Fort Worth Independent School District

127 Christene C. Moss Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: A

Distinction Designation
Top 25 Percent: Comparative Academic Growth



Board Approval Date: November 10, 2026

Mission Statement

"Our mission is to provide a community that promotes accountability in achievement, equity, trust and a quality education for each learner while building meaningful and positive relationships."

Vision

"To cultivate an academic environment where students are challenged daily through rigorous assignments and activities to help them become self-reliant problem solvers who think critically."

Value Statement

Our Values are...

Student Achievement

Accountability

Relationships

Integrity

Equity

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Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Christene C. Moss Elementary is a Title 1 campus dedicated to serving the educational needs of 407 students in Southeast East Fort Worth. Our commitment to fostering an inclusive and supportive learning environment is reflected in our diverse student body, which comprises **54.7% Hispanic**, 43.7**% African American**, and 1.6**% White,** Multiple, or Native American students. Our wide range of cultural and personal backgrounds strengthens the learning environment and readies students for success in a global society.

A significant portion of our student population, **94.6%, is identified as Economically Disadvantaged**, which underscores the importance of providing equitable access to resources and opportunities. We are committed to addressing the unique challenges faced by these students and ensuring that they receive the support necessary to succeed academically and personally. Additionally, **47.6% of our students are English Language Learners**, highlighting our focus on language acquisition and literacy development to empower students in their academic pursuits.

Our school is also dedicated to supporting students with diverse learning needs, as evidenced by the **17.6% of our students receiving Special Education Services**. We strive to create an inclusive environment where all students can thrive, offering tailored support and interventions to meet their individual needs. The **mobility rate continues to** present challenges in maintaining continuity in education, but our dedicated staff works diligently to provide stability and support for students transitioning in and out of our school.

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Demographics Strengths

At Christene C. Moss Elementary, we have implemented a series of attendance incentives, including the "Three Week Attendance Matters" initiative, which has been instrumental in promoting consistent student attendance. Additionally, our warm call initiative serves as a proactive measure to reach out to students with chronic absences, encouraging them to return to school and emphasizing the importance of regular attendance for their academic success.

Our school is fortunate to have established strong partnerships that align with and support our mission and vision. These collaborations enhance our educational environment and provide additional resources and opportunities for our students and staff, fostering a community that is committed to educational excellence.

We are proud to offer support to our families through the Tarrant County Good For You Food Pantry, which is funded by grants. This initiative allows us to provide essential food resources to our families throughout the school year, ensuring that our students have the nourishment they need to thrive both academically and personally.

To further boost enrollment and attendance, we have actively engaged with parents through a variety of activities. Events such as Wellness Night, Parent-Teacher Conferences, All Pro Dads, and Dads at Recess, along with other engagement activities, have been successful in building strong relationships with our families. These interactions not only enhance the school community but also reinforce the importance of parental involvement in their children's education.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to ARD data collected from August through March of the 2025-2026 school year, 0% of students were referred for Special Education services for academic or behavioral concerns. This lack is inconsistent with multiple data sources, including MAP assessment results, campus discipline records, and Branching Minds data, which indicate ongoing academic gaps and behavioral needs among students.
Root Cause: As a campus, there is a lack of consistent processes for identifying, documenting, and referring students demonstrating persistent academic or behavioral concerns through MTSS and referral systems.

Problem Statement 2 (Prioritized): According to data from Focus, early childhood (PreK3 & Pre-K) exhibits elevated chronic absenteeism (29.27% and 27.66%) and sustained daily absences (~6.94 students/day), resulting in 861 student-days lost to date and disproportionately depressing ADA.
Root Cause: The campus has not yet effectively communicated or implemented systems that reinforce the importance of consistent attendance in PreK3 and Pre-K programs. As a result, families may not fully understand attendance expectations or have adequate support to overcome barriers such as work schedules, transportation, minor illnesses, and competing family responsibilities, contributing to inconsistent stu

Problem Statement 3: Based on our EOY MAP Growth Achievement in Reading for the 2025-2026 school year, 54% of Kindergarten-5th-grade students are not reading at grade level.
Root Cause: This gap is attributed in part to the inconsistent implementation of structured academic discourse practices, limiting students' opportunities to engage in meaningful conversations, process complex texts, and develop deeper comprehension skills.

Student Learning

Student Learning Summary

Throughout the school year, teachers actively participated in targeted professional development and Professional Learning Communities (PLCs) focused on strengthening best instructional practices aligned to the campus instructional priorities. These collaborative efforts emphasized data-driven instruction, early literacy development, and differentiated supports to meet diverse learner needs.

In our recent MAP MOY Cycle Report, we observed notable progress. MAP Reading MOY results reflect overall academic progress with targeted areas for continued growth. Campus-wide, the percentage of students meeting or exceeding grade-level norms increased from 44% to 52%, demonstrating steady improvement in reading achievement. Kindergarten students showed strong performance, with 63% meeting grade-level norms, reinforcing the impact of early literacy instruction. Grade 3 also demonstrated notable growth, increasing from 44% to 60%, while Grade 5 maintained stable performance at 51%, reflecting a solid foundation in upper-elementary reading skills.

Student group analysis revealed positive trends overall, with African American students maintaining performance at 48% meeting grade-level norms and Hispanic students improving from 39% to 54%. English Learners showed substantial gains, increasing from 32% to 49%, highlighting the effectiveness of language supports and targeted reading interventions. Despite these gains, Grades 1 and 4 experienced slight declines, and Kindergarten performance dipped modestly, indicating a need for instructional recalibration and intensified support to ensure consistent progress across all grade levels.

MAP Math MOY data demonstrates significant academic gains across multiple grade levels and student groups. Overall, the percentage of students meeting or exceeding grade-level norms increased from 43% to 63%, reflecting strong instructional alignment and effective math interventions. Kindergarten students showed exceptional growth, improving from 70% to 85%, while Grade 3 increased substantially from 50% to 77%. Grade 5 also demonstrated growth, rising from 46% to 54%, indicating improved readiness for middle school mathematics.

Student group performance showed meaningful progress, with African American students increasing from 46% to 61% and Hispanic students improving from 39% to 68%. English Learners and Economically Disadvantaged students also made notable gains, each increasing by more than 20 percentage points, while Special Education students improved from 26% to 39%, reflecting the impact of targeted accommodations and instructional supports. Grade 1 remained stable, and Grade 2 demonstrated improvement, signaling steady foundational math development.

December to February/March 2025–2026 benchmark data show measurable academic growth across grades 3–5 in both Reading Language Arts (RLA) and Mathematics. In RLA, the percentage of students at Approaches Grade Level increased from 56% to 73% in grade 3, 65% to 80% in grade 4, and 56% to 72% in grade 5, with corresponding gains at the Meets and Masters levels.

In Math, grade 3 students increased Meets Grade Level performance from 46% to 52%, while grade 5 maintained over 60% Approaches despite increased rigor, demonstrating steady progress in mathematical understanding. Overall, the benchmark data reflect effective instructional practices and targeted interventions resulting in improved student performance across content areas.

Student Learning Strengths

During the 2025-26 school year, student performance data was compared. December to February/March 2025–2026 benchmark data show measurable academic growth across grades 3–5 in both Reading Language Arts (RLA) and Mathematics. In RLA, the percentage of students at Approaches Grade Level increased from 56% to 73% in grade 3, 65% to 80% in grade 4, and 56% to 72% in grade 5, with corresponding gains at the Meets and Masters levels.

In Math, grade 3 students increased Meets Grade Level performance from 46% to 52%, while grade 5 maintained over 60% Approaches despite increased rigor, demonstrating steady progress in mathematical understanding. Overall, the benchmark data reflect effective instructional practices and targeted interventions resulting in improved student performance across content areas.

Throughout the school year, teachers have engaged in purposeful Professional Learning Communities (PLCs grounded in the pedagogy of Data-Driven Instruction. Within these PLCs, teachers internalize the Instructional Planning Calendar (IPC) by deeply analyzing the standards, unpacking learning objectives, and clarifying what students should know and be able to do at each point in the instructional cycle. This shared understanding ensures alignment between standards, instruction, and assessment.

PLCs emphasize the systematic analysis of student work to identify patterns of misconceptions and areas of unfinished learning. Teachers use this analysis to determine root causes of student errors and to design targeted action plans for reteaching and enrichment. These plans are strategically aligned to the IPC and focus on high-leverage skills that are essential for student mastery and long-term academic success.

Additionally, PLCs provide content-area teachers with individualized coaching opportunities, allowing them to rehearse lessons, anticipate student responses, and receive immediate, actionable feedback. This collaborative practice strengthens instructional delivery, sharpens questioning strategies, and ensures lessons are intentionally designed to move students toward mastery of the identified learning outcomes. As a result, teachers are better equipped to deliver high-quality, standards-aligned instruction that meets the diverse academic needs of all learners.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the 2024-25 Preliminary TELPAS data, 54% of students did not demonstrate progress, remaining at the same proficiency level.
Root Cause: Teachers need additional support in understanding TELPAS proficiency level descriptors and in intentionally planning instruction that moves students from one proficiency level to the next.

Problem Statement 2 (Prioritized): According to the MAP Math Growth assessment, 2nd-grade students scored in the 47th percentile, while 1st-grade students scored in the 54th percentile in student achievement.
Root Cause: Instructional practices and pacing may not be consistently aligned to the rigor and depth of 1st and 2nd-grade math standards, limiting student achievement on the MAP Growth assessment.

School Processes & Programs

School Processes & Programs Summary

Throughout the year, all teachers participated in ongoing professional learning focused on our campus priority: writing. These professional learning sessions emphasized best instructional practices aligned with the Jane Schaffer Writing Program. Teachers implemented these strategies in their classrooms, focusing on authentic writing opportunities across all content areas. Additionally, teachers analyzed student work to inform and adjust instructional practices, ensuring instruction was responsive to student needs.

Through the implementation of Data-Driven Instruction, teachers planned, monitored, and evaluated the effectiveness of Tier I instruction while utilizing the adopted instructional programs with fidelity. As a result, teachers developed a strong understanding of curriculum implementation and pacing. The use of the IPC curriculum was a priority initiative across grade levels. This year, Pre-K through 2nd-grade classrooms operated as self-contained models, while grades 3–5 utilized a team-teaching structure, with 4th and 5th grades taught as cross-grade-level teaching duos.

Instructional priorities were consistently communicated through weekly updates. Teachers collaborated with peer colleagues to strengthen collective efficacy by sharing best practices and instructional strategies. In addition, the administration conducted weekly walkthroughs to provide timely instructional feedback and support.

Throughout the school year, teachers engaged in professional learning focused on lesson internalization, student work review, and data analysis. These sessions were designed to equip educators with the tools and strategies needed to enhance student learning and ensure instructional practices were effective, engaging, and aligned to campus goals. Teachers also received targeted professional development on integrating writing authentically across all curricular areas, including the use of writing rubrics to analyze student work and adapt instruction accordingly.

School Processes & Programs Strengths

Professional growth remains a cornerstone of our campus success. Teachers participate in weekly Professional Learning Communities (PLCs) focused on collaborative planning, instructional preparation, and data-driven decision-making. These PLCs directly support our primary campus levers: Quality Tier I Instruction, Student Discourse and Engagement, and Social Emotional Learning. Through structured collaboration, educators analyze student data, share effective practices, and design targeted instructional strategies to strengthen student outcomes.

This strong foundation for professional learning is reinforced by a highly stable teaching staff. During the current school year, only one new teacher joined our campus, resulting in a 95% staff retention rate. This consistency has positively impacted our school culture, climate, and operational systems. A stable team promotes trust, shared accountability, and a unified sense of purpose, enabling staff to work together seamlessly to support student success.

Staff continuity has also contributed to increased teacher efficacy. Returning educators are more confident in using the curriculum and navigating campus procedures, enabling them to focus their energy on refining instruction rather than acclimating to systems. As a result, teachers are better positioned to strengthen instructional practices and build meaningful relationships with students, leading to improved teaching and learning experiences.

Additionally, our campus expanded its instructional offerings by implementing Dual Language Education (DLE) classes staffed by veteran teachers. Their experience has enhanced instructional quality and enriched our school culture by providing students with access to diverse, highly skilled educators.

Ongoing staff development further supports teacher growth. All educators receive continuous support from peers, the Demo Teacher, and campus administration. This collaborative network encourages reflection, innovation, and risk-taking in the classroom, fostering a responsive and engaging learning environment that ultimately benefits all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): During the 2025-2026 school year, only 19 of 407 students were identified with dyslexia. Of these, fewer than 1% of the total student population (2 students) are in grades K-2, despite multiple students demonstrating dyslexia indicators on screening assessments.
Root Cause: MTSS processes are not fully aligned to prioritize dyslexia evaluations when indicators are present, and limited staff training and clarity around dyslexia characteristics in early literacy development contribute to delayed referrals in grades K-2.

Problem Statement 2 (Prioritized): According to ARD data collected from August through March of the 2025-2026 school year, 0% of students were referred for academic or behavioral services for academic or behavioral concerns. However, this data does not align with MAP assessment results and campus discipline and Braching Minds data, which indicate ongoing academic gaps and behavioral needs among some students.
Root Cause: Limited teacher knowledge and understanding of the MTSS framework, as teachers demonstrate varying levels of understanding regarding MTSS tiers, referral criteria, documentation requirements, and progress-monitoring expectations.

Perceptions

Perceptions Summary

Our campus is committed to ensuring that our mission, vision, and values are aligned with the District's overarching goals and expectations. This alignment is crucial as it guides our efforts and initiatives, ensuring that we are collectively working towards a common purpose. At the forefront of our priorities is ensuring a safe learning environment for all stakeholders, which is foundational to the success and well-being of our students, staff, and community.

This year, we have made significant strides in fostering a welcoming atmosphere for all visitors through a variety of family engagement activities. These events, such as the **Back to School Blitz**, **Meet the Teacher Night**, Popcile with the Principal, Coffee with the Principal, Family Wellness Night Open House, and others, have been instrumental in building connections between the school and our families. Activities like Muffins with Moms, Groovin with Grandparents, and Dads at Recess have provided opportunities for families to engage with the school community in meaningful ways. Additionally, events such as the Easter Egg Hunt, Family Prom, Bring Your Parent to School Day, Game Night, Parent/Teacher Conferences, Academic Night, and Holiday Programs have further enriched our community ties and enhanced the educational experience for our students.

We are also proud to have the support of the Tarrant County grant-funded Good for You Food Pantry, which plays a vital role in supporting our families by providing fresh fruits and vegetables every Thursday. This initiative is crucial in addressing and eliminating food insecurities that some of our families may face.

We are grateful to our valued partners who have generously sponsored a variety of essential student support items, including coats, school supplies, gift cards, books, dry goods, and washing detergent. Our campus is proud to collaborate with esteemed organizations such as Truevine Baptist Church, Beth Eden Baptist Church, Eastland Church, Bell Helicopter, and Zeta Phi Beta Sorority. These partnerships play a crucial role in enhancing the well-being and educational experience of our students.

Perceptions Strengths

Throughout the school year, families were offered a wide range of family engagement opportunities. Events such as the Bring Parent to School event, Field Day, and Family Prom are offered to provide meaningful experiences that strengthen the home–school connection while clearly communicating the school’s expectations for student success. The presence of a full-time Family Engagement Specialist further enhanced authentic parent involvement and strengthened relationships between families and the campus.

In addition, the teaching staff sponsored a variety of after-school student clubs, increasing student engagement, participation, and opportunities for enrichment beyond the instructional day.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Grade 1 is a major contributor to campus ADA loss, with a 92.53% attendance rate. With the highest chronic absenteeism in K-5 (22.39%), inconsistent attendance during this foundational literacy year is increasing learning gaps and intervention needs. Focus data indicate that attendance expectations and the relationship

between daily attendance and academic achievement are inconsistent.
Root Cause: A lack of consistent accountability and limited parent understanding of the critical relationship between regular attendance and student performance has resulted in attendance expectations not being sufficiently emphasized to families in the primary grades.

Problem Statement 2 (Prioritized): Compared with prior data on family participation, family engagement opportunities are available; however, parent participation is inconsistent, limiting the effectiveness of home-school partnerships that support student success.
Root Cause: Inconsistent parent participation is the result of a lack of systematic planning, targeted outreach, and monitoring of family engagement efforts to ensure alignment with parent needs and student outcomes.

Priority Problem Statements

Problem Statement 1: According to the 2024-25 Preliminary TELPAS data, 54% of students did not demonstrate progress, remaining at the same proficiency level.

Root Cause 1: Teachers need additional support in understanding TELPAS proficiency level descriptors and in intentionally planning instruction that moves students from one proficiency level to the next.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to the MAP Math Growth assessment, 2nd-grade students scored in the 47th percentile, while 1st-grade students scored in the 54th percentile in student achievement.

Root Cause 2: Instructional practices and pacing may not be consistently aligned to the rigor and depth of 1st and 2nd-grade math standards, limiting student achievement on the MAP Growth assessment.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to ARD data collected from August through March of the 2025-2026 school year, 0% of students were referred for academic or behavioral services for academic or behavioral concerns. However, this data does not align with MAP assessment results and campus discipline and Braching Minds data, which indicate ongoing academic gaps and behavioral needs among some students.

Root Cause 3: Limited teacher knowledge and understanding of the MTSS framework, as teachers demonstrate varying levels of understanding regarding MTSS tiers, referral criteria, documentation requirements, and progress-monitoring expectations.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: According to ARD data collected from August through March of the 2025-2026 school year, 0% of students were referred for Special Education services for academic or behavioral concerns. This lack is inconsistent with multiple data sources, including MAP assessment results, campus discipline records, and Branching Minds data, which indicate ongoing academic gaps and behavioral needs among students.

Root Cause 4: As a campus, there is a lack of consistent processes for identifying, documenting, and referring students demonstrating persistent academic or behavioral concerns through MTSS and referral systems.

Problem Statement 4 Areas: Demographics

Problem Statement 5: During the 2025-2026 school year, only 19 of 407 students were identified with dyslexia. Of these, fewer than 1% of the total student population (2 students) are in grades K-2, despite multiple students demonstrating dyslexia indicators on screening assessments.

Root Cause 5: MTSS processes are not fully aligned to prioritize dyslexia evaluations when indicators are present, and limited staff training and clarity around dyslexia characteristics in early literacy development contribute to delayed referrals in grades K-2.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Grade 1 is a major contributor to campus ADA loss, with a 92.53% attendance rate. With the highest chronic absenteeism in K-5 (22.39%), inconsistent attendance during this foundational literacy year is increasing learning gaps and intervention needs. Focus data indicate that attendance expectations and the relationship between daily attendance and academic achievement are inconsistent.

Root Cause 6: A lack of consistent accountability and limited parent understanding of the critical relationship between regular attendance and student performance has resulted in attendance expectations not being sufficiently emphasized to families in the primary grades.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: According to data from Focus, early childhood (PreK3 & Pre-K) exhibits elevated chronic absenteeism (29.27% and 27.66%) and sustained daily absences (~6.94 students/day), resulting in 861 student-days lost to date and disproportionately depressing ADA.

Root Cause 7: The campus has not yet effectively communicated or implemented systems that reinforce the importance of consistent attendance in PreK3 and Pre-K programs. As a result, families may not fully understand attendance expectations or have adequate support to overcome barriers such as work schedules, transportation, minor illnesses, and competing family responsibilities, contributing to inconsistent stu

Problem Statement 7 Areas: Demographics

Problem Statement 8: Compared with prior data on family participation, family engagement opportunities are available; however, parent participation is inconsistent, limiting the effectiveness of home-school partnerships that support student success.

Root Cause 8: Inconsistent parent participation is the result of a lack of systematic planning, targeted outreach, and monitoring of family engagement efforts to ensure alignment with parent needs and student outcomes.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data

- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- Staff mobility/stability
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Horizontal and vertical team alignments processes
- Scope and Sequence; Pacing Guides; and Other Focus Documents

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 47% to 50%.

Performance Objective 1: Increase the percentage of 2nd-grade students who meet or exceed projected growth on MAP Growth Reading in English from 33% to 45% by June 2027.
Increase the percentage of 2nd-grade students who meet achievement level MAP Growth Reading in English from 39% to 45% by June 2027.

High Priority

Evaluation Data Sources: MAP Growth Reading

Strategy 1: Strengthen Tier 1 core instruction across all classrooms by ensuring consistent implementation of standards-aligned, high-quality instructional materials, explicit teaching practices, and daily checks for understanding to meet the needs of at least 80% of students during core instruction.

Title I:
2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Develop and implement a structured collaboration model in which teachers engage in ongoing push-in and pull-out coaching cycles with teacher leaders, including scheduled classroom observations, co-planning sessions, and reflective debriefs. During these cycles, teachers will intentionally observe and apply standards-aligned instructional practices, use high-quality instructional materials, and conduct daily checks for understanding. Teacher leaders will support the transfer of learning by modeling strategies, guiding lesson design, and monitoring implementation to ensure that at least 80% of students are successfully accessing Tier 1 core instruction. **Intended Audience:** 2nd Grade Teachers **Provider / Presenter / Person Responsible:** Leadership Team/ Lead Teachers **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Literacy **Delivery Method:** In-Person **Funding Sources:** - Title I (211) - 211-11-6119-501-127-30-127-101000 - $72,000, FRIGE - Title I (211) - 211-XX-614X-501-127-30-127-101000 - $12,000	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Conduct walkthroughs and coaching conversations to ensure accountability in implementing the Bluebonnet curriculum with fidelity, utilizing IPC. **Intended Audience:** 2nd Grade Teachers **Provider / Presenter / Person Responsible:** Principal and Assistant Principal/ 2nd Grade Teachers **Date(s) / Timeframe:** On-going **Delivery Method:** In-Person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: According to the MAP Math Growth assessment, 2nd-grade students scored in the 47th percentile, while 1st-grade students scored in the 54th percentile in student achievement. **Root Cause**: Instructional practices and pacing may not be consistently aligned to the rigor and depth of 1st and 2nd-grade math standards, limiting student achievement on the MAP Growth assessment.

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 47% to 50%.

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 51% to 60% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 48% to 58% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 39% to 50% by June 2027.

High Priority

Evaluation Data Sources: MAP Growth Reading

Strategy 1: Enhance the quality and alignment of Tier 1 instruction for all students through consistent implementation of the Bluebonnet curriculum and the Lesson Internalization process during PLCs, coupled with ongoing learning walk cycles. Additionally, teachers will intentionally incorporate and monitor Demonstrations of Learning (DOLs) throughout each lesson to ensure students actively demonstrate understanding. This strategy ensures daily opportunities for explicit monitoring, instructional adjustments, checks for understanding, and rigorous, standards-aligned instruction.

Strategy's Expected Result/Impact: Develop teachers' capacity to plan and deliver standards-aligned lessons to increase the percentage of students who master the standards.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I:
2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership

Problem Statements: Student Learning 2 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Instructional leadership teams will implement a bi-weekly cycle of PLC Lesson Internalization aligned with the Bluebonnet curriculum, during which teachers will unpack standards, identify exemplar responses, and monitor Demonstrations of Learning (DOLs) for each lesson, with a focus on priority high-leverage TEKS. **Intended Audience:** Kinder- 5th grade teachers **Provider / Presenter / Person Responsible:** Demo- teacher, Administrator, and teachers **Date(s) / Timeframe:** Bi-weekly **Collaborating Departments:** Literacy **Delivery Method:** In-person **Funding Sources:** - Title I (211) - $1,614	 No Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: According to the MAP Math Growth assessment, 2nd-grade students scored in the 47th percentile, while 1st-grade students scored in the 54th percentile in student achievement. **Root Cause**: Instructional practices and pacing may not be consistently aligned to the rigor and depth of 1st and 2nd-grade math standards, limiting student achievement on the MAP Growth assessment.
Perceptions
Problem Statement 1: Grade 1 is a major contributor to campus ADA loss, with a 92.53% attendance rate. With the highest chronic absenteeism in K-5 (22.39%), inconsistent attendance during this foundational literacy year is increasing learning gaps and intervention needs. Focus data indicate that attendance expectations and the relationship between daily attendance and academic achievement are inconsistent. **Root Cause**: A lack of consistent accountability and limited parent understanding of the critical relationship between regular attendance and student performance has resulted in attendance expectations not being sufficiently emphasized to families in the primary grades.

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 47% to 50%.

Performance Objective 3: Increase the percentage of 3rd-grade students who score at or above grade level on ELAR benchmark assessments from 42% to 45% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to 35% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen teachers' understanding and implementation of grade-level TEKS and data-driven instructional practices to improve student outcomes in 3rd-grade ELAR.

Strategy's Expected Result/Impact: Strengthening both standards internalization and data-driven practices will increase instructional precision and accelerate student achievement in ELAR.

Staff Responsible for Monitoring: Administrators and Demo Teacher

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement a structured biweekly data meeting system with 3rd-grade teachers to monitor progress toward the 45% attainment goal. During these cycles, conduct frequent walkthroughs to provide real-time, actionable feedback focused on TEKS alignment, using low-inference data, checks for understanding (DOLs), and evidence of data-informed instruction. Utilize current student data to continuously adjust intervention groups and refine Tier 2 supports to ensure targeted, responsive instruction. **Intended Audience:** 3rd-grade teachers **Provider / Presenter / Person Responsible:** Administrators, Demo-teacher,3rd-grade teachers **Date(s) / Timeframe:** On-going **Collaborating Departments:** Literacy Department **Delivery Method:** In-person	No Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: According to the 2024-25 Preliminary TELPAS data, 54% of students did not demonstrate progress, remaining at the same proficiency level. **Root Cause**: Teachers need additional support in understanding TELPAS proficiency level descriptors and in intentionally planning instruction that moves students from one proficiency level to the next.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 51% to 55%.

Performance Objective 1: Increase the percentage of 3rd-grade students who score at or above grade level on Math six-week assessments from 51% to 55% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 55% based on Spring 25 STAAR Data by June 2027.

High Priority

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Implement a structured system of targeted small group instruction and ongoing progress monitoring to accelerate math achievement for students performing below grade level, with a focus on increasing outcomes for identified student groups.

Strategy's Expected Result/Impact: Increased percentage of students meeting grade level expectations on math benchmarks
Accelerated growth for targeted student groups, including African American students
Increased teacher capacity to deliver differentiated, data-driven instruction

Staff Responsible for Monitoring: Principal / Assistant Principal

Title I:
2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- 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 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Develop and implement flexible small groups based on specific TEKS gaps, with instruction occurring at least 3-5 times per week during the math block or designated intervention time. Provide targeted, TEKS-aligned instruction using manipulatives, guided math structures, and differentiated strategies to address identified skill deficits. **Intended Audience:** Classroom Teachers (Grade 3) **Provider / Presenter / Person Responsible:** Principal / Assistant Principal Classroom Teachers (Grade 3) **Date(s) / Timeframe:** Beginning of Year (BOY): Identify students and establish intervention groups Ongoing (Weekly): Deliver targeted small group instruction Every 2-3 Weeks: Monitor progress and adjust groups **Collaborating Departments:** Math Department **Delivery Method:** In-person **Funding Sources:** Intervention Material and Instructional resources - Title I (211) - 211-11-6399-501-127-30-127-101000 - $814	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: According to the MAP Math Growth assessment, 2nd-grade students scored in the 47th percentile, while 1st-grade students scored in the 54th percentile in student achievement. **Root Cause**: Instructional practices and pacing may not be consistently aligned to the rigor and depth of 1st and 2nd-grade math standards, limiting student achievement on the MAP Growth assessment.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 51% to 55%.

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 38% to 55% by June 2027.
with the following performance levels of :
Grade 3: 50% (27/54) - Grade 4: 43% (18/42) - Grade 5: 24% (14/58)
Combined: 59/154 = 38%
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 45% by June 2027.
Grade 3: 21% (3/14)- Grade 4: 40% (6/15) - Grade 5: 19% (4/21)
Combined: 13/50 = 26%

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen instructional rigor and student engagement in mathematics through the consistent implementation of higher-order questioning, academic discourse, and student-centered learning structures to improve problem-solving and conceptual understanding.

Strategy's Expected Result/Impact: Increase student ability to explain reasoning and solve complex problems, higher levels of active engagement and participation during instruction, and improved alignment to the rigor of STAAR expectations, resulting in a measurable increase in the percentage of students meeting or exceeding grade level on math benchmark assessments.

Staff Responsible for Monitoring: Principal / Assistant Principal
Classroom Teachers (Grades 3-5)

Title I:
2.51, 2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide target professional development on structured academic discourse and problem-solving tasks to increase students' ability to explain their reasoning, actively engage in learning, and align instruction to STAAR rigor, resulting in improved performance on math benchmark assessments. **Intended Audience:** Classroom Teachers (Grades 3-5) **Provider / Presenter / Person Responsible:** Principal / Assistant Principal **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Math Department **Delivery Method:** In-person **Funding Sources:** - Title I (211) - 211-13-6116-501-127-30-127-101000 - $3,000	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: According to data from Focus, early childhood (PreK3 & Pre-K) exhibits elevated chronic absenteeism (29.27% and 27.66%) and sustained daily absences (~6.94 students/day), resulting in 861 student-days lost to date and disproportionately depressing ADA. **Root Cause**: The campus has not yet effectively communicated or implemented systems that reinforce the importance of consistent attendance in PreK3 and Pre-K programs. As a result, families may not fully understand attendance expectations or have adequate support to overcome barriers such as work schedules, transportation, minor illnesses, and competing family responsibilities, contributing to inconsistent stu
Student Learning
Problem Statement 2: According to the MAP Math Growth assessment, 2nd-grade students scored in the 47th percentile, while 1st-grade students scored in the 54th percentile in student achievement. **Root Cause**: Instructional practices and pacing may not be consistently aligned to the rigor and depth of 1st and 2nd-grade math standards, limiting student achievement on the MAP Growth assessment.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 51% to 55%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 50% to 53% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus from 21% to 30% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen student attendance and family engagement to support consistent participation in math instruction, resulting in improved academic performance and increased mastery of grade-level standards.

Strategy's Expected Result/Impact: Increased access to high-quality math instruction, stronger family-school partnerships, and measurable gains in student engagement, academic performance, and the percentage of students meeting grade-level expectations in math.

Staff Responsible for Monitoring: Principal / Assistant Principal
Family Engagement Specialist
Classroom Teachers (Grades 3)
Counselor / Attendance Clerk

Title I:
2.51, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Share student progress updates regularly with families, including strengths, areas for growth, and strategies for support at home. **Intended Audience:** Families **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** Weekly: Monitor attendance and conduct outreach **Collaborating Departments:** Parent Partnership **Delivery Method:** Newsletter and In-person **Funding Sources:** Parent and family engagement activities, communication resources - Family Engagement (211) - 211-61-6499-503-127-30-127-101000 - $1,000, Parent and family engagement activities, communication resources - Family Engagement (211) - 211-61-6129-503-127-30-127-101000 - $386	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Grade 1 is a major contributor to campus ADA loss, with a 92.53% attendance rate. With the highest chronic absenteeism in K-5 (22.39%), inconsistent attendance during this foundational literacy year is increasing learning gaps and intervention needs. Focus data indicate that attendance expectations and the relationship between daily attendance and academic achievement are inconsistent. **Root Cause**: A lack of consistent accountability and limited parent understanding of the critical relationship between regular attendance and student performance has resulted in attendance expectations not being sufficiently emphasized to families in the primary grades.
Problem Statement 2: Compared with prior data on family participation, family engagement opportunities are available; however, parent participation is inconsistent, limiting the effectiveness of home-school partnerships that support student success. **Root Cause**: Inconsistent parent participation is the result of a lack of systematic planning, targeted outreach, and monitoring of family engagement efforts to ensure alignment with parent needs and student outcomes.

Goal 3: Reduce the number of schools that are rated F .

Performance Objective 1: Increase the percentage of 3rd through 5th-grade students who score at or above grade level on ELAR benchmark assessments in English from 49% to 55% by June 2027.
Based on Spring 25' Benchmarks of:
Grade 3: 46%, Grade 4: 46%, Grade 5: 53%
Combined: 65/133 = 49%

Increase the percentage of 3rd through 5th-grade students who score at or above grade level on ELAR benchmark assessments in Spanish from 33% to 50% by June 2027.
Grade 3: 31%, Grade 4: 38%
Combined: 8/24 = 33%

Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, or other) from 48% to 55% by June 2027.
Grade 3: 29%, Grade 4: 40%, Grade 5: 65%
Combined: 25/52 = 48%

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement a targeted, data-driven Reading instructional framework across Grades 3-5 that highlights historical campus high-leverage TEKS needs and strengthens Tier 1 instruction through standards-aligned lesson internalization, daily checks for understanding DOL, and targeted small-group interventions with a focus on language development for our emergent bilingual students.

Strategy's Expected Result/Impact: Strengthen teachers' knowledge of standards, student needs, and increase student mastery at the Meets level and above.

Staff Responsible for Monitoring: ILT, Teachers

Title I:
2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **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 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Identify students below the benchmark after each assessment cycle and assign them to intervention groups (3-5 times per week). Utilize programs such as i-Ready, small group guided reading, and hands-on intervention resources. Monitor progress every 3 weeks and adjust groups through MTSS meetings. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** ILT Team, Teachers **Date(s) / Timeframe:** After each assessment cycle **Collaborating Departments:** Literacy Department **Delivery Method:** In- Person	No Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Implement scheduled pull-out sessions of designated planning times to collaboratively engage teachers in structured data analysis. During these sessions, teachers and administrators will review multiple data sources (e.g., MAP, iReady, formative assessments) to identify student trends, determine instructional gaps, and develop targeted, responsive action plans that inform immediate instructional adjustments and intervention strategies. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** ILT Team **Date(s) / Timeframe:** Semester Pull-outs **Collaborating Departments:** Literacy Department **Delivery Method:** In-person **Funding Sources:** Substitutes Needs for PLC Data Analysis - Title I (211) - 211-11-6127-501-127-30-127-101000 - $3,000	No Progress		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Implement structured language supports, including sentence stems and visuals, and utilize discourse strategies such as MRS frameworks and A/B partner discussions, while monitoring instruction aligned to linguistic and content objectives and analyzing student performance by language of assessment to inform targeted instructional adjustments. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Assistant Principal **Date(s) / Timeframe:** On-going **Collaborating Departments:** EB Department **Delivery Method:** In-person	Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: According to the 2024-25 Preliminary TELPAS data, 54% of students did not demonstrate progress, remaining at the same proficiency level. **Root Cause**: Teachers need additional support in understanding TELPAS proficiency level descriptors and in intentionally planning instruction that moves students from one proficiency level to the next.

School Processes & Programs

Problem Statement 1: During the 2025-2026 school year, only 19 of 407 students were identified with dyslexia. Of these, fewer than 1% of the total student population (2 students) are in grades K-2, despite multiple students demonstrating dyslexia indicators on screening assessments. **Root Cause**: MTSS processes are not fully aligned to prioritize dyslexia evaluations when indicators are present, and limited staff training and clarity around dyslexia characteristics in early literacy development contribute to delayed referrals in grades K-2.

Goal 3: Reduce the number of schools that are rated F .

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 38% to 55% by June 2027.
with the following performance levels of :
Grade 3: 50% (27/54) - Grade 4: 43% (18/42) - Grade 5: 24% (14/58)
Combined: 59/154 = 38%

Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 45% by June 2027.
Grade 3: 21% (3/14)- Grade 4: 40% (6/15) - Grade 5: 19% (4/21)
Combined: 13/50 = 26%

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement a targeted, data-driven Math instructional framework across Grades 3-5 that highlights historical campus high-leverage TEKS needs and strengthens Tier 1 instruction through standards-aligned lesson internalization, daily checks for understanding DOL, and targeted small-group interventions.

Strategy's Expected Result/Impact: Strengthen teachers' knowledge of standards, student needs, and increase student mastery at the Meets level and above.

Staff Responsible for Monitoring: ILT Team, Teachers

Title I:
2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **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 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Identify students below the benchmark after each assessment cycle and assign them to intervention groups (3-5 times per week). Utilize programs such as i-Ready, small group guided math, and hands-on intervention resources. Monitor progress every 3 weeks and adjust groups through MTSS meetings. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators, teachers, counselor **Date(s) / Timeframe:** After each assessment cycle **Collaborating Departments:** Math Department **Delivery Method:** In- Person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Instructional leaders and teacher teams will engage in PLC cycles to analyze benchmark and formative assessment data, identify misconceptions, and plan differentiated instruction with a specific focus on closing achievement gaps for African American students and other underserved student groups.

Strategy's Expected Result/Impact: As a result, instruction will be more targeted and responsive, leading to improved student engagement, access to grade-level content, and increased academic growth for all learners.

Staff Responsible for Monitoring: Instructional Leadership Teams and Teachers

Title I:
2.51, 2.52
- **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: Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement scheduled pull-out sessions of designated planning times to collaboratively engage teachers in structured data analysis. During these sessions, teachers and administrators will review multiple data sources (e.g., MAP, iReady, formative assessments) to identify student trends, determine instructional gaps, and develop targeted, responsive action plans that inform immediate instructional adjustments and intervention strategies. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Semester Pull-outs **Collaborating Departments:** Math Department **Delivery Method:** In-person **Funding Sources:** Substitues needed - Title I (211) - 211-11-6127-501-127-30-127-101000 - $3,000	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: According to the MAP Math Growth assessment, 2nd-grade students scored in the 47th percentile, while 1st-grade students scored in the 54th percentile in student achievement. **Root Cause**: Instructional practices and pacing may not be consistently aligned to the rigor and depth of 1st and 2nd-grade math standards, limiting student achievement on the MAP Growth assessment.
School Processes & Programs
Problem Statement 2: According to ARD data collected from August through March of the 2025-2026 school year, 0% of students were referred for academic or behavioral services for academic or behavioral concerns. However, this data does not align with MAP assessment results and campus discipline and Braching Minds data, which indicate ongoing academic gaps and behavioral needs among some students. **Root Cause**: Limited teacher knowledge and understanding of the MTSS framework, as teachers demonstrate varying levels of understanding regarding MTSS tiers, referral criteria, documentation requirements, and progress-monitoring expectations.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 23% to 20%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 23% to 20% by June 2027.
Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 31% to 21% by June 2027.

Strategy 1: Implement and consistently monitor a comprehensive attendance improvement system by aligning and leveraging campus programs, resources, and support structures (e.g., Student Support Team, MTSS) to identify and address barriers to attendance. Strengthen family engagement and communication to promote daily student attendance, with the goal of decreasing the number and percentage of students with excessive absences.

Strategy's Expected Result/Impact: Increased average daily attendance and improved student engagement as a result of consistent implementation of attendance systems and targeted interventions. The number and percentage of students with excessive absences will decrease, supported by strengthened family engagement, effective communication, and coordinated use of the Student Support Team and MTSS processes to address barriers to attendance.

Staff Responsible for Monitoring: FES, School Counselor, Attendance Clerk, Administrators

Problem Statements: Demographics 2 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The Attendance Committee will meet monthly to monitor student absences, design incentive systems to promote daily attendance, and identify and provide support for families of students experiencing chronic absenteeism. **Intended Audience:** Families **Provider / Presenter / Person Responsible:** Attendance committee, teachers, FES **Date(s) / Timeframe:** August 26 - 27 **Collaborating Departments:** Parent Partnerships **Delivery Method:** In-person **Funding Sources:** Funding for parental and community engagement snacks - Family Engagement (211) - 211-61-6499-503-127-30-127-101000 - $1,000	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: According to data from Focus, early childhood (PreK3 & Pre-K) exhibits elevated chronic absenteeism (29.27% and 27.66%) and sustained daily absences (~6.94 students/day), resulting in 861 student-days lost to date and disproportionately depressing ADA. **Root Cause**: The campus has not yet effectively communicated or implemented systems that reinforce the importance of consistent attendance in PreK3 and Pre-K programs. As a result, families may not fully understand attendance expectations or have adequate support to overcome barriers such as work schedules, transportation, minor illnesses, and competing family responsibilities, contributing to inconsistent stu

Perceptions

Problem Statement 1: Grade 1 is a major contributor to campus ADA loss, with a 92.53% attendance rate. With the highest chronic absenteeism in K-5 (22.39%), inconsistent attendance during this foundational literacy year is increasing learning gaps and intervention needs. Focus data indicate that attendance expectations and the relationship between daily attendance and academic achievement are inconsistent. **Root Cause**: A lack of consistent accountability and limited parent understanding of the critical relationship between regular attendance and student performance has resulted in attendance expectations not being sufficiently emphasized to families in the primary grades.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1		Instruction |Demonstration Teacher (11-6119)	211-11-6119-501-127-30-127-101000	$72,000.00
1	1	1	1	FRIGE	Fringe	211-XX-614X-501-127-30-127-101000	$12,000.00
1	2	1	1				$1,614.00
2	1	1	1	Intervention Material and Instructional resources	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-127-30-127-101000	$814.00
2	2	1	1		Staff Development | Extra Duty - Professional (13-6116)	211-13-6116-501-127-30-127-101000	$3,000.00
3	1	1	2	Substitutes Needs for PLC Data Analysis	Instruction | Non-Contract - Support (11-6127)	211-11-6127-501-127-30-127-101000	$3,000.00
3	2	2	1	Substitues needed	Instruction | Non-Contract - Support (11-6127)	211-11-6127-501-127-30-127-101000	$3,000.00
						Sub-Total	$95,428.00
						Budgeted Fund Source Amount	$95,428.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
2	3	1	1	Parent and family engagement activities, communication resources	Family Engagement |Family Engagement Specialist (61-6129)	211-61-6129-503-127-30-127-101000	$386.00
2	3	1	1	Parent and family engagement activities, communication resources	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-127-30-127-101000	$1,000.00
4	1	1	1	Funding for parental and community engagement snacks	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-127-30-127-101000	$1,000.00
						Sub-Total	$2,386.00
						Budgeted Fund Source Amount	$2,386.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						+/- Difference	$0.00
						Grand Total Budgeted	$97,814.00
						Grand Total Spent	$97,814.00
						+/- Difference	$0.00