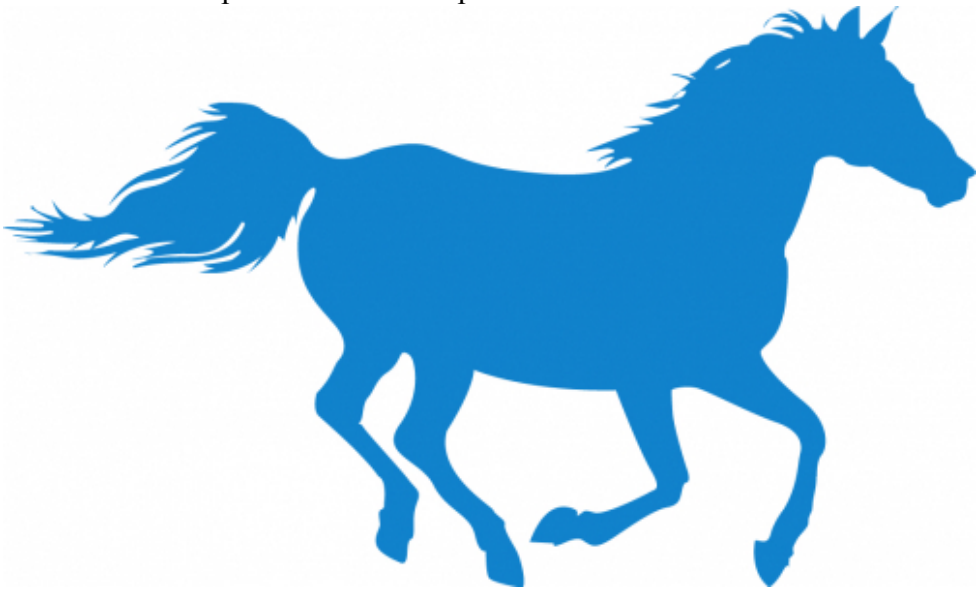
Fort Worth Independent School District

163 Bruce Shulkey Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth



Board Approval Date: November 10, 2026

Mission Statement

The mission at Bruce Shulkey is to provide a positive environment that is conducive to learning and to provide quality instruction within a mutually respectful community of future leaders.

Vision

Igniting a passion for learning in every student.

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Bruce Shulkey Elementary School is a proud member of the Wedgwood Community and operates as a Title 1 campus, which allows us to provide additional resources and support to our diverse student body. Our student population is rich in cultural diversity, with 43% identifying as Hispanic, 35% as African American, 12% as White, and 3% as Asian. This diversity enriches our school environment and provides a vibrant tapestry of cultural experiences and perspectives that enhance the learning experience for all students.

Our attendance rate for the year has averaged 93%, which reflects our commitment to fostering an engaging and supportive educational environment that encourages regular attendance. We recognize the importance of consistent attendance in achieving academic success and are dedicated to maintaining and improving this rate through various initiatives and support systems.

We are proud to support a diverse range of learners, with 16% of our students identified as English Learners (EB), 10% as Gifted and Talented (GT), and 24% receiving Special Education (SPED) services. Additionally, 85% of our students are economically disadvantaged, which underscores the importance of our Title 1 status in providing necessary resources and support to ensure equitable educational opportunities for all students.

Our enrollment has remained steady this year, indicating a stable and supportive community environment. We are also pleased to report a 93% retention rate for our teaching staff for the 2026-2027 school year, which speaks to the positive and collaborative culture we have cultivated at Bruce Shulkey Elementary School. Our dedicated educators are committed to providing high-quality instruction and support to our students.

The school is equipped with a behavioral unit (SEAS) and a self-contained early childhood special needs unit (ECSE), which are integral parts of our commitment to meeting the diverse needs of our students. Since the 2023-2024 school year, our behavioral unit has been receiving students from 10 other campuses, highlighting our role as a resource and support hub within the broader educational community. We are dedicated to providing specialized support and interventions to help all students succeed.

Demographics Strengths

Our school takes immense pride in the fact that 100% of our eligible staff have successfully completed the Reading Academies as mandated by HB3. This accomplishment underscores our commitment to ensuring that our educators are equipped with the latest strategies and knowledge to foster literacy and reading comprehension among our students. By investing in our teachers' professional development, we are directly enhancing the quality of education our students receive.

Furthermore, our staff's qualifications are a testament to our dedication to excellence in education, with all but one teacher classified as highly-qualified. This high standard of teaching expertise ensures that our students are guided by knowledgeable and skilled educators who are capable of delivering a robust and effective curriculum.

Our partnership with the Academy4 program is another cornerstone of our educational approach, providing all 4th grade students with mentors. This initiative not only supports academic growth but also fosters personal development and confidence, as students benefit from the guidance and encouragement of their mentors.

We are proud to offer a diverse student population enriched by our Special Programs, including SEAS, ECSE, Resource, and Inclusion. This diversity is a strength that enriches the learning environment, promoting inclusivity and understanding among students from various backgrounds and with different needs.

The presence of a Demonstration Teacher who teaches a section of 5th grade Reading Language Arts and collaborates with both teacher and student groups is a significant asset to our school. This role not only enhances the instructional practices within the classroom but also serves as a model of effective teaching strategies for other educators, thereby elevating the overall quality of education.

Our commitment to achieving 100% eligible ESL-certified teachers is a reflection of our dedication to meeting the needs of our English language learners. By striving for this goal, we aim to provide an inclusive and supportive learning environment that empowers all students to succeed.

Lastly, our partnership with Leaders5, where all 5th grade students mentor a first grade partner, is a unique and impactful program. This initiative fosters leadership skills and a sense of responsibility in our older students while providing younger students with role models and additional support, creating a nurturing and collaborative school community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Less than 50% of African American students are meeting Grade Level Norms on MAP Growth Reading and Math.
Root Cause: Professional Learning did not include a clear system to quickly identify struggling students and implement services to all students, with an emphasis on K-2.

Problem Statement 2: 48 of the 89 (54%) referrals entered into the accountability system are for students in the SEAS program.
Root Cause: The procedures enacted by the SEAS team and regular program teachers are reactive in nature, as opposed to an implementation of preventative measures to de-escalate heightened behaviors.

Student Learning

Student Learning Summary

This past year, we made student growth an intentional priority, and I am pleased to report that our efforts have yielded significant improvements in our Accountability Rating. We have moved from a 55% (F) to a 74% (C), marking a commendable 19-point gain. This progress reflects the dedication of our educators and the hard work of our students, and it sets a strong foundation for continued improvement.

However, our analysis of the 2025 3rd grade Math STAAR results indicates areas that require focused attention. With 57% of students not meeting the standard, and only 7% achieving the Masters level, it is clear that we need to address the lack of growth across all student groups. Our primary focus will be on supporting African American students, particularly those scoring at the Approaches and Meets levels, to ensure they receive the necessary resources and support to advance their proficiency.

In reviewing the 2025 MAP Growth Reading Scores from the beginning to the end of the year, we observed that 46% of our Hispanic learners met their Projected Growth measure. Meanwhile, 41% of our African American students achieved this benchmark. These figures highlight the need for targeted interventions and support to enhance reading growth across these groups, ensuring that all students have the opportunity to reach their full potential.

Similarly, the 2025 MAP Growth Math Scores reveal that 50% of our Hispanic learners met their Projected Growth measure, while 44% of our African American students did the same. These results underscore the importance of continuing to develop and implement strategies that will support math growth for all students, with a particular emphasis on closing the achievement gap for our African American learners. Our commitment to fostering an inclusive and supportive learning environment remains steadfast as we work towards these goals.

Student Learning Strengths

As of the end of the 2025 academic year, our school has demonstrated remarkable success in literacy, with 96% of Kindergarten students and 95% of 1st Grade students scoring at or above grade level on Core5, the reading curriculum supplement. This achievement reflects our commitment to early literacy development and the effectiveness of our instructional strategies. Additionally, 72% of K-5 students scored at or above grade level on Core5, showcasing our dedication to maintaining high standards across all elementary grades and ensuring that our students are well-prepared for future academic challenges.

In mathematics, our students have excelled in meeting the district's expectations, with 90% of K-5 students achieving the district goal of completing 5 or more lessons per week on Dreambox, our math curriculum supplement. This consistent engagement not only highlights the students' dedication but also underscores the supportive and interactive environment fostered by our teachers. Our school’s efforts were recognized with the District Prize for Teacher & Student interaction for Dreambox, a testament to the collaborative and effective teaching practices that have been implemented.

Furthermore, our K-5 students have shown significant progress in their mathematical abilities, averaging one year and two months of growth on Dreambox by the end of the 2025 school year. This impressive growth rate is indicative of the personalized learning experiences provided by Dreambox and the commitment of our educators to adapt instruction to meet the diverse needs of our students.

In terms of overall academic performance, our students scored in the 48th percentile for MAP Growth in math and the 53rd percentile for MAP Growth in reading at the end of the 2025 school year. These scores reflect our ongoing efforts to enhance student learning and achievement. While there is room for improvement, these results provide a solid foundation upon which we can build and continue to strive for excellence in both math and reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Campus-wide, students are under-served for Dyslexia services, with only 15 students receiving Dyslexia services. This past year, there were 25 students in K-2 flagged using the Dyslexia screener.
Root Cause: The campus system and flow chart of the MTSS process needs to be clarified in the operations handbook. Once the MTSS process is completed, consent must be received.

Problem Statement 2 (Prioritized): Student growth on MAP higher than previous years, but the % of students meeting grade level norms is still below 60%. Math: 57% met grade level norms; Reading: 56% met grade level norms.
Root Cause: Teachers need more training and dedicated PLC time on the usage of the Learning Continuum to content on the high achievers' ZPD (Zone of Proximal Development) and monitor their progress beyond BOY, MOY and EOY.

School Processes & Programs

School Processes & Programs Summary

At Bruce Shulkey, we place a strong emphasis on recruiting the most qualified candidates by assembling interviewing committees that include administrators, teachers, and staff members. This collaborative approach ensures that we select individuals who align with our educational values and goals. Our administrators actively engage with District resources and participate in Hiring Fairs to identify and interview potential teaching candidates, ensuring a diverse and talented pool of educators. During staff interviews, we focus on learner-centered practices, and decisions are made collaboratively to ensure that our educational environment remains supportive and effective for all students.

To further enhance our teaching quality, we employ a Demonstration Lab Teacher who provides content support and individualized coaching to our educators. This role is crucial in fostering professional growth and ensuring that our teachers are equipped with the latest instructional strategies to meet the diverse needs of our students.

Our school offers a wide range of specialized programs, including Early Childhood Special Education (ECSE), Social Emotional Academic Support (SEAS), Dyslexia support, Gifted and Talented (GT) programs, Speech therapy, Special Education Resource and Inclusion, and English as a Second Language (ESL) instruction. These programs are designed to challenge students and help them achieve their yearly goals, providing tailored support to meet their unique learning needs.

In addition to our academic offerings, we provide a variety of enrichment opportunities to foster students' interests and talents outside the classroom. These include activities such as Cheerleading, Art contests, the Good News Club, Geek Squad Jr., Coding Club, Thinking Lab, Softball, Academy4, Leaders5, Football, Soccer, Basketball, and the Battle of the Books. These programs are designed to promote teamwork, creativity, and leadership skills among our students.

We implement the Fort Worth Independent School District (FWISD) curriculum, utilizing the Eureka and Amplify programs to deliver a comprehensive educational experience. This year, we have supplemented our curriculum with the I-Ready program, which provides additional resources to support student learning and achievement. Our commitment to a robust curriculum ensures that our students receive a well-rounded education that prepares them for future success.

School Processes & Programs Strengths

At Bruce Shulkey Elementary, we are proud to continue our participation in the Academy4 Mentoring Program, which provides our 4th graders with invaluable guidance and support. This initiative fosters personal growth and academic success by connecting students with mentors who can offer encouragement and advice. Additionally, we have re-introduced the 4Families initiative, which strengthens the bond between school and home, ensuring that families are actively engaged in their children's education. Our Leaders5 program further enhances our mentoring efforts by pairing 5th graders with 1st graders, promoting leadership skills and a sense of responsibility among our older students while providing younger students with role models.

Our commitment to academic excellence is reflected in the inclusion of integrated intervention time within our Master Schedule. This dedicated time allows us to address individual student needs, ensuring that every child receives the support necessary to thrive. We have also invested in state-of-the-art technology, equipping each classroom with BenQ boards and providing every student with an iPad. This 1:1 technology initiative enhances learning opportunities and prepares our students for a digital future.

To support our educators, we conduct weekly targeted Professional Learning Communities (PLCs) that focus on curriculum internalization, standards-alignment, modeling, and analyzing student work. These sessions are designed to refine teaching practices and improve student outcomes. Our professional development offerings are tailored to meet the specific needs of our teachers, ensuring that they have access to the best practices in education.

Our Positive Behavioral Interventions and Supports (PBIS) protocol, created and led by our dedicated teachers, addresses the social and emotional needs of our students. This approach fosters a positive school climate and supports students in developing essential life skills. We have also observed notable growth in our Core5 and Dreambox programs, which supplement our literacy and math instruction, further enhancing student achievement.

Finally, our All Pro Dad program, held once a month, is a testament to our commitment to building strong relationships within our school community. This initiative encourages fathers and father figures to engage actively in their children's education, strengthening family bonds and promoting a supportive learning environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Less than 50% of Special Education and EB students are meeting Grade Level Norms on MAP Growth Reading and Math.
Root Cause: A recognized need for more professional development for staff to analyze data and address diverse learning needs (specifically for special education and emergent bilingual students).

Problem Statement 2 (Prioritized): According to MOY MAP Growth Scores, 39% of 3rd graders met Grade Level Norms in Math, and 36% of 3rd graders met Grade Level Norms in Reading.
Root Cause: Inconsistent monitoring system has allowed teachers to get off-pace with the IPCs, resulting in inconsistent intervention times.

Perceptions

Perceptions Summary

For the past three years, Bruce Shulkey has successfully collaborated with the Academy4 mentoring program, providing a unique opportunity for all enrolled 4th graders. This partnership allows our 4th-grade students to engage in student-selected clubs, fostering their interests and passions, while also benefiting from individualized mentorship sessions one Friday each month. This personalized attention helps to nurture their personal and academic growth.

Furthermore, the mentorship program extends into the 5th grade, where students take on the role of mentors themselves, guiding 1st graders. This peer mentorship not only reinforces the skills and values learned but also culminates in a meaningful service project at the end of the year, promoting a sense of community and responsibility among our students.

Students who begin the mentorship program in 4th grade have the opportunity to continue this enriching experience into high school. This continuity not only supports their ongoing development but also opens doors to further opportunities, such as applying for the Academy4 partnership's Full Circle Scholarship. This scholarship provides financial assistance for higher education or job training, empowering our students to pursue their future aspirations with confidence.

Perceptions Strengths

At Bruce Shulkey, we have successfully implemented the "Mustang Corral," a teacher-generated initiative designed to establish clear behavior norms within our school community. This program not only sets expectations but also offers incentives for students who make positive behavior choices, thereby fostering a culture that celebrates and encourages good conduct. By creating an environment where positive behavior is recognized and rewarded, we are able to cultivate a supportive and encouraging atmosphere for all students.

Additionally, our teachers are equipped with a comprehensive discipline matrix that clearly outlines a tiered behavior intervention system. This matrix serves as a valuable tool for guiding classroom responses, interventions, and follow-up actions. By providing a structured framework, we ensure that our approach to discipline is consistent, fair, and effective, allowing teachers to address behavioral issues with confidence and clarity. This system not only supports teachers in managing their classrooms but also contributes to a cohesive and unified approach to student behavior across the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents are not consistently engaged with the school activities. About 75% of families attend grade-level functions, and about 50% of families attend schoolwide functions. The same core families attend PTA-facilitated functions and four families consistently attend 4Families 6-week workshop.
Root Cause: There is not currently a system in place to incentivize parents to attend functions.

Problem Statement 2 (Prioritized): At 91.8%, Pre-K attendance falls below all other grades and the school average of 93.7%
Root Cause: While there is a school-wide newsletter, there is not a Pre-K specific outline of expectations for parents highlighting the benefits of missing the Pre-K curriculum, stunted academic growth when absent, and the accountability of missing the 90% seat time.

Priority Problem Statements

Problem Statement 1: According to MOY MAP Growth Scores, 39% of 3rd graders met Grade Level Norms in Math, and 36% of 3rd graders met Grade Level Norms in Reading.

Root Cause 1: Inconsistent monitoring system has allowed teachers to get off-pace with the IPCs, resulting in inconsistent intervention times.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Less than 50% of African American students are meeting Grade Level Norms on MAP Growth Reading and Math.

Root Cause 2: Professional Learning did not include a clear system to quickly identify struggling students and implement services to all students, with an emphasis on K-2.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student growth on MAP higher than previous years, but the % of students meeting grade level norms is still below 60%. Math: 57% met grade level norms; Reading: 56% met grade level norms.

Root Cause 3: Teachers need more training and dedicated PLC time on the usage of the Learning Continuum to content on the high achievers' ZPD (Zone of Proximal Development) and monitor their progress beyond BOY, MOY and EOY.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: At 91.8%, Pre-K attendance falls below all other grades and the school average of 93.7%

Root Cause 4: While there is a school-wide newsletter, there is not a Pre-K specific outline of expectations for parents highlighting the benefits of missing the Pre-K curriculum, stunted academic growth when absent, and the accountability of missing the 90% seat time.

Problem Statement 4 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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)

Employee Data

- Teacher/Student Ratio
- T-TESS data
- Classroom and school walkthrough data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Enrichment course/materials

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 36% to 41%.

Performance Objective 1: Increase the percentage of 3rd grade students that score Meets Grade Level or above on ELAR six weeks assessments from 36% to 41% by June 2027.
Increase the performance of African American students on our campus from 13% to 25% by June 2027.
Increase RLA Achievement for Special Education students from 10% to at least 38% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Implement High Quality Instruction (HQI), Cowtown 12, using High Quality Instructional Materials (HQIM), Bluebonnet Reading, in all K-5 classrooms during the math Block. Progress monitoring of improved learner outcomes by SPOT observations and feedback, daily lesson rehearsals, PLCs and coaching cycles from the Admin team.

Strategy's Expected Result/Impact: Students will be engaged, learning at grade level, and moving toward independent mastery.

Staff Responsible for Monitoring: Principal, AP

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide monthly targeted Professional Development for teachers on HQI Cowtown 12.	Principal and Assistant Principal	July 30, 2026- May, 28, 2026	
2	Provide targeted Professional Development and calibration sessions on SPOT observations.	Principal and Assistant Principal	July 30, 2026- May, 28, 2026	
3	Monitor DOL for daily 100% completion rate in 3rd - 5th RLA, Math, Science, and Social Studies.	Principal and Assistant Principal	July 30, 2026- May, 28, 2026	
4	Teachers track daily DOL percentage of students in Learn, Extend, & Advanced 3rd - 5th RLA, Math, Science, and Social Studies.	Principal and Assistant Principal	July 30, 2026- May, 28, 2026	

Title I:
2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **ESF Levers:**

Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Demographics 1 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement targeted interventions during the Reading block to improve fluency and literacy comprehension in all K-5 classrooms. Teachers will internalize, rehearse, and implement curriculum through professional learning sessions, grade- level and vertical planning, materials, and coaching. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin Team **Date(s) / Timeframe:** Year-long **Delivery Method:** Direct **Funding Sources:** Substitutes for Planning and Professional Development - Title I (211) - 211-11-6112-501-163-30-163-101000 - $2,100, Fringe for extra duty and substitute - Title I (211) - 211-XX-614X-501-163-30-163-101000 - $900	Some Progress		

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Using strategies from the book Radical Candor to drive coaching conversations, develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: Learning walks to determine areas in need of real-time coaching to improve student engagement and learner outcomes.

Staff Responsible for Monitoring: Admin

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, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement a system that includes tutorials for identified students using small group intervention during the intervention period of the Reading block and after school. **Intended Audience:** Staff **Provider / Presenter / Person Responsible:** Title 1 Tutor **Date(s) / Timeframe:** Year-long	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Less than 50% of African American students are meeting Grade Level Norms on MAP Growth Reading and Math. **Root Cause**: Professional Learning did not include a clear system to quickly identify struggling students and implement services to all students, with an emphasis on K-2.
School Processes & Programs
Problem Statement 2: According to MOY MAP Growth Scores, 39% of 3rd graders met Grade Level Norms in Math, and 36% of 3rd graders met Grade Level Norms in Reading. **Root Cause**: Inconsistent monitoring system has allowed teachers to get off-pace with the IPCs, resulting in inconsistent intervention times.

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 36% to 41%.

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 36% to 60% by June 2027.
Increase the performance of African American students from 41% to 60% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Implement targeted interventions during the Reading block to improve fluency and literacy comprehension in all K-5 classrooms. Teachers will internalize, rehearse, and implement curriculum through professional learning sessions, grade- level and vertical planning, materials, and coaching.

Strategy's Expected Result/Impact: The percentage of students meeting or exceeding Grade Level Norms on EOY MAP Reading will increase.

Staff Responsible for Monitoring: Principal, AP

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

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Support the reading curriculum by providing students with current and updated reading material(s) aligned to students' reading level through the circulation desk in the library. **Intended Audience:** Staff **Provider / Presenter / Person Responsible:** Principal, Librarian **Date(s) / Timeframe:** Year-long	Some Progress		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Less than 50% of African American students are meeting Grade Level Norms on MAP Growth Reading and Math. **Root Cause**: Professional Learning did not include a clear system to quickly identify struggling students and implement services to all students, with an emphasis on K-2.

Student Learning

Problem Statement 2: Student growth on MAP higher than previous years, but the % of students meeting grade level norms is still below 60%. Math: 57% met grade level norms; Reading: 56% met grade level norms. **Root Cause**: Teachers need more training and dedicated PLC time on the usage of the Learning Continuum to content on the high achievers' ZPD (Zone of Proximal Development) and monitor their progress beyond BOY, MOY and EOY.

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 36% to 41%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 18% to 30% by June 2027.
Increase the performance of African American students from 17% to 30% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Using the concepts from the book Radical Candor and The Cowtown 12 effective instructional practices, develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: Increased achievement on ELAR benchmark assessments for all students.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Documented coaching cycles for identified teachers. Fidelity to the schedule for walkthroughs and feedback. **Intended Audience:** Staff **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** Year-long	Some Progress		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Less than 50% of African American students are meeting Grade Level Norms on MAP Growth Reading and Math. **Root Cause**: Professional Learning did not include a clear system to quickly identify struggling students and implement services to all students, with an emphasis on K-2.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 31% to 36%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 31% to 36% by June 2027.
Increase the performance of African American students from 14% to 25% by June 2027.
Increase Mathematics Achievement for Special Education students from 10% to at least 41% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Implement High Quality Instruction (HQI), Cowtown 12, using High Quality Instructional Materials (HQIM), Bluebonnet Math, in all K-5 classrooms during the math Block. Progress monitor for effective implementation and improved learner outcomes using SPOT observations and feedback, daily lesson rehearsals, DOL data, PLCs, and coaching cycles from the Admin team.

Strategy's Expected Result/Impact: Students will be engaged, learning at grade level, and moving toward independent mastery. Campus average SPOT rating will increase from Improvement Needed to Developing High.

Staff Responsible for Monitoring: Principal, AP

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide monthly targeted Professional Development for teachers on HQI Cowtown 12.	Principal and Assistant Principal	July 30, 2026- May, 28, 2026	
2	Provide targeted Professional Development and calibration sessions on SPOT observations.	Principal and Assistant Principal	July 30, 2026- May, 28, 2026	
3	Monitor DOL for daily 100% completion rate in 3rd - 5th RLA, Math, Science, and Social Studies.	Principal and Assistant Principal	July 30, 2026- May, 28, 2026	
4	Teachers track daily DOL percentage of students in Learn, Extend, & Advanced 3rd - 5th RLA, Math, Science, and Social Studies.	Principal and Assistant Principal	July 30, 2026- May, 28, 2026	

TEA Priorities:
Recruit, support, retain teachers and principals, 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
- **Targeted Support Strategy**

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement targeted interventions during the math block to improve fluency and independent mastery in all K-5 classrooms. Teachers will internalize, rehearse, and implement curriculum through professional learning sessions, grade- level and vertical planning, materials, and coaching. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin Team **Date(s) / Timeframe:** August 2026 - May 2027	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: According to MOY MAP Growth Scores, 39% of 3rd graders met Grade Level Norms in Math, and 36% of 3rd graders met Grade Level Norms in Reading. **Root Cause**: Inconsistent monitoring system has allowed teachers to get off-pace with the IPCs, resulting in inconsistent intervention times.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 31% to 36%.

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 39% to 60% by June 2027.
Increase the performance of African American students from 47% to 60% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Implement targeted interventions during the math block to improve fluency and independent mastery in all K-5 classrooms. Teachers will internalize, rehearse, and implement curriculum through professional learning sessions, grade- level and vertical planning, materials, and coaching.

Strategy's Expected Result/Impact: The percentage of students meeting or exceeding Grade Level Norms on EOY MAP Math will increase.

Staff Responsible for Monitoring: Admin Team

Title I:
2.51
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: During PLCs and Professional Development Days following assessments, teachers will utilize ADQ data point resources to focus on MAP Growth results to create intervention plans for student growth and achievement. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin Team **Date(s) / Timeframe:** Year-long **Funding Sources:** Materials for after-school and Saturday tutorials to enhance student learning - Title I (211) - 211-11-6116-501-163-30-163-101000 - $2,000	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Less than 50% of African American students are meeting Grade Level Norms on MAP Growth Reading and Math. **Root Cause**: Professional Learning did not include a clear system to quickly identify struggling students and implement services to all students, with an emphasis on K-2.

School Processes & Programs

Problem Statement 2: According to MOY MAP Growth Scores, 39% of 3rd graders met Grade Level Norms in Math, and 36% of 3rd graders met Grade Level Norms in Reading. **Root Cause**: Inconsistent monitoring system has allowed teachers to get off-pace with the IPCs, resulting in inconsistent intervention times.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 31% to 36%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 7% to 25% by June 2027.
Increase the performance of African American students from 5% to 25% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Using the concepts from the book Radical Candor and The Cowtown 12 effective instructional practices, develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: Increased achievement on math benchmark assessments for all students.

Staff Responsible for Monitoring: Admin Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Documented coaching cycles for identified teachers. Fidelity to the schedule for walkthroughs and feedback. **Intended Audience:** Staff **Provider / Presenter / Person Responsible:** Admin Team **Date(s) / Timeframe:** Year-long	Some Progress		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Less than 50% of African American students are meeting Grade Level Norms on MAP Growth Reading and Math. **Root Cause**: Professional Learning did not include a clear system to quickly identify struggling students and implement services to all students, with an emphasis on K-2.

Student Learning

Problem Statement 2: Student growth on MAP higher than previous years, but the % of students meeting grade level norms is still below 60%. Math: 57% met grade level norms; Reading: 56% met grade level norms. **Root Cause**: Teachers need more training and dedicated PLC time on the usage of the Learning Continuum to content on the high achievers' ZPD (Zone of Proximal Development) and monitor their progress beyond BOY, MOY and EOY.

Goal 3: Reduce the number of schools that are rated F from 8% to 3%

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 33% to 50% by June 2027.
Increase the performance of African American students from 20% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implementation of direct and explicit daily instruction of the Bluebonnet Curriculum in all K-5 classrooms during the Literacy Block. Progress monitoring of improved learner outcomes by observations and feedback in PLCs and coaching cycles from the Admin team using The Cowtown 12 Instructional Feedback Model.

Strategy's Expected Result/Impact: Students will be engaged, learning at grade level, and moving toward independent mastery.

Staff Responsible for Monitoring: Admin Team

Title I:
2.51, 2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement targeted interventions during the Reading block to improve fluency and literacy comprehension in all K-5 classrooms. Teachers will internalize, rehearse, and implement curriculum through professional learning sessions, grade- level and vertical planning, materials, and coaching. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin Team **Date(s) / Timeframe:** Year-long **Funding Sources:** Materials, manipulatives, and supplies to improve student engagement and achievement - Title I (211) - 211-11-6399-501-163-30-163-101000 - $12,354	Some Progress		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Less than 50% of African American students are meeting Grade Level Norms on MAP Growth Reading and Math. **Root Cause**: Professional Learning did not include a clear system to quickly identify struggling students and implement services to all students, with an emphasis on K-2.
School Processes & Programs
Problem Statement 2: According to MOY MAP Growth Scores, 39% of 3rd graders met Grade Level Norms in Math, and 36% of 3rd graders met Grade Level Norms in Reading. **Root Cause**: Inconsistent monitoring system has allowed teachers to get off-pace with the IPCs, resulting in inconsistent intervention times.

Goal 3: Reduce the number of schools that are rated F from 8% to 3%

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 20% to 45% by June 2027.
Increase the performance of African American students from 5% to 25% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Using the concepts from the book Radical Candor and The Cowtown 12 effective instructional practices, develop capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, and observation and feedback while monitoring progress towards the attainment of student achievement goals.

Strategy's Expected Result/Impact: Increased achievement on math benchmark assessments for all students.

Staff Responsible for Monitoring: Admin Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, 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: Documented coaching cycles for identified teachers. Fidelity to the schedule for walkthroughs and feedback. **Intended Audience:** Staff **Provider / Presenter / Person Responsible:** Admin Team **Date(s) / Timeframe:** Year-long	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Student growth on MAP higher than previous years, but the % of students meeting grade level norms is still below 60%. Math: 57% met grade level norms; Reading: 56% met grade level norms. **Root Cause**: Teachers need more training and dedicated PLC time on the usage of the Learning Continuum to content on the high achievers' ZPD (Zone of Proximal Development) and monitor their progress beyond BOY, MOY and EOY.

School Processes & Programs

Problem Statement 2: According to MOY MAP Growth Scores, 39% of 3rd graders met Grade Level Norms in Math, and 36% of 3rd graders met Grade Level Norms in Reading. **Root Cause**: Inconsistent monitoring system has allowed teachers to get off-pace with the IPCs, resulting in inconsistent intervention times.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 5% to 1%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 15% to 9% by June 2027.
Decrease the number and percentage of African American students from 6% to 3% by June 2027.

Strategy 1: Increase home-school communication to ensure high academic standards and expectations are held for all students by increasing opportunities for families to engage with the school through PTA and other school outreach activities.

Strategy's Expected Result/Impact: Chronically absent students will reduce by 4% overall; STAAR overall performance increase by 10%.

Staff Responsible for Monitoring: Admin Team, Teachers, Data Clerk, FES

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Problem Statements: Student Learning 2 - Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Align and leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, increase parent/school engagement, and improve outcomes on community/student/staff surveys. Implement daily dedicated time for the FES to contact families before the 3rd consecutive absence. **Intended Audience:** Staff **Provider / Presenter / Person Responsible:** Admin Team, FES **Date(s) / Timeframe:** Year-long **Funding Sources:** Planning and materials to improve school to community involvement including parent education and mentoring opportunities - Family Engagement (211) - 211-61-6399-503-163-30-163-101000 - $1,416	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Implement a Family Engagement Engagement Specialist to enhance the learning environment and outreach to families and community. **Intended Audience:** Staff, Families **Provider / Presenter / Person Responsible:** FES **Date(s) / Timeframe:** Year-long **Funding Sources:** Family Engagement Specialist - Title I (211) - 211-61-6129-503-163-30-163-101000 - $32,276, Extra-duty hours for for before/after school family outreach events - Title I (211) - 211-61-6121-503-163-30-163-101000 - $1,000, Fringe to cover payroll and extra duty pay outside of salary - Title I (211) - 211-XX-614X-501-163-30-163-101000 - $6,000	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Student growth on MAP higher than previous years, but the % of students meeting grade level norms is still below 60%. Math: 57% met grade level norms; Reading: 56% met grade level norms. **Root Cause**: Teachers need more training and dedicated PLC time on the usage of the Learning Continuum to content on the high achievers' ZPD (Zone of Proximal Development) and monitor their progress beyond BOY, MOY and EOY.
Perceptions
Problem Statement 2: At 91.8%, Pre-K attendance falls below all other grades and the school average of 93.7% **Root Cause**: While there is a school-wide newsletter, there is not a Pre-K specific outline of expectations for parents highlighting the benefits of missing the Pre-K curriculum, stunted academic growth when absent, and the accountability of missing the 90% seat time.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Fringe for extra duty and substitute	Fringe	211-XX-614X-501-163-30-163-101000	$900.00
1	1	1	1	Substitutes for Planning and Professional Development	Instruction | Subs - Professional (11-6112)	211-11-6112-501-163-30-163-101000	$2,100.00
2	2	1	1	Materials for after-school and Saturday tutorials to enhance student learning	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-163-30-163-101000	$2,000.00
3	1	1	1	Materials, manipulatives, and supplies to improve student engagement and achievement	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-163-30-163-101000	$12,354.00
4	1	1	2	Extra-duty hours for for before/after school family outreach events	Family Engagement | Extra Duty/Ot - Support (61-6121)	211-61-6121-503-163-30-163-101000	$1,000.00
4	1	1	2	Fringe to cover payroll and extra duty pay outside of salary	Fringe	211-XX-614X-501-163-30-163-101000	$6,000.00
4	1	1	2	Family Engagement Specialist	Family Engagement |Family Engagement Specialist (61-6129)	211-61-6129-503-163-30-163-101000	$32,276.00
						Sub-Total	$56,630.00
						Budgeted Fund Source Amount	$56,630.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Planning and materials to improve school to community involvement including parent education and mentoring opportunities	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-163-30-163-101000	$1,416.00
						Sub-Total	$1,416.00
						Budgeted Fund Source Amount	$1,416.00
						+/- Difference	$0.00
						Grand Total Budgeted	$58,046.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						Grand Total Spent	$58,046.00
						+/- Difference	$0.00