Fort Worth Independent School District

207 Westpark Elementary School

2026-2027 Campus Improvement Plan

Board Approval Date: November 10, 2026

Mission Statement

Mission Statement - The mission of Westpark Elementary is to inspire, educate, and empower students to be responsible and innovative global citizens who achieve their full potential.

Vision

Vision Statement - The vision of Westpark Elementary is to create a nurturing learning community where excellence is expected of everyone.

Value Statement

Focus Statement - We WILL GROW in EXCELLENCE

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Westpark Elementary is K-5th campus in Fort Worth ISD in Benbrook, TX.

Westpark's Enrollment is 389

Hispanic: 27%

African American: 6%

White: 60%

Asian: 2 %

Two or more races: 6%

Westpark's enrollment as of March 2026 is 389 students. Our campus is predominantly filled with neighborhood students.. Most families bring their Wildcats to school by car or walk. We have one bus hat serve our stakeholders and another bus designated for self-contained special education. We also partner with the YMCA for an on-site after-school program.

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We continue to remain higher than the overall FWISD district attendance percentage. However, the attendance goal for 2025-26 school year is 97% To maintain or increase the attendance rate, the attendance committee incentives and recognize students who have no more than one absence and one tardy every six weeks.

Westpark Elementary student groups include 3% Emergent Bilingual, 25% Special Education, and 38% are economically disadvantaged. Although total enrollment has decreased by half from previous year, our SPED population has increased by 7% .

Westpark Elementary employs a dedicated, high-quality, talented staff. We currently have eleven TIA designated Teachers. Teachers on average have at least eight years of experience. Westpark is fortunate to have a staff that closely monitors instruction and focuses on growth for ALL students. The turnover rate among our staff is low because people love to work at Westpark.

Our campus employs stakeholder input in various ways including a campus leadership team, Professional Learning Communities (PLC), a robust PTA, community partners, as well as our Site-Based Decision-Making (SBDM) committee.

Demographics Strengths

Demographics Strengths

Westpark Elementary has many strengths. Some of the most notable demographic strengths include:

1. Many families move to the Benbrook area for the school and seek transfers to Westpark, asking for tours, etc based on student performance and family engagement. Because our families value education we have many supportive parents and students who are committed to success.

2. The 95.3% attendance rate at Westpark Elementary increased from the previous school year.

3. According to our suspension data, Westpark has 0% of suspensions across sub pops.

4. Westpark stakeholders (staff, PTA, and community partners) have created several opportunities to meet the needs of our under-resourced families by supplying meals, uniforms, school supplies, medical assistance, FRC referrals, and home visits.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Westpark faces challenges 1st and 4th grade MAP in Math. The decline in the percentage of students scoring above the 50th percentile, particularly among African American students and the lower percentage of economically disadvantaged students meeting their growth targets . This indicates a need for targeted interventions
Root Cause: Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 1st and 4th grade students to show growth as measured by Math MAP Assessments.

Problem Statement 2 (Prioritized): Parents do not know how to support their child at home with their academic and social emotional needs.
Root Cause: Westpark has not implemented with fidelity programs and support that would teach the parents strategies on how to support their child academically and social emotionally.

Problem Statement 3 (Prioritized): A significant percentage of 3rd-5th grade students at Westpark Elementary are underperforming in writing, as evidenced by 30% of students receiving 0 out of 10 points on the 2025 STAAR Writing Assessment.
Root Cause: Despite the commitment to school-wide writing and the implementation of Empowering Writers training, there may be gaps in the effectiveness of the writing instruction and intervention strategies. Additionally, the inflexible master schedule, particularly for 3rd grade students who miss Wildcat Time due to being pulled for SPED services, limits the opportunity for consistent writing practice and t

Problem Statement 4: Despite efforts to engage families and build community partnerships, there are significant gaps in equitable access and representation in decision-making processes. Families from marginalized communities often feel underrepresented. Strengthening these areas is crucial for creating a more inclusive and supportive environment for all families.
Root Cause: Westpark must build staff capacity for welcoming and working with under-resourced learners and their families. We must make a more concerted effort in reaching out to these families to offer them opportunities collaborate and share their knowledge and skills.

Student Learning

Student Learning Summary

Student Learning Summary

Westpark has historically performed near the top of all FWISD Elementary Schools. We pride ourselves on our A+ school rating with TEA. Our school focus to not only target student achievement but individual student growth through the implementation of ;earning experiences aligned to state standards, TEKS. According to campus data, there is student growth on MAP, Benchmarks , and classroom assessments which is a strong indicator that Westpark should meet or maintain our status in Domain 2A , Student Growth.

The campus MAP from BOY to MOY showed that Westpark is on track for overall projected growth goal in ELAR and Math for Kinder, 2nd, 3rd, and 5th. The MAP MOY for Reading is on track for overall projected growth for Kinder, 2nd, 3rd, 4th, and 5th. In past years, 1st grade has always shown a deficit on the MOY MAP data, but by the EOY 1st grade usually meets the projected growth goal. The campus leadership team met and disaggregated the MOY MAP Reading and Math Data. The committee analyzed differences between student groups. This information was shared with other stakeholders to solidify understanding of the high-priority needs and root causes. Our continued Westpark Focus is - growth for ALL students must remain at the forefront of all decision-making.

Student Learning Strengths

MAP MOY MATH

Strengths:

. Exceptionally High Achievement Across All Grades

Every grade level is performing **well above national norms**, with achievement percentiles ranging from **76 to 99**. This indicates strong Tier 1 instruction and effective curriculum alignment.

2. Outstanding Growth in Grades 3, 5, K, and 2

- Grade 3's growth is a major highlight (CGP 97).
- Grades 5, K, and 2 also show strong conditional growth percentiles (82, 60, 65). This suggests effective instructional practices and strong teacher impact in these grade levels.

3. High Percentage of Students Meeting Growth Targets

Grades 3 and 5, in particular, show **very high percentages** of students meeting growth projections (96% and 81%).

MAP MOY Reading

Strengths

High Achievement Across All Grades

All grade levels scored above the 75th percentile nationally, with Kindergarten and Grade 2 reaching the **top 5%**. This indicates strong foundational literacy instruction and effective Tier 1 practices.

2. Exceptional Growth in Kindergarten and Grade 3

Both grades show **growth well above projections**, suggesting strong early literacy development and effective comprehension strategies in intermediate grades.

3. Consistent Performance Across Cohorts

Minimal variance in achievement percentiles (78–98) demonstrates instructional consistency and alignment across grade levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The Assistant Principal role is multifaceted on the Westpark campus which leaves less time for the AP to be an instructional leader
Root Cause: The AP is tasked with a wide range of duties, including serving as the Campus Data Analyst, handling extreme behaviors, and managing LPAC, MTSS, technology, textbooks, and attendance. This extensive workload, even with support from the campus principal and school counselor, is not manageable and prevents the AP from focusing on instructional leadership and other critical responsibilities.

Problem Statement 2 (Prioritized): Lower Growth in Grade 1 Math (CGP 50, only 59% meeting growth)
Root Cause: Foundational skill gaps from early literacy/numeracy transitions (Kinder - Grade 1)

Problem Statement 3 (Prioritized): Grade 4 Math Growth Below Expectation (CGP 77 but only 69% meeting growth)
Root Cause: High achievement but uneven growth--students are already high-performing (98th percentile), making growth harder to achieve without targeted enrichment. Lack of differentiated challenge for advanced learners may limit growth.

Problem Statement 4 (Prioritized): Lower Growth in Grade 4 ELAR (CGP 73, only 70% met growth)
Root Cause: Plateau effect: High-achieving students may not be sufficiently challenged to show measurable growth. Limited differentiation: Instruction may focus on grade-level standards rather than enrichment for advanced readers.

Problem Statement 5 (Prioritized): Moderate Growth in Grade 2 ELAR (CGP 80, only 65% met growth)
Root Cause: High achievers have less room to demonstrate growth on adaptive assessments. Need for targeted enrichment: Instruction may not fully extend beyond grade-level expectations.

Problem Statement 6 (Prioritized): Grade 1, ELAR Growth Slightly Below Peers (CGP 85, 69% met growth)
Root Cause: Variability in early literacy readiness: Wide range of decoding and vocabulary skills among students.

Problem Statement 7 (Prioritized): 3rd-5th grade students at Westpark demonstrate challenges in the reading comprehension.
Root Cause: Reading automaticity and fluency. Insufficient practice reading connected text with accuracy. Insufficient exposure to and practice with fluent expressive oral reading

School Processes & Programs

School Processes & Programs Summary

Westpark Elementary has a history of being a systems-orientated organization, with high performance, and long tenure of high-quality staff. Westpark does not have to actively recruit teachers and staff to our campus. The reputation of excellence brings exceptional candidates when a vacancy is available. The majority of new hires come with vast experience in education. Our local budget is limited and we utilize the district-supported curriculum documents to implement the TEKS. Our community partners and PTA play a vital role in supporting our campus with curricular and non-curricular programs that have a proven impact on achievement. These purchased programs are essential in maintaining our culture of excellence.

This school year, Westpark was committed to Data Driven Instruction, School-Wide Writing, MTSS, Student and Staff Culture. There have been structures and processes implemented to support the success of each commitment. A scheduled intervention period, Wildcat Time occurs daily for thirty minutes to meet the needs of all learners based on the data. According to the 2025 STAAR Writing data, 22% of 3rd-5th grade students received 0 out of 10 points on the STAAR Writing Assessment. To respond to this data, school-wide writing has been our priority and will continue to be a top priority. At the beginning of the 2024-25 school year, 3rd-5th grade teachers participated in the Empowering Writers training where they received materials and strategies on enhancing student extended constructed responses. Students who are not meeting grade-level expectations in writing, reading, math, and behavior on Tier 2 or 3 according to MTSS. Daily targeted interventions for these students have been imperative to meet their needs. These interventions along with updated progress checks are documented in Branching Minds and discussed at the end of each six weeks during our MTSS meetings.

Westpark's Special Education has increased significantly over the last three years. SPED students make up almost 25% of the student population. SPED students receive support services in and out of the classroom. With such a large number of students who require services, the master schedule does not have any flexibility, especially in 3rd grade. Due to the inflexible schedule, some 3rd grade students do not get Wildcat Time because they are pulled for SPED services. However, Westpark special education inclusion/resource team and dyslexia teachers have worked collaboratively with classroom teachers to raise the expectations that all learners regardless of identification will grow. The Westpark RISE teachers continue to use the ULS Curriculum with fidelity and are tracking student progress in accordance with IEP goals.

The Assistant Principal role is multifaceted on the Westpark campus. The AP is supposed to be an instructional leader, but she is unable to meet those demands and complete the necessary job duties of an assistant principal. She is currently required to serve as the Campus Data Analyst, handle extreme behaviors, and serve as the LPAC chair, MTSS, technology, textbooks, and attendance administrator. These overwhelming tasks are unable to be completed effectively and efficiently even with support from the campus principal and school counselor.

School Processes & Programs Strengths

Strengths

1. Westpark's MTSS process works smoothly. It is implemented as a cycle of tiering students, planning interventions, implementing interventions, assessing the interventions, and monitoring the progress. At the end of each six weeks. The MTSS committees to discuss progress and action steps for moving forward.

2. Wildcat Time (Intervention Time) was implemented three years ago. This time is used for small group instruction and supplemental programs, such as, AR, iReady, Myon, etc.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Despite efforts to engage families and build community partnerships, there are significant gaps in equitable access and representation in decision-making processes. Families from marginalized communities often feel underrepresented. Strengthening these areas is crucial for creating a more inclusive and supportive

environment for all families.
Root Cause: Westpark must build staff capacity for welcoming and working with under-resourced learners and their families. We must make a more concerted effort in reaching out to these families to offer them opportunities collaborate and share their knowledge and skills.

Perceptions

Perceptions Summary

Westpark is seen as a welcoming and inclusive environment by many families. The data indicates that a significant portion of the community feels respected and understood when engaging with the school and PTA. Families often feel connected to the school community, with many respondents noting that they feel welcome when visiting the school. The principals and teachers are recognized for taking the time to get to know families, and school staff are generally perceived as respectful. Additionally, the school makes efforts to accommodate families by providing communication in preferred languages and reflecting diverse cultures in school handouts.

Communication between families and teachers is a key focus at Westpark. The data shows that many families feel that the school and PTA promote effective communication. Parents frequently agree that their child's progress is communicated clearly, and they feel informed about school events and activities. This open line of communication helps build trust and collaboration between families and the school.

Westpark emphasizes the importance of aligning families, students, and educators on student progress. The community generally agrees that the school keeps them informed about their child's academic journey. This shared understanding is crucial for supporting student success and ensuring that everyone is on the same page regarding educational goals.

Key Take-a-ways from survey:

Westpark's overall perception data is overwhelmingly positive across all domains, with the majority of families selecting *Strongly Agree* for climate, safety, relationships, communication, and engagement. The openended responses reinforce this trend, repeatedly naming **welcoming staff, strong relationships, inclusivity, communication, and PTA involvement** as standout strengths.

At the same time, families identified **specific, actionable improvement areas**—primarily around **communication consistency, advance notice for events, teachertohome academic updates, and clarity for new families**.

Perceptions Strengths

Westpark's perception data reflects an exceptionally strong school community defined by warmth, trust, and deep relational connections. Families overwhelmingly describe the campus as *"positive and welcoming"* and consistently praise the staff for being caring, inclusive, and supportive. Many comments highlight how teachers go above and beyond to ensure students feel safe and valued—for example, one parent shared that their PreK teacher was *"so understanding… inclusive, communicative and supportive"* in meeting their child's needs. Families also repeatedly affirm that staff members are approachable, responsive, and genuinely invested in students' wellbeing, noting that *"the staff is always helpful and welcoming"* and that Westpark has *"the BEST administration and teachers!!"*

Family and community engagement also emerged as a major strength. Parents consistently praised the abundance of opportunities to be involved through PTA, events, and volunteer activities, describing Westpark as a place where families feel valued and connected. Comments such as *"Great opportunities to be involved through PTA, events, etc."* and *"There are lots of volunteer opportunities, the front office is very kind and welcoming"* reinforce that Westpark fosters a strong sense of belonging and partnership. Overall, the data paints a picture of a school where relationships, communication, and a welcoming culture are foundational strengths that families deeply appreciate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): New Families Lack Clear Onboarding and Orientation to Westpark Systems
Root Cause: Information is available but not organized in a way that supports new families. Families reported that they tried to research and read newsletters but still felt unsure of expectations: "I researched and read newsletters but... there was not much guidance."

Problem Statement 2 (Prioritized): Despite efforts to engage families and build community partnerships, there are significant gaps in equitable access and representation in decision-making processes. Families from marginalized communities often feel underrepresented. Strengthening these areas is crucial for creating a more inclusive and supportive environment for all families.
Root Cause: Westpark must build staff capacity for welcoming and working with under-resourced learners and their families. We must make a more concerted effort in reaching out to these families to offer them opportunities collaborate and share their knowledge and skills.

Priority Problem Statements

Problem Statement 1: Despite efforts to engage families and build community partnerships, there are significant gaps in equitable access and representation in decision-making processes. Families from marginalized communities often feel underrepresented. Strengthening these areas is crucial for creating a more inclusive and supportive environment for all families.

Root Cause 1: Westpark must build staff capacity for welcoming and working with under-resourced learners and their families. We must make a more concerted effort in reaching out to these families to offer them opportunities collaborate and share their knowledge and skills.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: New Families Lack Clear Onboarding and Orientation to Westpark Systems

Root Cause 2: Information is available but not organized in a way that supports new families. Families reported that they tried to research and read newsletters but still felt unsure of expectations: "I researched and read newsletters but... there was not much guidance."

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Parents do not know how to support their child at home with their academic and social emotional needs.

Root Cause 3: Westpark has not implemented with fidelity programs and support that would teach the parents strategies on how to support their child academically and social emotionally.

Problem Statement 3 Areas: Demographics

Problem Statement 4: A significant percentage of 3rd-5th grade students at Westpark Elementary are underperforming in writing, as evidenced by 30% of students receiving 0 out of 10 points on the 2025 STAAR Writing Assessment.

Root Cause 4: Despite the commitment to school-wide writing and the implementation of Empowering Writers training, there may be gaps in the effectiveness of the writing instruction and intervention strategies. Additionally, the inflexible master schedule, particularly for 3rd grade students who miss Wildcat Time due to being pulled for SPED services, limits the opportunity for consistent writing practice and t

Problem Statement 4 Areas: Demographics

Problem Statement 5: Lower Growth in Grade 1 Math (CGP 50, only 59% meeting growth)

Root Cause 5: Foundational skill gaps from early literacy/numeracy transitions (Kinder - Grade 1)

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Grade 4 Math Growth Below Expectation (CGP 77 but only 69% meeting growth)

Root Cause 6: High achievement but uneven growth--students are already high-performing (98th percentile), making growth harder to achieve without targeted enrichment. Lack of differentiated challenge for advanced learners may limit growth.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Grade 1, ELAR Growth Slightly Below Peers (CGP 85, 69% met growth)

Root Cause 7: Variability in early literacy readiness: Wide range of decoding and vocabulary skills among students.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Moderate Growth in Grade 2 ELAR (CGP 80, only 65% met growth)

Root Cause 8: High achievers have less room to demonstrate growth on adaptive assessments. Need for targeted enrichment: Instruction may not fully extend beyond grade-level expectations.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Lower Growth in Grade 4 ELAR (CGP 73, only 70% met growth)

Root Cause 9: Plateau effect: High-achieving students may not be sufficiently challenged to show measurable growth. Limited differentiation: Instruction may focus on grade-level standards rather than enrichment for advanced readers.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Despite efforts to engage families and build community partnerships, there are significant gaps in equitable access and representation in decision-making processes. Families from marginalized communities often feel underrepresented. Strengthening these areas is crucial for creating a more inclusive and supportive environment for all families.

Root Cause 10: Westpark must build staff capacity for welcoming and working with under-resourced learners and their families. We must make a more concerted effort in reaching out to these families to offer them opportunities collaborate and share their knowledge and skills.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: 3rd-5th grade students at Westpark demonstrate challenges in the reading comprehension.

Root Cause 11: Reading automaticity and fluency. Insufficient practice reading connected text with accuracy. Insufficient exposure to and practice with fluent expressive oral reading

Problem Statement 11 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- 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
- Prekindergarten Self-Assessment Tool
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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
- Capacity and resources data
- Study of best practices and high yield strategies
- 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 68% to 73%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 66% to 71% by June 2027.
Increase the performance of Special Education students our campus from 55% to 60% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Implement a campuswide focus on high-quality Tier 1 ELAR instruction using daily evidence-based practices: explicit vocabulary instruction, explicit modeling, structured partner talk, and DOLs aligned to TEKS.

Strategy's Expected Result/Impact: Tightens alignment between instruction and six-weeks assessments. Increase and enhance literacy knowledge and skills

Staff Responsible for Monitoring: Administrators, All ELAR teachers including Resource/Inclusion Teacher

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
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 3 - Student Learning 6

Action Step 1 Details	Formative Reviews		
Action Step 1: Weekly PLC planning using TEKS-aligned exemplars and common DOLs	Formative		
Intended Audience: ELAR Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** FWISD Literacy Department; Pyramid Schools **Delivery Method:** Weekly PLCs	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
	Formative		
Action Step 2: Principal/AP classroom walkthroughs with immediate feedback cycles **Intended Audience:** ELAR Teachers and Resource/Inclusion Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** FWISD Leadership **Delivery Method:** Daily Walkthroughs	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Implement structured small-group reading instruction for all 3rd grade classrooms and SPED inclusion settings, using daily progress-monitoring to adjust groups and reteach priority TEKS.

Strategy's Expected Result/Impact: Directly accelerates students below Meets

Provides SPED students with consistent, targeted support

Ensures intervention is tied to actual assessment gaps

Staff Responsible for Monitoring: Administrators, ELAR and SPED Teachers

Title I:
2.51, 2.52, 2.53
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 7

Action Step 1 Details	Formative Reviews		
	Formative		
Action Step 1: SPED and Gen Ed co-planning for inclusion support **Intended Audience:** SPED / Inclusion/ Resource Students **Provider / Presenter / Person Responsible:** Administrators, SPED Teachers **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** SPED **Delivery Method:** Weekly after school PLCs	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: To close the gap with Westpark's SPED Students , differentiated instruction will be evidenced in all Literacy classrooms. The use of tiered supports, MTSS, to meet diverse needs. **Intended Audience:** SPED / Inclusion/ Resource Students **Provider / Presenter / Person Responsible:** Teachers; Westpark Administrators; Inclusion Teachers **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** SPED **Delivery Method:** Classroom Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: A significant percentage of 3rd-5th grade students at Westpark Elementary are underperforming in writing, as evidenced by 30% of students receiving 0 out of 10 points on the 2025 STAAR Writing Assessment. **Root Cause**: Despite the commitment to school-wide writing and the implementation of Empowering Writers training, there may be gaps in the effectiveness of the writing instruction and intervention strategies. Additionally, the inflexible master schedule, particularly for 3rd grade students who miss Wildcat Time due to being pulled for SPED services, limits the opportunity for consistent writing practice and t

Student Learning
Problem Statement 6: Grade 1, ELAR Growth Slightly Below Peers (CGP 85, 69% met growth) **Root Cause**: Variability in early literacy readiness: Wide range of decoding and vocabulary skills among students.
Problem Statement 7: 3rd-5th grade students at Westpark demonstrate challenges in the reading comprehension. **Root Cause**: Reading automaticity and fluency. Insufficient practice reading connected text with accuracy. Insufficient exposure to and practice with fluent expressive oral reading

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 68% to 73%.

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 79% to 84% by June 2027.

Increase the performance of Special Education students our campus from 59% to 65% by June 2027.

High Priority

Evaluation Data Sources: MAP

Strategy 1: Implement consistent, evidence-based Tier 1 literacy instruction across K-3 using structured phonics, daily read-alouds with comprehension modeling, and explicit vocabulary routines aligned to MAP Reading domains.

Strategy's Expected Result/Impact: Increase and enhance Kindergarten - 3rd grade literacy skills.

Staff Responsible for Monitoring: Administrators, Kinder-3rd Teachers , Inclusion Teachers

Title I:
2.51, 2.52, 2.53
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 5, 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Daily classroom observations and feedback focused on the indicators within the following categories: Learning Environment, Instructional Delivery, and Monitoring and responding **Intended Audience:** MAP Growth gains in K-3 are most strongly tied to high-quality Tier 1 instruction **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Resource / Inclusion **Delivery Method:** Walkthroughs, Coaching Conversations			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: K-3 Weekly PLC planning focused phonics, daily read-alouds with comprehension modeling, and explicit vocabulary routines aligned to MAP Reading domains. **Intended Audience:** MAP Growth gains in K-3 are most strongly tied to high-quality Tier 1 instruction **Provider / Presenter / Person Responsible:** K-3 Teachers, Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Resource / Inclusion **Delivery Method:** Weekly PLCs			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Establish structured small-group reading instruction in all K-3 classrooms and SPED inclusion settings, using MAP Growth, running records, and phonics screeners to group students and reteach priority skills.

Strategy's Expected Result/Impact: Increase and enhance knowledge and skills of K-3 SPED and MTSS Students

Staff Responsible for Monitoring: K-3 Teachers, Resource/ Inclusion Teachers, Administrators

Title I:
2.51, 2.52
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2, 5, 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Daily small-group rotations targeting decoding, fluency, and comprehension. **Intended Audience:** K-3 SPED & MTSS Students **Provider / Presenter / Person Responsible:** K-3 Teachers ; SPED **Date(s) / Timeframe:** August 2026-May 2027 **Delivery Method:** Daily Classroom Instruction			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Certified retired reading teacher will provide 10 hour per week of tutoring during the school day for students who have gaps in literacy knowledge and skills. **Intended Audience:** 1st-3rd grade Low Performing Students **Provider / Presenter / Person Responsible:** Part-Time Reading Interventionist **Date(s) / Timeframe:** September 2026- May 2027 **Collaborating Departments:** ELAR **Delivery Method:** Pullouts 2x a week **Funding Sources:** Interventionist / Tutor Pay - Title I (211) - 211-11-6117-501-207-30-207-101000 - $10,255.50, Fringe - Title I (211) - 211-XX-614X-501-207-30-207-101000 - $2,200			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Lower Growth in Grade 1 Math (CGP 50, only 59% meeting growth) **Root Cause**: Foundational skill gaps from early literacy/numeracy transitions (Kinder - Grade 1)
Problem Statement 5: Moderate Growth in Grade 2 ELAR (CGP 80, only 65% met growth) **Root Cause**: High achievers have less room to demonstrate growth on adaptive assessments. Need for targeted enrichment: Instruction may not fully extend beyond grade-level expectations.
Problem Statement 6: Grade 1, ELAR Growth Slightly Below Peers (CGP 85, 69% met growth) **Root Cause**: Variability in early literacy readiness: Wide range of decoding and vocabulary skills among students.

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 68% to 73%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 66% to 71% by June 2027.

Increase the performance of Special Education students our campus from 55% to 60% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement consistent, high-quality Tier 1 ELAR instruction across all 3rd grade classrooms using explicit vocabulary instruction, modeled reading, structured partner talk, and DOLs aligned to priority TEKS and benchmark expectations.

Strategy's Expected Result/Impact: 71% of 3rd students are at the Meets level for district benchmarks.

Staff Responsible for Monitoring: 3rd Grade Teachers , ELA Inclusion Teachers

ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: 100% of teachers will implement daily DOL tasks as formative assessments. Based on DOL data, teacher will provide reteach and or small group instruction to students who did not meet the rigor of the DOLs. This provides opportunities for students to meet /master the TEKS before the benchmark assessments. **Intended Audience:** Pre-K-5th Students **Provider / Presenter / Person Responsible:** All Teachers & Administrators **Date(s) / Timeframe:** August 2026-2027 **Delivery Method:** Daily Classroom Instruction			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: A significant percentage of 3rd-5th grade students at Westpark Elementary are underperforming in writing, as evidenced by 30% of students receiving 0 out of 10 points on the 2025 STAAR Writing Assessment. **Root Cause**: Despite the commitment to school-wide writing and the implementation of Empowering Writers training, there may be gaps in the effectiveness of the writing instruction and intervention strategies. Additionally, the inflexible master schedule, particularly for 3rd grade students who miss Wildcat Time due to being pulled for SPED services, limits the opportunity for consistent writing practice and t

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 75% to 80%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 67% to 72% by June 2027.
Increase the performance of Special Education students our campus from 60% to 65% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Implement a campuswide focus on high-quality Tier 1 Math instruction using daily evidence-based practices: explicit vocabulary instruction, explicit modeling, structured partner talk, and DOLs aligned to TEKS.

Strategy's Expected Result/Impact: Tightens alignment between instruction and six-weeks assessments. Increase and enhance math knowledge and skills

Staff Responsible for Monitoring: Administrators, All ELAR teachers including Resource/Inclusion Teacher

ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, 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		
Action Step 1: Weekly PLC planning using TEKS-aligned exemplars and common DOLs	Formative		
Intended Audience: Math Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** FWISD Math Department; Pyramid Schools **Delivery Method:** Weekly PLCs	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Principal/AP classroom walkthroughs with immediate feedback cycles	Formative		
Intended Audience: Math Teachers and Resource/Inclusion Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** FWISD Leadership **Delivery Method:** Daily Walkthroughs	Nov	Jan	Mar

No Progress | Accomplished | Continue/Modify | Discontinue

Strategy 2: Implement structured small-group math instruction for all 3rd grade classrooms and SPED inclusion settings, using daily progress-monitoring to adjust groups and reteach priority TEKS.

Strategy's Expected Result/Impact: Directly accelerates students below Meets

Provides SPED students with consistent, targeted support

Ensures intervention is tied to actual assessment gaps

Staff Responsible for Monitoring: Administrators, Math and SPED Teachers

Title I:
2.51, 2.52, 2.53
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, 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: SPED and Gen Ed co-planning for inclusion support **Intended Audience:** SPED / Inclusion/ Resource Students **Provider / Presenter / Person Responsible:** Administrators, SPED Teachers **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** SPED **Delivery Method:** Weekly after school PLCs			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: To close the gap with Westpark's SPED Students , differentiated instruction will be evidenced in all math classrooms. The use of tiered supports, MTSS, to meet diverse needs. **Intended Audience:** SPED / Inclusion/ Resource Students **Provider / Presenter / Person Responsible:** Teachers; Westpark Administrators; Inclusion Teachers **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** SPED **Delivery Method:** Classroom Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Lower Growth in Grade 1 Math (CGP 50, only 59% meeting growth) **Root Cause**: Foundational skill gaps from early literacy/numeracy transitions (Kinder - Grade 1)

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 75% to 80%.

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 86% to 90% by June 2027.

Increase the performance of Math Special Education students our campus from 72% to 77% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Implement consistent, high-quality Tier 1 math instruction across K-3 using explicit vocabulary instruction, math talk structures, and problem-solving tasks aligned to MAP Math domains.

Strategy's Expected Result/Impact: Increase and enhance Kindergarten - 3rd grade math skills.

Staff Responsible for Monitoring: Administrators, Kinder-3rd Teachers , Inclusion Teachers

ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, 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: Daily observation in the K-3 math classrooms and feedback focused on the indicators within the following categories: Learning Environment, Instructional Delivery, and Monitoring and responding **Intended Audience:** Math MAP Growth gains in K-3 are most strongly tied to high-quality Tier 1 instruction **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Resource / Inclusion **Delivery Method:** Walkthroughs, Coaching Conversations			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: K-3 Weekly PLC planning focused math knowledge and skills that are aligned to State Standards and MAP Learning Continuum . **Intended Audience:** MAP Growth gains in K-3 are most strongly tied to high-quality Tier 1 instruction **Provider / Presenter / Person Responsible:** K-3 Teachers, Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Resource / Inclusion **Delivery Method:** Weekly PLCs			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Establish structured small-group math instruction in all K-3 classrooms and SPED inclusion settings, using MAP Growth, records, and DOLs to group students and reteach priority skills.

Strategy's Expected Result/Impact: Increase and enhance knowledge and skills of K-3 SPED and MTSS Students

Staff Responsible for Monitoring: K-3 Teachers, Resource/ Inclusion Teachers, Administrators

Title I:
2.51, 2.52, 2.53
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, 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: Daily small-group rotations targeting underperforming TEKS **Intended Audience:** K-3 SPED & MTSS Students **Provider / Presenter / Person Responsible:** K-3 Teachers ; SPED **Date(s) / Timeframe:** August 2026-May 2027 **Delivery Method:** Daily Classroom Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Lower Growth in Grade 1 Math (CGP 50, only 59% meeting growth) **Root Cause**: Foundational skill gaps from early literacy/numeracy transitions (Kinder - Grade 1)

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 75% to 80%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 67% to 72% by June 2027.
Increase the performance of Hispanic Group from 56% to 61% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement consistent, high-quality Tier 1 Math instruction across all 3rd grade classrooms using explicit vocabulary instruction, explicit modeling, structured partner talk, and DOLs aligned to priority TEKS and benchmark expectations.

Strategy's Expected Result/Impact: 77% of 3rd students are at the Meets level for district benchmarks.

Staff Responsible for Monitoring: 3rd Grade Math Teachers , Math Inclusion Teachers, Administrators

ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: 100% of math teachers will implement daily DOL tasks as formative assessments. Based on DOL data, teacher will provide reteach and or small group instruction to students who did not meet the rigor of the DOLs. This provides opportunities for students to meet / master the TEKS before the benchmark assessments. **Intended Audience:** K-5th Students **Provider / Presenter / Person Responsible:** All Teachers & Administrators **Date(s) / Timeframe:** August 2026-2027 **Collaborating Departments:** Math Department **Delivery Method:** Daily Classroom Instruction			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Grade 4 Math Growth Below Expectation (CGP 77 but only 69% meeting growth) **Root Cause**: High achievement but uneven growth--students are already high-performing (98th percentile), making growth harder to achieve without targeted enrichment. Lack of differentiated challenge for advanced learners may limit growth.

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 63% to 70% by June 2027.

Increase the performance of Special Education students our campus from 55% to 60% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement consistent, high-quality Tier 1 ELAR instruction across Grades 3-5 using explicit vocabulary instruction, modeled reading, annotation routines, structured partner talk, and daily exit tickets aligned to priority TEKS and benchmark expectations.

Strategy's Expected Result/Impact: Strong Tier 1 instruction is the most powerful lever for increasing Meets-level performance on benchmarks.

Tight alignment between instruction and assessment reduces performance gaps across grade levels.

Staff Responsible for Monitoring: 3rd-5th Teachers & Administrators

Title I:
2.51, 2.52, 2.53

Problem Statements: Demographics 3 - Student Learning 7

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Enhance 3rd-5th grade students' writing skills by building teacher capacity in the planning and delivering of instruction for the writing process. **Intended Audience:** 3rd-5th ELAR Students **Provider / Presenter / Person Responsible:** 3rd-5th Teachers and Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** ELAR **Delivery Method:** PLC, Professional Development, Classroom Instruction			

Action Step 2 Details	Formative Reviews		
Action Step 2: Weekly PLC planning using TEKS-aligned exemplars, common DOLs, and benchmark item analysis. **Intended Audience:** 3rd-5th Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** ELAR **Delivery Method:** Weekly PLCs	Formative		
	Nov	Jan	Mar

Action Step 3 Details	Formative Reviews		
Action Step 3: 3rd-5th ELAR After School Tutorials **Intended Audience:** 3rd -5th ELAR Students **Provider / Presenter / Person Responsible:** Westpark Teachers **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** ELAR	Formative		
	Nov	Jan	Mar

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: A significant percentage of 3rd-5th grade students at Westpark Elementary are underperforming in writing, as evidenced by 30% of students receiving 0 out of 10 points on the 2025 STAAR Writing Assessment. **Root Cause**: Despite the commitment to school-wide writing and the implementation of Empowering Writers training, there may be gaps in the effectiveness of the writing instruction and intervention strategies. Additionally, the inflexible master schedule, particularly for 3rd grade students who miss Wildcat Time due to being pulled for SPED services, limits the opportunity for consistent writing practice and t
Student Learning
Problem Statement 7: 3rd-5th grade students at Westpark demonstrate challenges in the reading comprehension. **Root Cause**: Reading automaticity and fluency. Insufficient practice reading connected text with accuracy. Insufficient exposure to and practice with fluent expressive oral reading

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 from 67% to 75% by June 2027.

Increase the performance of Special Education students our campus from 55% to 65% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement consistent, high-quality Tier 1 Math instruction across Grades 3-5 using explicit vocabulary instruction, explicit modeling , annotation routines, structured partner talk, and DOLs aligned to priority TEKS and benchmark expectations.

Strategy's Expected Result/Impact: Increase of students mastering weekly DOLs aligned to benchmark TEKS.

Walkthrough data showing increased use of explicit math routines.

Benchmark assessment growth toward 75% Meets.

Staff Responsible for Monitoring: 3rd -5th Teachers

Title I:
2.51, 2.52, 2.53
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 3

Action Step 1 Details	Formative Reviews		
Action Step 1: Weekly PLC planning using TEKS-aligned exemplars, common DOLs, and benchmark item analysis.	Formative		
Intended Audience: 3rd -5th Math Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** Math Department **Delivery Method:** Weekly PLCs	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Certified retired math teacher will provide 10-14 hours per week of tutoring during the school day for students who have gaps in math knowledge and skills. **Intended Audience:** 3rd -5th Math Students **Provider / Presenter / Person Responsible:** Part-Time Interventionist **Date(s) / Timeframe:** September 2026- May 2027 **Collaborating Departments:** Math **Delivery Method:** Pullout 2x per week **Funding Sources:** Part Time Math Interventionist / Tutor - Title I (211) - 211-11-6117-501-207-30-207-101000 - $10,255.50, Fringe - Title I (211) - 211-XX-614X-501-207-30-207-101000 - $2,200			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: 3rd- 5th Math After School Tutoring **Intended Audience:** 3rd-5th Students **Provider / Presenter / Person Responsible:** Westpark Tutors **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Math **Delivery Method:** After school tutorials			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Grade 4 Math Growth Below Expectation (CGP 77 but only 69% meeting growth) **Root Cause**: High achievement but uneven growth--students are already high-performing (98th percentile), making growth harder to achieve without targeted enrichment. Lack of differentiated challenge for advanced learners may limit growth.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 6.7% to 3.8Y%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 6.7% to 3.8% by June 2027.

Evaluation Data Sources: Focus , Dashboard

Strategy 1: Build trust and partnership with families.

Strategy's Expected Result/Impact: Decrease the number of chronic absentees

Staff Responsible for Monitoring: Administrators

Title I:
2.51, 2.52, 2.53
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Problem Statements: Demographics 2 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Family Engagement Events which will include a session on the importance of attendance and how to support learning at home **Intended Audience:** Westpark Families **Provider / Presenter / Person Responsible:** Administrators and PTA **Date(s) / Timeframe:** 1st event September 2026 2nd Event January 2027 **Delivery Method:** PTA / Family Engagement Nights **Funding Sources:** Supplies for Family Engagement Events - Family Engagement (211) - 211-61-6299-503-207-30-207-101000 - $623			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide Incentives , such as , electronics, gift cards, certificates, trophies, etc . for students with attendance at or above 90%. **Intended Audience:** Westpark Students **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** Every Six Weeks **Delivery Method:** Six Weeks Power Rallies			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Parents do not know how to support their child at home with their academic and social emotional needs. **Root Cause**: Westpark has not implemented with fidelity programs and support that would teach the parents strategies on how to support their child academically and social emotionally.
School Processes & Programs
Problem Statement 1: Despite efforts to engage families and build community partnerships, there are significant gaps in equitable access and representation in decision-making processes. Families from marginalized communities often feel underrepresented. Strengthening these areas is crucial for creating a more inclusive and supportive environment for all families. **Root Cause**: Westpark must build staff capacity for welcoming and working with under-resourced learners and their families. We must make a more concerted effort in reaching out to these families to offer them opportunities collaborate and share their knowledge and skills.
Perceptions
Problem Statement 1: New Families Lack Clear Onboarding and Orientation to Westpark Systems **Root Cause**: Information is available but not organized in a way that supports new families. Families reported that they tried to research and read newsletters but still felt unsure of expectations: "I researched and read newsletters but... there was not much guidance."

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	2	2	Interventionist / Tutor Pay	Instruction | Temp/Hourly - Professional (11-6117)	211-11-6117-501-207-30-207-101000	$10,255.50
1	2	2	2	Fringe	Fringe	211-XX-614X-501-207-30-207-101000	$2,200.00
3	2	1	2	Fringe	Fringe	211-XX-614X-501-207-30-207-101000	$2,200.00
3	2	1	2	Part Time Math Interventionist / Tutor	Instruction | Temp/Hourly - Professional (11-6117)	211-11-6117-501-207-30-207-101000	$10,255.50
						Sub-Total	$24,911.00
						Budgeted Fund Source Amount	$24,911.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Supplies for Family Engagement Events	Family Engagement | Misc Contracted Services (61-6299)	211-61-6299-503-207-30-207-101000	$623.00
						Sub-Total	$623.00
						Budgeted Fund Source Amount	$623.00
						+/- Difference	$0.00
						Grand Total Budgeted	$25,534.00
						Grand Total Spent	$25,534.00
						+/- Difference	$0.00