Fort Worth Independent School District

103 Benbrook Elementary School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

Mission Statement

We will provide a challenging curriculum that motivates students to excel academically and to be a constantly developing community of learners.

Vision

Creating a community of respectful and productive citizens who are lifelong learners.

Value Statement

- We believe that each individual has special worth and should be honored.
- We believe that learning is a partnership involving students, families, teachers, and the community.
- We believe in providing a safe and welcoming environment.
- We believe in setting high expectations and providing support in order for students to achieve their highest potential.
- We value diversity and strive to create inclusive, engaging classroom environments.

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Benbrook Elementary, a historic PK-5th Title I campus within the Fort Worth ISD located in the small community of Benbrook, southwest of Fort Worth, Texas. Our school has been serving the community for 70 years and continues to offer a close-knit, small-town atmosphere while benefiting from the resources and support of a large district.

Our campus currently enrolls 364 students, with a diverse population that includes:

- Hispanic: 36.3%
- African American: 6.1%
- White: 50.3%
- Asian: 0%
- American Indian: 0.3%
- Pacific Islander: 0%
- Two or more races: 7.0%

Our student groups include:

- Emergent Bilingual (EBs): 9.9%
- Gifted and Talented: 12.2%
- Special Education: 19.5%
- Section 504: 4.1%
- Economically Disadvantaged: 57.8%
- At Risk: 47.4%

We are proud to have a dedicated and talented staff with an average of 17 years of teaching experience. Benbrook Elementary boasts a low staff mobility rate, ensuring that our students benefit from the stability and expertise of tenured educators.

Additionally, our campus has a 16% mobility rate for the 2024-2025 school year, and we are committed to supporting all our students, including those served in our SEAS (Social Emotional Academic Support) and ECSE (Early Childhood Special Education) programs.

Demographics Strengths

Our school prides itself on fostering a strong partnership with parents and community members. This collaboration is integral to our educational approach, as it ensures that we are not only meeting the academic needs of our students but also supporting their social and emotional development. By working closely with families and local organizations, we create a cohesive environment that enriches the learning experience and strengthens community ties.

Despite being part of a large district, our school maintains a small-town community feel, which is a unique advantage. This atmosphere allows us to offer personalized attention and build close-knit relationships with our students and their families, while still benefiting from the resources and opportunities provided by a larger district. This balance ensures that our students receive a comprehensive education that is both intimate and expansive.

Family engagement is a cornerstone of our school culture, and our active Parent-Teacher Association (PTA) plays a crucial role in this. The PTA's involvement in school activities and decision-making processes enhances our educational programs and fosters a sense of belonging among families. Their dedication and support are vital in creating a vibrant school community where every family feels valued and heard.

Our school is fortunate to have a low turnover rate among our staff, with teachers averaging 17 years of experience. This stability is a testament to the supportive and collaborative environment we have cultivated. Experienced teachers bring a wealth of knowledge and expertise to the classroom, which directly benefits our students' learning outcomes. Their commitment to our school and its mission ensures continuity and consistency in the quality of education we provide.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A consistent, gradual increase (~2% year over year) in students receiving Special Education Services and a lack of adequate staffing to allocate instructional minutes to effectively meet IEP minutes.
Root Cause: Lack of teacher capacity to adequately service Special Education students.

Problem Statement 2 (Prioritized): Identified EB students are not progressing on TELPAS and STAAR.
Root Cause: Lack of intervention due to lack of capacity of general education teachers and lack of ELPS implementation.

Student Learning

Student Learning Summary

Benbrook Elementary has strong, robust instructional practices that build successful and engaged learners.

2024-2025 STAAR Data:

- Overall TEA Rating - 92% - A
  - Math:
    - Approaches - 78%
    - Meets: 54%
    - Masters: 24%
  - Reading:
    - Approaches - 88%
    - Meets: 71%
    - Masters: 42%
  - Science:
    - Approaches - 69%
    - Meets - 29%
    - Masters - 4%

2025-2026 MOY MAP Data:

- 61% Meet or Exceed Math RIT
- 66% Meet or Exceed Reading RIT

Student Learning Strengths

Over the past three years, Benbrook has experienced consistent academic gains, a testament to our commitment to educational excellence. These improvements are clearly reflected in our students' performance on both the MAP Growth assessment and STAAR testing. Such progress is the result of our dedicated approach to regular PLC meetings, where our teachers collaboratively focus on refining instructional delivery and addressing the unique needs of each student. This targeted approach ensures that every child receives the support necessary to thrive academically.

Additionally, the implementation of a zero hour intervention block has been instrumental in our success. This purposeful scheduling allows teachers a designated time to provide targeted interventions, ensuring that students who require additional support receive it in a timely and effective manner. By prioritizing these interventions, we are able to address learning gaps and reinforce student understanding, contributing significantly to the academic achievements we have observed.

Furthermore, over the last three years we have developed a strong focus on writing, specifically the ECR and alignment to the STAAR writing rubric. Evidence of writing success Benbrook students scoring an average of 4.6 on the ECR on STAAR 24-25, versus an average of 2.02 (district) and 2.7 (state). The success is largely due to instructional alignment and vertical alignment, ensuring kindergarten through 2nd grade students are receiving targeted writing instruction every day.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students Meeting on STAAR is 20% lower from those who Approach STAAR in all subject areas.
Root Cause: The instructional delivery does not meet the rigor of Meeting on the STAAR test.

Problem Statement 2 (Prioritized): Student Growth on MAP averages 60th percentile across all subject areas.
Root Cause: Students that do not demonstrate academic struggles are not getting the small group intervention needed to ensure they grow academically due to teacher misunderstanding of accountability and growth measures.

School Processes & Programs

School Processes & Programs Summary

At Benbrook, we offer a variety of instructional programs through our special education and gifted and talented services, 504, dyslexia, ESL, counseling services, and small group interventions.

Through our intentional and targeted planning in PLCs and implementation of FWISD IPCs and instructional blocks, teachers are aligned to the curriculum, state standards, and best practices throughout the content areas. Analyzing data and instructional planning help guide our discussions and lead us into acquiring resources needed for students and teachers to grow in achievement and close gaps.

We prioritize collaborative professional development through our weekly Professional Learning Community (PLC) meetings, which involve all grade levels. These meetings are centered around analyzing student data, planning instructional strategies, and identifying areas where reteaching of skills is necessary. By having both the Demo Teacher and Administration present at every PLC meeting, we ensure that teachers receive the support they need and that we are actively engaged in the educational process alongside them. Additionally, we have a DOL monitoring system that ensures teachers are consistently giving DOLs and reteaching as expected.

In our ongoing commitment to improving the monitoring and support of student progress, we have established a visual data room. This innovative space enables us to effectively triangulate data for each student by examining multiple data points simultaneously. By doing so, we can gain a comprehensive understanding of a student's academic journey. The data within this room is updated with each assessment point, ensuring that we maintain the most current and accurate academic profile for every student. This approach allows us to tailor our educational strategies to better meet the individual needs of our students, fostering an environment where they can thrive academically.

Our student enrichment programs include: Student Council, Choir, Spelling Bee, Battle of the Books, Running Club, and Chess Club.

Benbrook offers one to one technology for grades PK-5th. This allows our teachers the ability to assign differentiated assignments and scaffold instruction. It also allows our students to become proficient in their computer literacy and building their content knowledge through computer programs and resources.

Strong safety and operational procedures are in place that allow for students and families to feel safe and protect instructional time. The campus monitor position has increased security best practices as well.

School Processes & Programs Strengths

Benbrook has many strengths. Some of the notable strengths in the area of school processes and programs include:

- Targeted PLCs focused on data and standards alignment- IPCs
- Visual data room that serves as a central hub for displaying and interpreting student data, fostering a culture of transparency and accountability and ensuring data is at the forefront of all instructional decisions.
- Technology- Ben Q board in every classroom, 1 to 1 technology, interactive apps and assessments.
- Low teacher attrition which leads to experience, knowledge, and consistency.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Special Education teachers and General Education teachers do not consistently plan together to ensure alignment in both classrooms for students in Special Education, creating an achievement gap between general ed and special ed students.
Root Cause: The Special Education schedule does not provide enough minutes for consistent grade level meeting times with different grade levels due to a lack of staffing for adequate resource and inclusion minutes, creating a barrier to address the achievement gap.

Problem Statement 2 (Prioritized): Teacher analysis of student mastery does not always target specific TEKS that individual students need to demonstrate mastery.
Root Cause: Teacher capacity to identify mastery at a granule level has not been strengthened enough through professional development.

Perceptions

Perceptions Summary

At Benbrook, our vision is to foster a community where respect and productivity are the cornerstones, and where every individual is encouraged to be a lifelong learner. We are committed to providing an education that not only challenges our students but also motivates them to achieve academic excellence. Our mission is to cultivate a dynamic community of learners who are constantly evolving and growing.

Our campus is characterized by a strong sense of community, where parents consistently report a positive environment for their children. We maintain an open-door policy that allows parents to easily schedule meetings with both administration and teachers, ensuring open lines of communication regarding their children's progress and needs. To further strengthen this partnership, we have increased the number of parent events, encouraging active participation in the educational process and fostering a collaborative atmosphere.

As a Title One campus, we recognize that 58% of our students come from low-income backgrounds, and we are dedicated to providing inclusive opportunities for parent involvement. We regularly host events, including Family Academic Night, Parent Conferences, Family Lunch Events, Art Showcase, Open House Night, and All Pro Dads. These initiatives are designed to engage parents in meaningful ways, supporting their involvement in their children's education and reinforcing the importance of a supportive community.

Our teachers maintain open lines of communication with parents by sending out weekly newsletters. This consistent communication ensures that parents are well-informed about classroom activities and school events, fostering a collaborative environment. The active involvement of parents is evident in the high attendance at family events, which strengthens the school community. Additionally, every Sunday, a call and weekly newsletter are disseminated through Blackboard to all families, providing them with essential information for the upcoming week.

Feedback from our teachers indicates a strong sense of support and high morale within the school. Teachers have expressed that the campus is dedicated and deliberate in its approach to structuring student learning, which contributes to a positive educational environment. This supportive atmosphere is reflected in our low teacher turnover rate, suggesting that our educators feel valued and committed to our school's mission.

We have observed encouraging improvements in student attendance, with a 1-2 percent increase each six weeks compared to the previous year. Furthermore, chronic absenteeism has decreased by 3-4 percentage points, demonstrating the effectiveness of our attendance initiatives. While these incentives have produced positive outcomes, we recognize the need for more consistent implementation throughout the year to sustain and enhance these gains.

Perceptions Strengths

We pride ourselves on the strong parent involvement that is integral to our community's success. We host a variety of parent nights designed to encourage and foster a collaborative environment between families and the school. These events have been instrumental in increasing attendance, as more parents are actively participating in their children's education. The Benbrook community, though small, plays a significant role in supporting our campus efforts. Their generous donations and willingness to volunteer have been invaluable, allowing us to enhance the educational experience for all students. This partnership with parents and the community is a cornerstone of our school's achievements and

growth.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Chronic absenteeism (18% of all students in 24-25) continues to be a problem for a consistent group of students.
Root Cause: The campus has been unable to successfully engage the identified students and families to understand the significance of days missed.

Problem Statement 2 (Prioritized): In the 24-25 school year, there was limited student voice and student leadership opportunities for students campuswide, limiting CCMR readiness as students enter 6th grade.
Root Cause: Lack of systems, structures, and incentives for staff members to incorporate student leadership opportunities. Staff members lack knowledge of opportunities to incorporate.

Priority Problem Statements

Problem Statement 1: Identified EB students are not progressing on TELPAS and STAAR.

Root Cause 1: Lack of intervention due to lack of capacity of general education teachers and lack of ELPS implementation.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of students Meeting on STAAR is 20% lower from those who Approach STAAR in all subject areas.

Root Cause 2: The instructional delivery does not meet the rigor of Meeting on the STAAR test.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student Growth on MAP averages 60th percentile across all subject areas.

Root Cause 3: Students that do not demonstrate academic struggles are not getting the small group intervention needed to ensure they grow academically due to teacher misunderstanding of accountability and growth measures.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Special Education teachers and General Education teachers do not consistently plan together to ensure alignment in both classrooms for students in Special Education, creating an achievement gap between general ed and special ed students.

Root Cause 4: The Special Education schedule does not provide enough minutes for consistent grade level meeting times with different grade levels due to a lack of staffing for adequate resource and inclusion minutes, creating a barrier to address the achievement gap.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Teacher analysis of student mastery does not always target specific TEKS that individual students need to demonstrate mastery.

Root Cause 5: Teacher capacity to identify mastery at a granule level has not been strengthened enough through professional development.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Chronic absenteeism (18% of all students in 24-25) continues to be a problem for a consistent group of students.

Root Cause 6: The campus has been unable to successfully engage the identified students and families to understand the significance of days missed.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: In the 24-25 school year, there was limited student voice and student leadership opportunities for students campuswide, limiting CCMR readiness as students enter 6th grade.

Root Cause 7: Lack of systems, structures, and incentives for staff members to incorporate student leadership opportunities. Staff members lack knowledge of opportunities to incorporate.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: A consistent, gradual increase (~2% year over year) in students receiving Special Education Services and a lack of adequate staffing to allocate instructional minutes to effectively meet IEP minutes.

Root Cause 8: Lack of teacher capacity to adequately service Special Education students.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS
- Intervention data

Goals

Revised/Approved: November 10, 2026

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

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 68% to 78% by June 2027.
Increase the performance of Special Education students on our campus from 31% to 41% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: We will use high quality instructional materials to ensure tier one instruction is fully aligned to grade level standards.

Strategy's Expected Result/Impact: Increased percentage of 3rd graders at meets or higher on ELAR six weeks assessments.

Staff Responsible for Monitoring: Principal, AP

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Weekly PLC meetings planned by the ILT that have pre-determined agendas, action steps, and teacher outcomes that will improve student achievement. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** Weekly PLCs, staff meetings **Funding Sources:** General supplies including chart paper, markers, sticky notes, lamination, cardstock, paper - Title I (211) - 211-11-6399-501-103-30-103-101000 - $10,300	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Intentional instructional delivery and materials to meet the needs of all learners (SpEd, EB, GT, and At Risk) through targeted small group instruction. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Principal, degreed tutor on campus **Date(s) / Timeframe:** August-May **Delivery Method:** Direct instruction to students **Funding Sources:** degreed tutor (retired) - Title I (211) - 211-11-6127-501-103-30-103-101000 - $5,000, - Title I (211) - 211-XX-614X-501-103-30-103-101000 - $900	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Utilizing low-inference data to develop specific and actionable feedback that results in coaching for the teacher in both real time and PLCs.

Strategy's Expected Result/Impact: Increased percentage of 3rd graders at meets or higher on ELAR six weeks assessments.

Staff Responsible for Monitoring: Principal, AP

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Full implementation of Cowtown 12 best practices as evidenced from a minimum 9 weekly walkthroughs/spot observations. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** principal, AP **Date(s) / Timeframe:** August-May	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Ensuring that all walkthroughs capture 3/4 of the disciplines for low-inference note-taking. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** walkthroughs	 Moderate Progress		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Implement real-time instructional coaching for all teachers, prioritizing the most impactful instructional shifts to strengthen classroom practice. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** coaching **Funding Sources:** Substitutes for coaching meetings - Title I (211) - 211-11-6112-501-103-30-103-101000 - $5,000, - Title I (211) - 211-XX-614X-501-103-30-103-101000 - $900	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A consistent, gradual increase (~2% year over year) in students receiving Special Education Services and a lack of adequate staffing to allocate instructional minutes to effectively meet IEP minutes. **Root Cause**: Lack of teacher capacity to adequately service Special Education students.
Problem Statement 2: Identified EB students are not progressing on TELPAS and STAAR. **Root Cause**: Lack of intervention due to lack of capacity of general education teachers and lack of ELPS implementation.

Student Learning
Problem Statement 1: The percentage of students Meeting on STAAR is 20% lower from those who Approach STAAR in all subject areas. **Root Cause**: The instructional delivery does not meet the rigor of Meeting on the STAAR test.
Problem Statement 2: Student Growth on MAP averages 60th percentile across all subject areas. **Root Cause**: Students that do not demonstrate academic struggles are not getting the small group intervention needed to ensure they grow academically due to teacher misunderstanding of accountability and growth measures.

School Processes & Programs

Problem Statement 1: Special Education teachers and General Education teachers do not consistently plan together to ensure alignment in both classrooms for students in Special Education, creating an achievement gap between general ed and special ed students. **Root Cause**: The Special Education schedule does not provide enough minutes for consistent grade level meeting times with different grade levels due to a lack of staffing for adequate resource and inclusion minutes, creating a barrier to address the achievement gap.

Problem Statement 2: Teacher analysis of student mastery does not always target specific TEKS that individual students need to demonstrate mastery. **Root Cause**: Teacher capacity to identify mastery at a granule level has not been strengthened enough through professional development.

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 63% to 74% by June 2027.
Increase the performance of Special Education students from 65% to 72% by June 2027.

High Priority

Evaluation Data Sources: MAP

Strategy 1: Ensuring all teachers continuously monitor MAP achievement in order to provide timely intervention.

Strategy's Expected Result/Impact: Increased percentage of 3rd graders at meets or higher on ELAR six weeks assessments.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities:
Build a foundation of reading and math
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Create a MAP achievement tracker for all grade levels that is intentionally used to develop instructional interventions for all students. **Intended Audience:** students **Provider / Presenter / Person Responsible:** Principal, AP, teachers **Date(s) / Timeframe:** August-May **Delivery Method:** classrooms	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Weekly PLC meetings planned by the ILT that have pre-determined agendas, action steps, and teacher outcomes that will improve student achievement. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** PLCs, staff meetings **Funding Sources:** colored tape, cardstock, pens, markers - Title I (211) - 211-13-6399-501-103-30-103-101000 - $2,391	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Utilizing low-inference data to develop specific and actionable feedback that results in coaching for the teacher in both real time and PLCs.

Strategy's Expected Result/Impact: Increased percentage of 3rd graders at meets or higher on ELAR six weeks assessments.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Full implementation of the Cowtown 12 best practices as evidenced from a minimum of 9 weekly spot observations. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** coaching, PLCs	 Some Progress		

Action Step 2 Details	Formative Reviews		
Action Step 2: Ensuring that all walkthroughs capture 3/4 of the disciplines for low-inference note-taking. **Intended Audience:** teachers, students **Provider / Presenter / Person Responsible:** Principal, AP, teachers **Date(s) / Timeframe:** August-May **Delivery Method:** PLCs, staff meetings	Formative		
	Nov	Jan	Mar
	 Some Progress		

Action Step 3 Details	Formative Reviews		
Action Step 3: Implement real-time instructional coaching for all teachers, prioritizing the most impactful instructional shifts to strengthen classroom practice. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** coaching	Formative		
	Nov	Jan	Mar
	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: A consistent, gradual increase (~2% year over year) in students receiving Special Education Services and a lack of adequate staffing to allocate instructional minutes to effectively meet IEP minutes. **Root Cause**: Lack of teacher capacity to adequately service Special Education students.
Problem Statement 2: Identified EB students are not progressing on TELPAS and STAAR. **Root Cause**: Lack of intervention due to lack of capacity of general education teachers and lack of ELPS implementation.
Student Learning
Problem Statement 1: The percentage of students Meeting on STAAR is 20% lower from those who Approach STAAR in all subject areas. **Root Cause**: The instructional delivery does not meet the rigor of Meeting on the STAAR test.
Problem Statement 2: Student Growth on MAP averages 60th percentile across all subject areas. **Root Cause**: Students that do not demonstrate academic struggles are not getting the small group intervention needed to ensure they grow academically due to teacher misunderstanding of accountability and growth measures.
School Processes & Programs
Problem Statement 2: Teacher analysis of student mastery does not always target specific TEKS that individual students need to demonstrate mastery. **Root Cause**: Teacher capacity to identify mastery at a granule level has not been strengthened enough through professional development.

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

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 63% to 73% by June 2027.
Increase the performance of Special Education students on our campus from 31% to 41% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: We will use high quality instructional materials to ensure tier one instruction is fully aligned to grade level standards.

Strategy's Expected Result/Impact: Increased percentage of 3rd graders at meets or higher on ELAR benchmark assessments.

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
Action Step 1: Scheduled cycle of data meetings that develop teacher capacity of data disaggregation and instructional decision making. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** Professional Development	Nov	Jan	Mar
	Moderate Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
Action Step 2: Collaboration of teachers in instructional planning days to disaggregate district assessment data and plan next steps. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** Professional Development	Nov	Jan	Mar
	Moderate Progress		

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Utilizing low-inference data to develop specific and actionable feedback that results in coaching for the teacher in both real time and PLCs.

Strategy's Expected Result/Impact: Increased percentage of 3rd graders at meets or higher on ELAR benchmark assessments.

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Full implementation of Cowtown 12 best practices as evidenced from a minimum 9 weekly walkthroughs/spot observations. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** coaching, PLCs	Formative		
	Nov	Jan	Mar
	 Some Progress		

Action Step 2 Details	Formative Reviews		
Action Step 2: Creation of student exemplars to provide scaffolds and support for student independent practice. **Intended Audience:** teachers, students **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** PLCs, professional development	Formative		
	Nov	Jan	Mar
	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: A consistent, gradual increase (~2% year over year) in students receiving Special Education Services and a lack of adequate staffing to allocate instructional minutes to effectively meet IEP minutes. **Root Cause**: Lack of teacher capacity to adequately service Special Education students.
Problem Statement 2: Identified EB students are not progressing on TELPAS and STAAR. **Root Cause**: Lack of intervention due to lack of capacity of general education teachers and lack of ELPS implementation.

Student Learning

Problem Statement 1: The percentage of students Meeting on STAAR is 20% lower from those who Approach STAAR in all subject areas. **Root Cause**: The instructional delivery does not meet the rigor of Meeting on the STAAR test.

Problem Statement 2: Student Growth on MAP averages 60th percentile across all subject areas. **Root Cause**: Students that do not demonstrate academic struggles are not getting the small group intervention needed to ensure they grow academically due to teacher misunderstanding of accountability and growth measures.

School Processes & Programs

Problem Statement 1: Special Education teachers and General Education teachers do not consistently plan together to ensure alignment in both classrooms for students in Special Education, creating an achievement gap between general ed and special ed students. **Root Cause**: The Special Education schedule does not provide enough minutes for consistent grade level meeting times with different grade levels due to a lack of staffing for adequate resource and inclusion minutes, creating a barrier to address the achievement gap.

Problem Statement 2: Teacher analysis of student mastery does not always target specific TEKS that individual students need to demonstrate mastery. **Root Cause**: Teacher capacity to identify mastery at a granule level has not been strengthened enough through professional development.

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

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 57% to 67% by June 2027.
Increase the performance of Special Education students from 21% to 31% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: The use of high quality instructional materials to ensure tier one instruction is fully aligned to grade level standards.

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Daily DOL review for student intervention.	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Utilizing low inference data to develop specific and actionable feedback that results in coaching for the teacher in both real time and PLCs.

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Classroom teacher schedules that reflect daily intervention for Tier 2 and Tier 3 students.	Formative		
	Nov	Jan	Mar
	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percentage of students Meeting on STAAR is 20% lower from those who Approach STAAR in all subject areas. **Root Cause**: The instructional delivery does not meet the rigor of Meeting on the STAAR test.
Problem Statement 2: Student Growth on MAP averages 60th percentile across all subject areas. **Root Cause**: Students that do not demonstrate academic struggles are not getting the small group intervention needed to ensure they grow academically due to teacher misunderstanding of accountability and growth measures.
School Processes & Programs
Problem Statement 2: Teacher analysis of student mastery does not always target specific TEKS that individual students need to demonstrate mastery. **Root Cause**: Teacher capacity to identify mastery at a granule level has not been strengthened enough through professional development.

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in English from 64% to 75% by June 2027.
Increase the performance of Special Education students from 52% to 62% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Ensuring all teachers continuously monitor MAP achievement in order to provide timely intervention.

Strategy's Expected Result/Impact: Increased percentage of 3rd graders at meets or higher on Math six weeks assessments.

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Create a MAP achievement tracker for all grade levels that is intentionally used to develop instructional interventions for all students. **Intended Audience:** students **Provider / Presenter / Person Responsible:** Principal, AP, teachers **Date(s) / Timeframe:** August-May **Delivery Method:** classrooms	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Weekly PLC meetings planned by the ILT that have pre-determined agendas, action steps, and teacher outcomes that will improve student achievement. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** PLCs, staff meetings	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Utilizing low-inference data to develop specific and actionable feedback that results in coaching for the teacher in both real time and PLCs.

Strategy's Expected Result/Impact: Increased percentage of 3rd graders at meets or higher on Math six weeks assessments.

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Full implementation of the Cowtown 12 best practices as evidenced from a minimum of 9 weekly spot observations. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** coaching, PLCs	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Ensuring that all walkthroughs capture 3/4 of the disciplines for low-inference note-taking. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** PLCs, staff meetings	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The percentage of students Meeting on STAAR is 20% lower from those who Approach STAAR in all subject areas. **Root Cause**: The instructional delivery does not meet the rigor of Meeting on the STAAR test.
Problem Statement 2: Student Growth on MAP averages 60th percentile across all subject areas. **Root Cause**: Students that do not demonstrate academic struggles are not getting the small group intervention needed to ensure they grow academically due to teacher misunderstanding of accountability and growth measures.

School Processes & Programs

Problem Statement 2: Teacher analysis of student mastery does not always target specific TEKS that individual students need to demonstrate mastery. **Root Cause**: Teacher capacity to identify mastery at a granule level has not been strengthened enough through professional development.

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

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 57% to 67% by June 2027.
Increase the performance of Special Education students from 21% to 31% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: We will use high quality instructional materials to ensure tier one instruction is fully aligned to grade level standards.

Strategy's Expected Result/Impact: Increased percentage of 3rd graders at meets or higher on Math benchmark assessments.

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
Action Step 1: Scheduled cycle of data meetings that develop teacher capacity of data disaggregation and instructional decision making. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** Professional Development	Nov	Jan	Mar
	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
Action Step 2: Collaboration of teachers in instructional planning days to disaggregate district assessment data and plan next steps. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** Professional Development	Nov	Jan	Mar
	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Utilizing low-inference data to develop specific and actionable feedback that results in coaching for the teacher in both real time and PLCs.

Strategy's Expected Result/Impact: Increased percentage of 3rd graders at meets or higher on Math benchmark assessments.

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Full implementation of Cowtown 12 best practices as evidenced from a minimum 9 weekly walkthroughs/spot observations. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** coaching, PLCs	Formative		
	Nov	Jan	Mar
	Moderate Progress		

Action Step 2 Details	Formative Reviews		
Action Step 2: Creation of student exemplars to provide scaffolds and support for student independent practice. **Intended Audience:** teachers, students **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** PLCs, professional development	Formative		
	Nov	Jan	Mar
	Moderate Progress		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The percentage of students Meeting on STAAR is 20% lower from those who Approach STAAR in all subject areas. **Root Cause**: The instructional delivery does not meet the rigor of Meeting on the STAAR test.
Problem Statement 2: Student Growth on MAP averages 60th percentile across all subject areas. **Root Cause**: Students that do not demonstrate academic struggles are not getting the small group intervention needed to ensure they grow academically due to teacher misunderstanding of accountability and growth measures.

School Processes & Programs

Problem Statement 2: Teacher analysis of student mastery does not always target specific TEKS that individual students need to demonstrate mastery. **Root Cause**: Teacher capacity to identify mastery at a granule level has not been strengthened enough through professional development.

Goal 3: Reduce the number of schools that are rated F from x% to y%

Performance Objective 1: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in English from 68% to 78% by June 2027.
Increase the performance of Special Education students from 31% to 41% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: The use of high quality instructional materials to ensure tier one instruction is fully aligned to grade level standards.

Strategy's Expected Result/Impact: Increased percentage of 3rd graders at meets or higher on ELAR benchmark assessments.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Utilization of the district student writing protocol to increase ECR and SCR outcomes. **Intended Audience:** teachers, students **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** PLC, professional development, classroom	Formative		
	Nov	Jan	Mar
	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
Action Step 2: Creation of a consistent tracking system for individual student scores using DOL data. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** PLC	Formative		
	Nov	Jan	Mar
	 Moderate Progress		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Explicit instruction on annotation strategies to promote and increase reading comprehension in all K-5 classrooms. **Intended Audience:** teachers, students **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** PLC, classroom **Funding Sources:** New library books--need budget line 6329, as 6329 is not an option in the drop down menu - Title I (211) - 211-12-6399-501-103-30-103-101000 - $4,000	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Utilizing low-inference data to develop specific and actionable feedback that results in coaching for the teacher in both real time and PLCs.

Strategy's Expected Result/Impact: Increased percentage of 3rd graders at meets or higher on ELAR benchmark assessments.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Full implementation of Cowtown 12 best practices as evidenced from a minimum 9 weekly walkthroughs/spot observations. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
Action Step 2: Ensuring that all walkthroughs capture 3/4 of the disciplines for low-inference note-taking. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** coaching	Formative		
	Nov	Jan	Mar
	 Some Progress		

Action Step 3 Details	Formative Reviews		
Action Step 3: Implement real-time instructional coaching for all teachers, prioritizing the most impactful instructional shifts to strengthen classroom practice. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** coaching	Formative		
	Nov	Jan	Mar
	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A consistent, gradual increase (~2% year over year) in students receiving Special Education Services and a lack of adequate staffing to allocate instructional minutes to effectively meet IEP minutes. **Root Cause**: Lack of teacher capacity to adequately service Special Education students.
Problem Statement 2: Identified EB students are not progressing on TELPAS and STAAR. **Root Cause**: Lack of intervention due to lack of capacity of general education teachers and lack of ELPS implementation.
Student Learning
Problem Statement 1: The percentage of students Meeting on STAAR is 20% lower from those who Approach STAAR in all subject areas. **Root Cause**: The instructional delivery does not meet the rigor of Meeting on the STAAR test.
Problem Statement 2: Student Growth on MAP averages 60th percentile across all subject areas. **Root Cause**: Students that do not demonstrate academic struggles are not getting the small group intervention needed to ensure they grow academically due to teacher misunderstanding of accountability and growth measures.
School Processes & Programs
Problem Statement 2: Teacher analysis of student mastery does not always target specific TEKS that individual students need to demonstrate mastery. **Root Cause**: Teacher capacity to identify mastery at a granule level has not been strengthened enough through professional development.

Goal 3: Reduce the number of schools that are rated F from x% to y%

Performance Objective 2: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 57% to 67% by June 2027.
Increase the performance of Special Education students from21% to 31% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: We will use high quality instructional materials to ensure tier one instruction is fully aligned to grade level standards.

Strategy's Expected Result/Impact: Increased percentage of 3rd-5th graders at meets or higher on math benchmark assessments.

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Scheduled cycle of data meetings that develop teacher capacity of data disaggregation and instructional decision making. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** Professional Development	**Formative**		
	Nov	**Jan**	**Mar**
	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
Action Step 2: Collaboration of teachers in instructional planning days to disaggregate district assessment data and plan next steps. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May **Delivery Method:** Professional Development	**Formative**		
	Nov	**Jan**	**Mar**
	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Utilizing low-inference data to develop specific and actionable feedback that results in coaching for the teacher in both real time and PLCs.

Strategy's Expected Result/Impact: Increased percentage of 3rd-5th graders at meets or higher on math six weeks assessments.

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Full implementation of Cowtown 12 best practices as evidenced from a minimum 9 weekly walkthroughs/spot observations. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** August-May	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The percentage of students Meeting on STAAR is 20% lower from those who Approach STAAR in all subject areas. **Root Cause**: The instructional delivery does not meet the rigor of Meeting on the STAAR test.
Problem Statement 2: Student Growth on MAP averages 60th percentile across all subject areas. **Root Cause**: Students that do not demonstrate academic struggles are not getting the small group intervention needed to ensure they grow academically due to teacher misunderstanding of accountability and growth measures.
School Processes & Programs
Problem Statement 2: Teacher analysis of student mastery does not always target specific TEKS that individual students need to demonstrate mastery. **Root Cause**: Teacher capacity to identify mastery at a granule level has not been strengthened enough through professional development.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from X% to Y%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 17% to 12% by June 2027.
Decrease the number and percentage of Special Education students from 4% to 2% by June 2027.

Evaluation Data Sources: Focus Attendance Report

Strategy 1: Provide operational and instructional systems that support student success and overall positive school climate for all students.

Strategy's Expected Result/Impact: Decreased percentage of students who are chronically absent.

Staff Responsible for Monitoring: Principal, AP, counselor

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Monitor student attendance and collaborate with counselor and teachers to track students and provide support services and interventions. **Intended Audience:** teachers, students **Provider / Presenter / Person Responsible:** AP, counselor **Date(s) / Timeframe:** August-May **Delivery Method:** staff meetings, one on ones **Funding Sources:** Extra Duty Pay for Attendance Recovery Teachers - Title I (211) - 211-11-6116-501-103-30-103-101000 - $5,000, - Title I (211) - 211-XX-614X-501-103-30-103-101000 - $900	Moderate Progress		

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Align and leverage programs, resources, and MTSS to improve daily attendance rates and increase parent/school engagement.

Strategy's Expected Result/Impact: Decreased percentage of students who are chronically absent.

Staff Responsible for Monitoring: Principal, AP, counselor

ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Celebrate and acknowledge students' academic and attendance gains with incentives and resources (i.e. treasure box, student spotlight, etc.) **Intended Audience:** students **Provider / Presenter / Person Responsible:** Principal, AP, counselor **Date(s) / Timeframe:** August-May **Delivery Method:** staff meetings, one on ones	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Include parents and families in opportunities to engage with the campus outside of regular school hours, including family museum night and open house. **Intended Audience:** parents, students **Provider / Presenter / Person Responsible:** Principal, AP, counselor **Date(s) / Timeframe:** August-May **Funding Sources:** Museum of Science & History Fee - Family Engagement (211) - 211-61-6299-503-103-30-103-101000 - $860	 Considerable		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Chronic absenteeism (18% of all students in 24-25) continues to be a problem for a consistent group of students. **Root Cause**: The campus has been unable to successfully engage the identified students and families to understand the significance of days missed.
Problem Statement 2: In the 24-25 school year, there was limited student voice and student leadership opportunities for students campuswide, limiting CCMR readiness as students enter 6th grade. **Root Cause**: Lack of systems, structures, and incentives for staff members to incorporate student leadership opportunities. Staff members lack knowledge of opportunities to incorporate.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	General supplies including chart paper, markers, sticky notes, lamination, cardstock, paper	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-103-30-103-101000	$10,300.00
1	1	1	2		Fringe	211-XX-614X-501-103-30-103-101000	$900.00
1	1	1	2	degreed tutor (retired)	Instruction | Non-Contract - Support (11-6127)	211-11-6127-501-103-30-103-101000	$5,000.00
1	1	2	3		Fringe	211-XX-614X-501-103-30-103-101000	$900.00
1	1	2	3	Substitutes for coaching meetings	Instruction | Subs - Professional (11-6112)	211-11-6112-501-103-30-103-101000	$5,000.00
1	2	1	2	colored tape, cardstock, pens, markers	Staff Development | General Supplies and Technology (13-6399)	211-13-6399-501-103-30-103-101000	$2,391.00
3	1	1	3	New library books--need budget line 6329, as 6329 is not an option in the drop down menu	Library Media Svcs/ Instrctnl Res| General Supplies and Technology (12-6399)	211-12-6399-501-103-30-103-101000	$4,000.00
4	1	1	1		Fringe	211-XX-614X-501-103-30-103-101000	$900.00
4	1	1	1	Extra Duty Pay for Attendance Recovery Teachers	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-103-30-103-101000	$5,000.00
						Sub-Total	$34,391.00
						Budgeted Fund Source Amount	$34,391.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	2	2	Museum of Science & History Fee	Family Engagement | Misc Contracted Services (61-6299)	211-61-6299-503-103-30-103-101000	$860.00
						Sub-Total	$860.00
						Budgeted Fund Source Amount	$860.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						+/- Difference	$0.00
						Grand Total Budgeted	$35,251.00
						Grand Total Spent	$35,251.00
						+/- Difference	$0.00