongoing professional development..
1	8	3	Enhance teacher effectiveness in Math instruction through professional learning in CRA mathematical development, increased rigor, student academic talk, and tracking progress during and after learning.



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect	--	--	Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation	--	6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)	--	11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services	--	7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	5/5/2025	Holly Mohler	5/24/2024