# Duncanville Independent School District

# Fairmeadows Elementary School

# 2026-2027 Priorities/Goals/Strategies

**Board Approval Date:** October 19, 2026
**Public Presentation Date:** August 24, 2026

# Mission Statement

Duncanville ISD: We engage, equip, and empower all scholars to achieve their unique potential.

# Vision

Duncanville ISD: Where dreams are inspired and excellence is achieved.

# Value Statement

We are D'Ville...

**P** - Professionalism

**A** - Accountability and excellence

**N** - Nurturing, safe environments

**T** - Transparent communication

**H** - Honesty, integrity, and ethics

**E** - Everyone contributing to student success

**R** - Relationships, equity, and inclusion

**S** - Students as our top priority

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# Priorities

**Priority 1:** Student Academic Success

**Goal 1:** By June 2027, student achievement on the third-grade state assessment in Reading at the "Meets" performance level or above will increase from 26% to 45% on the STAAR test.

**HB3 Priority**

**Evaluation Data Sources:** STAAR Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** 100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and deliver and adjust Tier I instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.<br>**Strategy's Expected Result/Impact:** Increased STAAR scores to meet Domain 1, 2 and 3 goals.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 1, 2, 4 - Student Learning 1, 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** Use CCAs, DCAs and PLC data meetings to identify students to move from Approaches-Meets and adjust small-group instruction.<br>**Strategy's Expected Result/Impact:** Increased STAAR scores to meet Domain 1, 2 and 3 goals.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership<br>**Problem Statements:** Demographics 1, 2, 4 - Student Learning 1, 2 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: Only 32% of 5th-grade students reached Approaches and 21% reached Meets on the STAAR Science assessment. **Root Cause**: Inconsistent integration of hands-on laboratory experiences, science-specific vocabulary, and cross-curricular STEM instruction in Grades 3 and 4. |
| **Problem Statement 2**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3. |
| **Problem Statement 4**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction |

| Student Learning |
|---|
| **Problem Statement 1**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3. |
| **Problem Statement 2**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction |

**Priority 1:** Student Academic Success

**Goal 2:** By June 2027, student achievement on the 1st-grade iReady Reading testing will increase from 46% to 65% at grade level.

**HB3 Priority**

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Ensure 45 minutes/week in Reading i-Ready in 20-25 min sessions, with 2 lessons passed/week at 70%.<br>**Strategy's Expected Result/Impact:** Increase student achievement based on iReady diagnostic assessment.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 1, 2 - Student Learning 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** During WIN, run small groups using i-Ready Teacher-Led Instruction/Toolkits assigned from Diagnostic/ Prerequisite reports; document groups and skills addressed.<br>**Strategy's Expected Result/Impact:** Increase student achievement based on iReady diagnostic assessment.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 2 - Student Learning 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2 Problem Statements:**

## Demographics

**Problem Statement 1**: Only 32% of 5th-grade students reached Approaches and 21% reached Meets on the STAAR Science assessment. **Root Cause**: Inconsistent integration of hands-on laboratory experiences, science-specific vocabulary, and cross-curricular STEM instruction in Grades 3 and 4.

**Problem Statement 2**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3.

## Student Learning

**Problem Statement 1**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3.

**Priority 1:** Student Academic Success

**Goal 3:** By June 2027, student achievement on the 2nd grade iReady Reading testing will increase from 31.5% to 65% at grade level.

**HB3 Priority**

**Evaluation Data Sources:** Increase student achievement based on iReady diagnostic assessment.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Maintain 45 minutes/week in Reading i-Ready (20-25 min sessions) and 2 lessons passed/week at 70% for each student.<br>**Strategy's Expected Result/Impact:** Increase student achievement based on iReady diagnostic assessment.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 2 - Student Learning 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** Use i-Ready Teacher-Led materials to target gaps from Prerequisite/Standards Mastery reports in small groups.<br>**Strategy's Expected Result/Impact:** Increase student achievement based on iReady diagnostic assessment.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 2 - Student Learning 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3 Problem Statements:**

## Demographics

**Problem Statement 2**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3.

## Student Learning

**Problem Statement 1**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3.

**Priority 1:** Student Academic Success

**Goal 4:** By June 2027, student achievement on the third-grade state assessment in Math at the "Meets" performance level or above will increase from 38% to 45% on the STAAR test.

**HB3 Priority**

**Evaluation Data Sources:** STAAR Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** 100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteaching or enrichment.<br>**Strategy's Expected Result/Impact:** Increased STAAR scores to meet Domain 1, 2 and 3 goals.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 1, 2 - Student Learning 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** Use DCAs and CFA Data to re-teach and to adjust groups as needed.<br>**Strategy's Expected Result/Impact:** Increased STAAR scores to meet Domain 1, 2 and 3 goals.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 1, 2 - Student Learning 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 4 Problem Statements:

| Demographics |
| --- |
| **Problem Statement 1**: Only 32% of 5th-grade students reached Approaches and 21% reached Meets on the STAAR Science assessment. **Root Cause**: Inconsistent integration of hands-on laboratory experiences, science-specific vocabulary, and cross-curricular STEM instruction in Grades 3 and 4. |
| **Problem Statement 2**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3. |
| **Student Learning** |
| **Problem Statement 1**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3. |

**Priority 1:** Student Academic Success

**Goal 5:** By June 2027, student achievement on the 1st grade iReady Math testing will increase from 5% to 45% at grade level

**HB3 Priority**

**Evaluation Data Sources:** Increase student achievement based on iReady diagnostic assessment.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Guarantee 45 minutes/week in Math i-Ready (20-25 min sessions) with 2 lessons passed/week at 70%.<br>**Strategy's Expected Result/Impact:** Increase student achievement based on iReady diagnostic assessment.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 2, 4 - Student Learning 1, 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** Facilitate small-group instruction using i-Ready Math Teacher-Led Instruction aligned to each student's My Path/Diagnostic results during WIN.<br>**Strategy's Expected Result/Impact:** Increase student achievement based on iReady diagnostic assessment.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 2 - Student Learning 1 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 5 Problem Statements:**

## Demographics

**Problem Statement 2**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3.

**Problem Statement 4**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction

## Student Learning

**Problem Statement 1**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3.

**Problem Statement 2**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction

**Priority 1:** Student Academic Success

**Goal 6:** By June 2027, student achievement on the 2nd-grade iReady Math testing will increase from 8% to 45% at grade level.

**HB3 Priority**

**Evaluation Data Sources:** Increase student achievement based on iReady diagnostic assessment.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Keep 45 minutes/week in Math i-Ready (20-25 min sessions) and 2 lessons passed/week at 70%.<br>**Strategy's Expected Result/Impact:** Increase student achievement based on iReady diagnostic assessment.<br>**Staff Responsible for Monitoring:** Principal and VIce Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 2 - Student Learning 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** Implement WIN small groups using i-Ready Teacher-Led lessons & skill packs, assigned from Diagnostic/ Standards Mastery data.<br>**Strategy's Expected Result/Impact:** Increase student achievement based on iReady diagnostic assessment.<br>**Staff Responsible for Monitoring:** Principal and VIce Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 4 - Student Learning 2 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 6 Problem Statements:**

## Demographics

**Problem Statement 2**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3.

**Problem Statement 4**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction

## Student Learning

**Problem Statement 1**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3.

**Problem Statement 2**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction

**Priority 1:** Student Academic Success

**Goal 7:** By June 2027, student achievement on the state assessments in Reading will increase at Approaches from 63% to 85%, Meets from 41% to 45%, and masters from 24% to 35% on the STAAR

**HB3 Priority**

**Evaluation Data Sources:** STAAR Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Strengthen Tier 1 instruction through consistent adherence to PLC protocols for intentional planning, TEKS-aligned lesson delivery, and rigor. Use walkthrough look-fors--TEKS alignment, engagement, and checks for understanding-- paired with timely feedback cycles to ensure instructional fidelity and student mastery.<br>**Strategy's Expected Result/Impact:** Increased STAAR scores to meet Domain 1, 2 and 3 goals.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 1, 2, 4 - Student Learning 1, 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** Intentional daily small-group interventions during WIN time targeting specific student bands, skill gaps, and identified subgroup needs, with frequent progress monitoring to assess growth and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased STAAR scores to meet Domain 1, 2 and 3 goals.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**Title I:**<br>2.51<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 2, 3 - Student Learning 1<br>**Funding Sources:** Interactive Notebooks, white boards, and general supplies - 199 Local - $47,000 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 7 Problem Statements:

### Demographics

**Problem Statement 1**: Only 32% of 5th-grade students reached Approaches and 21% reached Meets on the STAAR Science assessment. **Root Cause**: Inconsistent integration of hands-on laboratory experiences, science-specific vocabulary, and cross-curricular STEM instruction in Grades 3 and 4.

**Problem Statement 2**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3.

**Problem Statement 3**: While Math growth improved to 79%, only 24% of students across grade levels achieved the Masters Grade Level standard in Reading. **Root Cause**: Tier 1 instruction and intervention (W.I.N.) focus heavily on grade-level remediation rather than providing structured extension activities for high-achieving scholars.

**Problem Statement 4**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction

### Student Learning

**Problem Statement 1**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3.

| Student Learning |
| --- |
| **Problem Statement 2**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction |

**Priority 1:** Student Academic Success

**Goal 8:** By June 2027, student achievement on the state assessments in Math will increase at Approaches from 66% to 85%, Meets from 45% to 47%, and Masters from 25% to 35% on the STAAR test.

**HB3 Priority**

**Evaluation Data Sources:** Increased STAAR scores to meet Domain 1, 2 and 3 goals.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Strengthen Tier 1 instruction through consistent adherence to PLC protocols for intentional planning, TEKS-aligned lesson delivery, and rigor. Use walkthrough look-fors--TEKS alignment, engagement, and checks for understanding--paired with timely feedback cycles to ensure instructional fidelity and student mastery.<br>**Strategy's Expected Result/Impact:** Increased STAAR scores to meet Domain 1, 2 and 3 goals.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 1, 2 - Student Learning 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** Intentional daily small-group interventions during WIN time targeting specific student bands, skill gaps, and identified subgroup needs, with frequent progress monitoring to assess growth and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased STAAR scores to meet Domain 1, 2 and 3 goals.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 2, 3 - Student Learning 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 8 Problem Statements:

| Demographics |
| --- |
| **Problem Statement 1**: Only 32% of 5th-grade students reached Approaches and 21% reached Meets on the STAAR Science assessment. **Root Cause**: Inconsistent integration of hands-on laboratory experiences, science-specific vocabulary, and cross-curricular STEM instruction in Grades 3 and 4. |
| **Problem Statement 2**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3. |
| **Problem Statement 3**: While Math growth improved to 79%, only 24% of students across grade levels achieved the Masters Grade Level standard in Reading. **Root Cause**: Tier 1 instruction and intervention (W.I.N.) focus heavily on grade-level remediation rather than providing structured extension activities for high-achieving scholars. |
| **Student Learning** |
| **Problem Statement 1**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3. |

**Priority 1:** Student Academic Success

**Goal 9:** By June 2027, student achievement on the state assessments in Science will increase at approaches from 32% to 85%, meets from 21% to 45%, and masters from 8% to 35% on the STAAR test.

**HB3 Priority**

**Evaluation Data Sources:** STAAR Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Strengthen Tier 1 science instruction by embedding explicit vocabulary instruction within contextual reading and grade-level science content. Ensure scholars repeatedly apply and use academic terminology in context to build mastery of both science concepts and disciplinary vocabulary.<br>**Strategy's Expected Result/Impact:** Increased STAAR scores to meet Domain 1, 2 and 3 goals.<br>**Staff Responsible for Monitoring:** Principal and Vice Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** Intentional daily small-group interventions during WIN time targeting specific student bands, skill gaps, and identified subgroup needs, with frequent progress monitoring to assess growth and adjust instruction.<br>**Strategy's Expected Result/Impact:** Increased STAAR scores to meet Domain 1, 2 and 3 goals.<br>**Staff Responsible for Monitoring:** Principal and Vice Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 3, 4 - Student Learning 2 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 9 Problem Statements:

| Demographics |
| --- |
| **Problem Statement 1**: Only 32% of 5th-grade students reached Approaches and 21% reached Meets on the STAAR Science assessment. **Root Cause**: Inconsistent integration of hands-on laboratory experiences, science-specific vocabulary, and cross-curricular STEM instruction in Grades 3 and 4. |
| **Problem Statement 3**: While Math growth improved to 79%, only 24% of students across grade levels achieved the Masters Grade Level standard in Reading. **Root Cause**: Tier 1 instruction and intervention (W.I.N.) focus heavily on grade-level remediation rather than providing structured extension activities for high-achieving scholars. |
| **Problem Statement 4**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction |
| **Student Learning** |
| **Problem Statement 2**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction |

**Priority 2:** Students, Families, and Community

**Goal 1:** By June 2027, stakeholders' beliefs as measured on the Spring Climate Survey "in our commitment to prepare our students for college career readiness" will increase from 80% to 85%.

**Evaluation Data Sources:** Surveys

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Highlight college and career readiness activities through newsletters, social media, and campus events to keep families informed and engaged.<br>**Strategy's Expected Result/Impact:** Increased MRA scores in spring of May 2026.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 1, 2, 3, 4 - Student Learning 1, 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** Provide students with regular opportunities to explore careers through classroom lessons and through social studies TEKS taught.<br>**Strategy's Expected Result/Impact:** Increased MRA scores.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 2, 4 - Student Learning 1, 2 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 1 Problem Statements:

## Demographics

**Problem Statement 1**: Only 32% of 5th-grade students reached Approaches and 21% reached Meets on the STAAR Science assessment. **Root Cause**: Inconsistent integration of hands-on laboratory experiences, science-specific vocabulary, and cross-curricular STEM instruction in Grades 3 and 4.

**Problem Statement 2**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3.

**Problem Statement 3**: While Math growth improved to 79%, only 24% of students across grade levels achieved the Masters Grade Level standard in Reading. **Root Cause**: Tier 1 instruction and intervention (W.I.N.) focus heavily on grade-level remediation rather than providing structured extension activities for high-achieving scholars.

**Problem Statement 4**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction

## Student Learning

**Problem Statement 1**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3.

**Problem Statement 2**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction

**Priority 2:** Students, Families, and Community

**Goal 2:** By June 2027, Fairmeadows will increase the percentage of scholars demonstrating college- and career-readiness foundations by strengthening literacy, mathematics, problem-solving, and academic habits, as measured by STAAR performance in domain 1 academic achievement across all contents tested and grade levels from Approaches 60%to 85%, Meets 40% to 45%, and Masters 22%to 35%

**Evaluation Data Sources:** 2026 STAAR

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Strengthen Tier 1 Reading and Mathematics, and Science instruction aligned to TEKS and STAAR expectations<br>**Strategy's Expected Result/Impact:** Academic growth and mastery of grade-level TEKS<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 1, 2, 3, 4 - Student Learning 1, 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** Build a College-Going Culture & Monitor Growth - Promote career awareness, goal-setting, and postsecondary pathways while using quarterly student data to monitor progress and adjust instruction.<br>**Strategy's Expected Result/Impact:** Academic growth and mastery of grade-level TEKS<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 1, 2, 3, 4 - Student Learning 1, 2 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 2 Problem Statements:

| Demographics |
| --- |
| **Problem Statement 1**: Only 32% of 5th-grade students reached Approaches and 21% reached Meets on the STAAR Science assessment. **Root Cause**: Inconsistent integration of hands-on laboratory experiences, science-specific vocabulary, and cross-curricular STEM instruction in Grades 3 and 4. |
| **Problem Statement 2**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3. |
| **Problem Statement 3**: While Math growth improved to 79%, only 24% of students across grade levels achieved the Masters Grade Level standard in Reading. **Root Cause**: Tier 1 instruction and intervention (W.I.N.) focus heavily on grade-level remediation rather than providing structured extension activities for high-achieving scholars. |
| **Problem Statement 4**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction |
| **Student Learning** |
| **Problem Statement 1**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3. |
| **Problem Statement 2**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction |

**Priority 2:** Students, Families, and Community

**Goal 3:** The average student attendance will increase from 93% to 95% by June 2028.

**HB3 Priority**

**Evaluation Data Sources:** Attendance Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Share weekly attendance dashboards with staff to monitor trends, celebrate high attendance, and intervene early with students showing warning signs.<br>**Strategy's Expected Result/Impact:** Increased ADA.<br>**Staff Responsible for Monitoring:** Assistant Principal and Counselor<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 1, 2, 3, 4 - Student Learning 1, 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** Use Chronic Absence Reports to make personalized parent phone calls and TalkingPoints messages reinforcing the importance of daily attendance.<br>**Strategy's Expected Result/Impact:** Increased ADA.<br>**Staff Responsible for Monitoring:** Assistant Principal and Counselor<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 1, 2, 3, 4 - Student Learning 1, 2 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 3 Problem Statements:

## Demographics

**Problem Statement 1**: Only 32% of 5th-grade students reached Approaches and 21% reached Meets on the STAAR Science assessment. **Root Cause**: Inconsistent integration of hands-on laboratory experiences, science-specific vocabulary, and cross-curricular STEM instruction in Grades 3 and 4.

**Problem Statement 2**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3.

**Problem Statement 3**: While Math growth improved to 79%, only 24% of students across grade levels achieved the Masters Grade Level standard in Reading. **Root Cause**: Tier 1 instruction and intervention (W.I.N.) focus heavily on grade-level remediation rather than providing structured extension activities for high-achieving scholars.

**Problem Statement 4**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction

## Student Learning

**Problem Statement 1**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3.

**Problem Statement 2**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction

**Priority 3:** Personnel and Professional Development

**Goal 1:** By June 2027, the number of teachers meeting "accomplished" or higher on T-TESS domain 2.2 (content knowledge and expertise) will increase from 26% to 30% by June 2027.

**Evaluation Data Sources:** Strive Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Intentional Monitoring During Instruction (T-TESS 2.2)<br>Teachers implement an aggressive monitoring system to check every student and adjust instruction in real time.<br>**Strategy's Expected Result/Impact:** Increased TTESS ratings.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 2, 4 - Student Learning 1, 2 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 2**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3. |
| **Problem Statement 4**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction |
| **Student Learning** |
| **Problem Statement 1**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3. |

| Student Learning |
| --- |
| **Problem Statement 2**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction |

**Priority 3:** Personnel and Professional Development

**Goal 2:** The percentage of teachers holding a valid Texas Certification will increase from 85% to 88% by 2028.

**Evaluation Data Sources:** Teacher Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Support staff members who need to attain their certification by providing help when they need to exam prep or test.<br>**Strategy's Expected Result/Impact:** More staff on campus are fully certified.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 1, 2, 3, 4 - Student Learning 1, 2 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 2 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: Only 32% of 5th-grade students reached Approaches and 21% reached Meets on the STAAR Science assessment. **Root Cause**: Inconsistent integration of hands-on laboratory experiences, science-specific vocabulary, and cross-curricular STEM instruction in Grades 3 and 4. |
| **Problem Statement 2**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3. |
| **Problem Statement 3**: While Math growth improved to 79%, only 24% of students across grade levels achieved the Masters Grade Level standard in Reading. **Root Cause**: Tier 1 instruction and intervention (W.I.N.) focus heavily on grade-level remediation rather than providing structured extension activities for high-achieving scholars. |
| **Problem Statement 4**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction |

## Student Learning

**Problem Statement 1**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3.

**Problem Statement 2**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction

**Priority 3:** Personnel and Professional Development

**Goal 3:** The retention rate of "certified teachers" will increase from 79% to 82% by 2028.

**Evaluation Data Sources:** Staffing Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Establish a consistent teacher support and coaching cycle that provides individualized feedback, professional growth opportunities, and recognition throughout the school year to strengthen teacher engagement and retention.<br>**Strategy's Expected Result/Impact:** Teacher Professional development, support, and positive culture<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**Title I:**<br>2.51<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems<br>**Problem Statements:** Demographics 2, 3, 4 - Student Learning 1, 2 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 3 Problem Statements:

| Demographics |
|---|
| **Problem Statement 2**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3. |
| **Problem Statement 3**: While Math growth improved to 79%, only 24% of students across grade levels achieved the Masters Grade Level standard in Reading. **Root Cause**: Tier 1 instruction and intervention (W.I.N.) focus heavily on grade-level remediation rather than providing structured extension activities for high-achieving scholars. |
| **Problem Statement 4**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction |

## Student Learning

**Problem Statement 1**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3.

**Problem Statement 2**: Significant cross-subject achievement gaps exist for African American scholars, with only 35% achieving Approaches across all subjects compared to 60% overall. **Root Cause**: Tier 1 instructional plans lack consistent integration of culturally responsive pedagogy, targeted checks for understanding (CFUs), and real-time aggressive monitoring to catch learning gaps during core instruction

**Priority 4:** Fiscal Stewardship and Operational Excellence

**Goal 1:** The amount of funds spent on "instructional expenditures (Function 11)" will increase from 52.74% to 60% by 2028.

**Evaluation Data Sources:** Financial Reports from District

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month.<br>**Strategy's Expected Result/Impact:** Balanced budget<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 3 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 3**: While Math growth improved to 79%, only 24% of students across grade levels achieved the Masters Grade Level standard in Reading. **Root Cause**: Tier 1 instruction and intervention (W.I.N.) focus heavily on grade-level remediation rather than providing structured extension activities for high-achieving scholars. |

**Priority 4:** Fiscal Stewardship and Operational Excellence

**Goal 2:** By June 2028, Fairmeadows Elementary will contribute to the district's improvement of the School FIRST rating from an A-90 to an A-94 by strengthening campus financial stewardship, compliance, and resource management.

**Evaluation Data Sources:** TEA Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Implement a quarterly campus budget and resource review to monitor spending, ensure compliance, and maximize the use of campus funds toward instructional priorities.<br>**Strategy's Expected Result/Impact:** Balanced budget.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 1, 2 - Student Learning 1 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 2 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: Only 32% of 5th-grade students reached Approaches and 21% reached Meets on the STAAR Science assessment. **Root Cause**: Inconsistent integration of hands-on laboratory experiences, science-specific vocabulary, and cross-curricular STEM instruction in Grades 3 and 4. |
| **Problem Statement 2**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3. |
| **Student Learning** |
| **Problem Statement 1**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3. |

**Priority 4:** Fiscal Stewardship and Operational Excellence

**Goal 3:** The district will reduce payroll expenditures by 5% from 85.36% to 80.36% by 2028.

**Evaluation Data Sources:** HR Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review.<br>**Strategy's Expected Result/Impact:** Increased staff retention.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 2, 3 - Student Learning 1 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 3 Problem Statements:

| Demographics |
|---|
| **Problem Statement 2**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3. |
| **Problem Statement 3**: While Math growth improved to 79%, only 24% of students across grade levels achieved the Masters Grade Level standard in Reading. **Root Cause**: Tier 1 instruction and intervention (W.I.N.) focus heavily on grade-level remediation rather than providing structured extension activities for high-achieving scholars. |
| **Student Learning** |
| **Problem Statement 1**: RLA academic growth declined from 75% in 2025 to 71% in 2026, with Grade 3 Reading Approaches dropping to 58%. **Root Cause**: Insufficient mastery of early foundational literacy skills (phonics, fluency, and vocabulary) in Pre-K through Grade 2, along with inconsistent execution of language support routines (e.g., QSSSA) necessary to build reading comprehension and stamina for Emergent Bilinguals in Grade 3. |