Fort Worth Independent School District

226 Seminary Hills Park Elementary

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

Mission Statement

We will prepare our students for college, career, and community leadership by providing rigorous, engaging instruction, and leadership opportunities.

Vision

Our vision statement at SHP is to ensure that all students learn at grade level or higher.

Value Statement

Respect

Perseverance

Responsibilty

Honesty

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Our school is supported by a dedicated team of 50 staff members, with 43 of them being professional staff. Among these professionals, we have 31 teachers who are at the forefront of delivering quality education to our students. Additionally, our professional support staff consists of 9 individuals who provide essential services to enhance the learning environment. Our administrative team, which includes campus leadership, comprises 3 members who ensure the smooth operation of our school. We also have 7 educational aides who play a crucial role in supporting both teachers and students in the classroom.

The diversity of our teaching staff is a strength, with representation from various ethnic backgrounds: 3 African American, 10 Hispanic, 7 White, and 1 Asian teacher. Our teaching team is predominantly female, with 30 women and 1 man, reflecting a nurturing and inclusive environment. In terms of educational qualifications, 26 teachers hold a Bachelor's degree, while 5 have attained a Master's degree, showcasing a commitment to professional development. Our teachers bring a range of experience to the classroom, with 2 teachers in their first year, 10 with 1-5 years of experience, 7 with 6-10 years, 8 with 11-20 years, and 4 with 21-30 years of experience, providing a rich blend of fresh perspectives and seasoned expertise.

Our student body consists of 377 students from Pre-Kindergarten to 5th grade. A significant portion of our students, 56%, are enrolled in Bilingual/ESL programs, highlighting our commitment to supporting language development. We also cater to the needs of 7% of our students who are identified as Gifted/Talented, and 18% who receive Special Education services, ensuring that all students have access to tailored educational opportunities. The ethnic composition of our students is diverse, with 19% African American, 67% Hispanic, 6% White, and 7% Asian. Our school serves a predominantly economically disadvantaged community, with 97% of our students falling into this category, which underscores the importance of providing equitable educational resources and support.

Our student population is almost evenly split by gender, with 188 males and 189 females, fostering a balanced and inclusive environment. We maintain a commendable attendance rate of 95.1%, which reflects the commitment of our students and families to education. However, we face a mobility rate of 16%, which presents challenges in maintaining continuity in education and requires us to be adaptable and responsive to the needs of our transient student population.

Demographics Strengths

Our school is enriched by a diverse student body, with 35 students hailing from Afghanistan. This diversity brings a wealth of cultural perspectives and experiences that enhance our learning environment, fostering a global awareness and understanding among all students. The presence of students from Afghanistan allows us to incorporate unique cultural traditions and histories into our curriculum, promoting inclusivity and respect for different backgrounds.

We are also proud to have students from Congo, China, and Honduras, each contributing to the multicultural tapestry of our school community. These students bring

with them distinct languages, customs, and viewpoints that encourage cross-cultural dialogue and learning. Their presence helps to create a dynamic and engaging educational setting where students can learn from one another and appreciate the richness of global diversity.

Our school benefits from the inclusion of students from India, Jordan, and Kenya, who add to the vibrant cultural mosaic of our institution. These students provide opportunities for their peers to learn about different cultural practices and worldviews, enhancing the overall educational experience. Their contributions help to build a school culture that values diversity and promotes mutual respect and understanding.

With students from South Korea, Mexico, and Paraguay, our school community is further strengthened by the variety of cultural influences they bring. These students enrich classroom discussions and activities with their unique perspectives, fostering an environment of curiosity and open-mindedness. Their presence underscores our commitment to providing a well-rounded education that prepares students to thrive in a global society.

Additionally, we are fortunate to have students from Uganda and the United States Minor Outlying Islands, whose diverse backgrounds contribute to the inclusive atmosphere of our school. These students help to broaden the horizons of their peers, encouraging them to think critically about global issues and to appreciate the interconnectedness of our world.

Finally, with a significant number of students from the United States, our school is able to blend local traditions and values with international perspectives. This combination creates a rich educational experience that prepares our students to become informed and engaged citizens, capable of navigating and contributing to an increasingly diverse and interconnected world.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Hispanic student group is consistently performing lower than other groups in K-2 Reading. (42%, 53%,29%)
Root Cause: Lack of training and instructional materials.

Problem Statement 2: The 3rd Sped student group performance TAPR report for 24-25 shows 8% scored Meet or Above in Reading and Math STAAR.
Root Cause: Lack of training on the inclusion model.

Student Learning

Student Learning Summary

The Mid-Year (MOY) Math MAP data for our Kindergarten through 5th-grade students indicates that 34% of our students are performing within the 1st to 20th percentile, while 3% fall within the 21st to 40th percentile. Additionally, 18% of students are in the 41st to 60th percentile, 19% are in the 61st to 80th percentile, and 6% are achieving at the 81st percentile and higher. It is noteworthy that our overall achievement percentile has slightly decreased from the 34th percentile in the Fall to the 33rd percentile in the Winter. However, our growth measure is at the 52nd percentile, with 24% of students in the 1st to 20th percentile, 16% in the 21st to 40th percentile, 17% in the 41st to 60th percentile, 18% in the 61st to 80th percentile, and a commendable 25% in the 81st percentile and higher.

In terms of Reading MAP data for the same grade levels, 34% of our students are in the 1st to 20th percentile, 26% are in the 21st to 40th percentile, 20% are in the 41st to 60th percentile, 14% are in the 61st to 80th percentile, and 6% are achieving at the 81st percentile or higher. Our achievement percentile has remained consistent at the 33rd percentile from Fall to Winter. For growth, we are positioned at the 44th percentile, with 31% of students in the 1st to 20th percentile, 17% in the 21st to 40th percentile, 2% in the 41st to 60th percentile, 15% in the 61st to 80th percentile, and 25% in the 81st percentile or higher.

These data points provide us with valuable insights into our students' current performance levels and growth trajectories. They highlight areas where we are excelling and areas where we need to focus our efforts to support and enhance student learning outcomes.

Student Learning Strengths

Our school's reading benchmark data for the third grade demonstrates a commendable achievement, with 71% of students reaching the 'Approaches' level, surpassing the district's 69%. Although the 'Meets' level is slightly below the district average, it is noteworthy that we have exceeded our target of 29% by reaching 31%. The 'Masters' level, while lower than the district's 17%, indicates an area for growth at 9%. In the fourth grade, our students have shown strong performance with 76% at the 'Approaches' level, slightly above the district's 75%. While the 'Meets' level is below the district's 45%, our students have achieved 40%, which is close to our target of 49%. The 'Masters' level at 11% suggests room for improvement compared to the district's 16%. For fifth grade, our reading scores show that 59% of students are at the 'Approaches' level, which is below the district's 75%. However, our 'Meets' level is on par with the district at 45%, meeting our target. The 'Masters' level at 16% matches the district's performance, indicating a solid foundation in reading proficiency.

In mathematics, our third-grade students have room for growth, with 47% reaching the 'Approaches' level compared to the district's 60%. The 'Meets' level at 21% is below both the district average and our target of 40%, while the 'Masters' level at 8.5% is slightly below the district's 11%. Our fourth-grade students have excelled, with 71% at the 'Approaches' level, significantly outperforming the district's 62%. The 'Meets' level at 38% is slightly above the district's 37% and close to our target of 49%. The 'Masters' level at 18% surpasses the district's 15%, showcasing our students' strong capabilities in mathematics. In fifth grade, our students have demonstrated impressive results, with 70% at the 'Approaches' level, outperforming the district's 64%. The 'Meets' level at 30% meets our target and is slightly below the district's 34%. The 'Masters' level at 10% is below the district's 15%, indicating an area for potential growth. Overall, our students have shown commendable achievements in both reading and mathematics, with specific areas identified for continued focus and improvement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): K-5 Reading EOY MAP (English) data shows that all grade levels are below the 60th percentile for achievement.
Root Cause: More intentionality on what high quality tier 1 instruction looks and sounds like.

Problem Statement 2 (Prioritized): K-2 MAP EOY MAP Math data shows that the grade level performance is below the 60th percentile for achievement.
Root Cause: More intentionality on what high quality tier 1 instruction looks and sounds like.

School Processes & Programs

School Processes & Programs Summary

Our school is committed to fostering a collaborative and reflective teaching environment through our Weekly Vertical Professional Learning Communities (PLCs). These sessions include lesson rehearsal and lesson internalization, allowing teachers to refine their instructional strategies and ensure alignment with educational standards. Teacher leaders are entrusted with facilitating these meetings, promoting a culture of shared leadership and professional growth.

We have implemented a robust support system that includes push-in assistance from various staff members such as instructional assistants, a demo teacher, a data analyst, and a nurse. This multidisciplinary approach ensures that our students receive comprehensive support tailored to their diverse needs. Additionally, our Fort Worth After School Program provides extended learning opportunities, further enriching our students' educational experiences.

Communication and community engagement are key priorities for our school. We maintain open lines of communication through weekly newsletters for staff and parents, as well as daily social media posts. Our Site-Based Decision Making (SBDM) committee plays a crucial role in involving stakeholders in the decision-making process, ensuring that our school’s direction aligns with the needs and aspirations of our community.

Our master scheduling is strategically designed to address the drivers and needs of our students, ensuring that each child receives the appropriate level of support and challenge. We have dedicated behavior interventionists, inclusion specialists, and speech therapists who work collaboratively to support students' academic and social-emotional development.

Technology integration is a cornerstone of our instructional approach, with each student equipped with an iPad for daily work in programs such as iReady and Myon. This access to technology enhances personalized learning and prepares students for a digital future. Furthermore, we offer student leadership clubs and opportunities, empowering students to develop leadership skills and take an active role in their school community.

We value the input of our staff and actively seek their feedback through surveys, providing opportunities for them to be involved in campus decision-making. Our grade-level teams benefit from common planning time, with 90-minute vertical planning sessions for Pre-K through 2nd grade and 60-minute planning for 3rd to 5th-grade math and reading/science teachers. This structured planning time fosters collaboration and ensures a cohesive and comprehensive educational experience for all students.

School Processes & Programs Strengths

At our school, we pride ourselves on fostering a collaborative and reflective teaching environment through our Weekly Vertical Professional Learning Communities. These communities provide a platform for educators to engage in meaningful dialogue, share best practices, and reflect on their teaching strategies, ultimately enhancing the learning experience for our students.

We have established a robust support system that is integral to our educational framework. This system includes push-in assistance from a diverse team of staff members, such as instructional assistants, a demo teacher, a data analyst, and a nurse. Their collective expertise ensures that our students receive comprehensive

support tailored to their individual needs.

Communication is a cornerstone of our school community, and we maintain open lines of communication through weekly newsletters for staff and parents, as well as daily social media posts. This consistent flow of information keeps everyone informed and engaged, fostering a sense of community and transparency.

Our Site-Based Decision Making committee plays a crucial role in shaping the direction of our school. By involving various stakeholders in the decision-making process, we ensure that our policies and initiatives are aligned with the needs and aspirations of our school community.

The master scheduling at our school is meticulously designed to address the drivers and needs of our students. This thoughtful approach allows us to allocate resources effectively and provide targeted support where it is most needed, ensuring that every student has the opportunity to succeed.

We are committed to supporting our students' academic and social-emotional needs through the collaborative efforts of behavior interventionists, inclusion specialists, and speech therapists. These professionals work together to create a nurturing environment that promotes both academic achievement and personal growth.

Technology integration is a key component of our educational strategy, with each student equipped with an iPad for daily work in various programs. This access to technology enhances learning opportunities and prepares our students for the digital world.

Our grade-level teams benefit from common planning time, which is essential for effective collaboration and curriculum alignment. With 90-minute vertical planning sessions for Pre-K through 2nd grade and 60-minute planning for 3rd to 5th-grade math and reading/science teachers, our educators have the time and space to plan and implement high-quality instruction that meets the diverse needs of our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have weekly vertical planning with all grades to plan, rehearse and internalize lessons.
Root Cause: The operational systems of staffing, scheduling, and meaningful activities impact purposeful time when teachers are out of the room.

Problem Statement 2 (Prioritized): Our campus continues to experience frequent late arrivals and early dismissals which impacts student achievement.
Root Cause: Lack of clear campuswide expectations for arrival and dismissal

Perceptions

Perceptions Summary

At our school, we prioritize the well-being and engagement of our staff through the "You Matter" surveys conducted at the beginning, middle, and end of the year. These surveys are crucial in understanding the needs and concerns of our staff, allowing us to make informed decisions that enhance their professional experience and satisfaction.

We are committed to fostering a strong partnership with parents by offering programming throughout the year. These programs are designed to keep parents informed and involved in their children's education, creating a supportive community that benefits our students' learning and development.

To recognize and celebrate the achievements of our staff and students, we have instituted the Bumblebee of the Month awards. This initiative highlights individuals who exemplify our school's values and contribute positively to our school environment, motivating others to strive for excellence.

Our weekly newsletters, including THE BUZZ, feature shoutouts for staff and students, acknowledging their hard work and accomplishments. This regular recognition fosters a culture of appreciation and encourages a positive school climate where everyone feels valued.

We offer daily volunteer opportunities, such as reading to students and providing intervention in small groups for K-2 students. These activities not only support student learning but also strengthen community ties by involving volunteers in meaningful educational experiences.

To ensure alignment with our school's mission and vision, we recite these statements before every meeting and reiterate our values daily during morning announcements. This practice reinforces our commitment to our core principles and keeps them at the forefront of our daily activities.

Our Site-Based Decision Making (SBDM) committee holds monthly meetings to discuss and address school-related issues. This collaborative approach ensures that decisions are made with input from various stakeholders, promoting transparency and shared responsibility.

We have established valuable community partnerships with organizations such as EECU, Tarrant Baptist Association, University Baptist Church, Altrusa Downtown Fort Worth, and our PTO and parents of SHP. These partnerships provide resources and support that enhance our educational programs and community engagement.

Our parenting classes and initiatives like All Pro Dads are designed to support parents in their role, offering guidance and resources to help them contribute positively to their children's education and well-being.

We place an intentional focus on wellness for our staff, recognizing the importance of their health and well-being in creating a productive and positive work environment. This focus includes various wellness initiatives aimed at promoting physical and mental health.

Our 3rd-5th Grade Mentoring program involves all staff members, providing students with guidance and support from trusted adults. This program is instrumental in fostering strong relationships and helping students navigate their academic and personal growth.

As the principal, I hold individual goal-setting meetings with 3rd-5th graders to help them set and achieve personal and academic goals. These meetings are an opportunity to provide personalized support and encouragement, empowering students to take ownership of their learning journey.

Perceptions Strengths

The school promotes attendance through a comprehensive system of incentives, communication, and monitoring. The Beat the Bell program recognizes students and families for on-time daily attendance, while individual student perfect attendance is celebrated every three weeks through video announcements. Weekly attendance warning letters keep families informed of individual student attendance concerns, and SART meetings are held in person every six weeks with parents to review attendance requirements and provide support. Classrooms are encouraged through visible recognition, such as attendance flags and PERFECT ATTENDANCE chart posted outside classroom door. Classroom incentives include popcorn parties and inflatable race assemblies for classes achieving 94% or higher attendance each grading period.

The school implements a structured MTSS framework focused on timely data use, staff capacity, and consistent monitoring. Student data is internalized through aggressive monitoring of student independent work during class and on assessments. Teachers have received training on the MTSS process, documentation expectations, and effective follow-up practices. Systems are in place to monitor student targeted intervention. Additionally, grade-level MTSS meetings are held consistently every 5–6 weeks to review data, adjust interventions, and track student progress.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Pre-K and Kindergarten students make up 37% of the students with attendance at or below 90%.
Root Cause: Limited family awareness of attendance expectations and how absences can impact on student academic achievement.

Problem Statement 2 (Prioritized): A misconception exists among teachers that the MTSS process is for fast-tracking students to special education.
Root Cause: A lack of clear training and communication around the purpose and structure of MTSS has led to misunderstandings about its role, resulting in the belief that it is primarily a pathway to special education rather than a system for targeted intervention and support.

Priority Problem Statements

Problem Statement 1: The Hispanic student group is consistently performing lower than other groups in K-2 Reading. (42%, 53%,29%)

Root Cause 1: Lack of training and instructional materials.

Problem Statement 1 Areas: Demographics

Problem Statement 2: K-5 Reading EOY MAP (English) data shows that all grade levels are below the 60th percentile for achievement.

Root Cause 2: More intentionality on what high quality tier 1 instruction looks and sounds like.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: K-2 MAP EOY MAP Math data shows that the grade level performance is below the 60th percentile for achievement.

Root Cause 3: More intentionality on what high quality tier 1 instruction looks and sounds like.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our campus continues to experience frequent late arrivals and early dismissals which impacts student achievement.

Root Cause 4: Lack of clear campuswide expectations for arrival and dismissal

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: A misconception exists among teachers that the MTSS process is for fast-tracking students to special education.

Root Cause 5: A lack of clear training and communication around the purpose and structure of MTSS has led to misunderstandings about its role, resulting in the belief that it is primarily a pathway to special education rather than a system for targeted intervention and support.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- Other
    - NWEA (MAP Growth and Map Fluency)
    - CLI (PK Assessment)

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

Student Data: Behavior and Other Indicators

- Attendance data

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 31% to 45%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 35% to 45% by June 2027.
Increase the performance of students identified as Sped from 30% to 35% by June 2027.

High Priority

Evaluation Data Sources: Six Weeks Assessments, DOLs
MAP Data

Strategy 1: Ensure rigorous, TEKS-aligned instruction with daily small-group differentiation in 3rd grade ELAR.

Strategy's Expected Result/Impact: Increased percentage of 3rd grade students achieving Meets Grade Level or above on ELAR six weeks assessments, with accelerated growth for African American (or identified marginalized) students, resulting in a measurable reduction in the achievement gap. Improved consistency of high-quality, data-driven instruction across classrooms will lead to stronger reading comprehension, vocabulary development, and written responses aligned to grade-level TEKS.

Staff Responsible for Monitoring: Principal, Assistant Principal,
Classroom Teachers (3rd Grade ELAR)

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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement daily small group instruction based on most DOLs, assessments, and running records. Groups include: Meets-level extension; Approaches-level scaffolds; SpEd-aligned accommodations and goals: Foundational skills intervention (as needed) **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** August 2026 - May 2027 **Delivery Method:** In Person **Funding Sources:** Pull-out Interventionist - Title I (211) - 211-11-6129-501-226-30-226-101000 - $26,894, Title I Fringe - Title I (211) - 211-XX-614X-501-226-30-226-101000 - $4,841	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide targeted SpEd support alignment - General education and SpEd teachers collaborate weekly to ensure: accommodations are embedded in Tier 1 instruction; Small-group instruction aligns to IEP goals; Progress monitoring tools are updated every 2 weeks **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** Special Education **Delivery Method:** In Person	 Some Progress		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Implement Weekly Writing Practice Aligned to STAAR - Students complete short-constructed responses using: Text evidence; Academic vocabulary; Sentence stems and frames; Teachers score using the SCR Rubric **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** August 2026 - May 2027 **Delivery Method:** In Person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: K-5 Reading EOY MAP (English) data shows that all grade levels are below the 60th percentile for achievement. **Root Cause**: More intentionality on what high quality tier 1 instruction looks and sounds like.

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 31% to 45%.

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 76% to 81% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 56% to 66% by June 2027.
Increase the performance of students identified in Special Education from 41% to 50% on EOY MAP Growth Reading by June 2027.

High Priority

Evaluation Data Sources: MAP

Strategy 1: Pillar 1: Excellent Academic Performance for All Students
Deliver consistent, high-quality Tier 1 reading instruction in English and Spanish, grounded in TEKS, MAP RIT band expectations, and daily data-driven small-group instruction.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Teachers; Admin

Title I:
2.51, 2.52
- **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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement daily small group instruction based on most DOLs, assessments, and running records. Groups include: Meets-level extension; Approaches-level scaffolds; SpEd-aligned accommodations and goals: Foundational skills intervention (as needed) **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** August 2026 - May 2027 **Delivery Method:** In Person	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide targeted SpEd support alignment - General education and SpEd teachers collaborate weekly to ensure: accommodations are embedded in Tier 1 instruction; Small-group instruction aligns to IEP goals; Progress monitoring tools are updated every 2 weeks **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** grade level teams **Delivery Method:** in person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: K-5 Reading EOY MAP (English) data shows that all grade levels are below the 60th percentile for achievement. **Root Cause**: More intentionality on what high quality tier 1 instruction looks and sounds like.

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 31% to 45%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 31% to 41% by June 2027.
Increase the performance of Hispanic students from 36% to 46% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strategy 1 -- Pillar 1: Excellent Academic Performance for All Students
Deliver consistent, high-quality Tier 1 ELAR instruction with daily small-group differentiation aligned to TEKS, MAP RIT bands, and benchmark expectations.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Teachers and Admin

Title I:
2.51, 2.52
- **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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Embed daily checks for understanding aligned to TEKS and STAAR item types. CFU Bank for Literary Texts, Informational Texts, Vocabulary and Word Study, and Author's Craft **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** August 2026 - May 2027 **Delivery Method:** In Person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The Hispanic student group is consistently performing lower than other groups in K-2 Reading. (42%, 53%,29%) **Root Cause**: Lack of training and instructional materials.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 33 % to 50%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 38% to 43% by June 2027.
Increase the performance of students identified as Sped from 5% to 10% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Strengthen Tier 1 Instruction Through HQIM Alignment and Internalization

Strategy's Expected Result/Impact: Increase student academic achievement

Staff Responsible for Monitoring: teachers and administrators

Title I:
2.51, 2.52
- **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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement a systematic approach to improving math achievement by conducting weekly internalization of HQIM lessons aligned to TEKS, including structured lesson rehearsal to strengthen instructional delivery, anticipate student misconceptions, and ensure rigorous, standards-based instruction across classrooms. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** teachers **Date(s) / Timeframe:** August 26, 2026 - May 25, 2027 **Collaborating Departments:** grade level teams **Delivery Method:** in person **Funding Sources:** Tutoring - Title I (211) - 211-11-6116-501-226-30-226-101000 - $22,354, Fringe - Title I (211) - 211-XX-614X-501-226-30-226-101000 - $4,025	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide targeted SpEd support alignment - General education and SpEd teachers collaborate weekly to ensure: accommodations are embedded in Tier 1 instruction; Small-group instruction aligns to IEP goals; Progress monitoring tools are updated every 2 weeks **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** grade level teams **Delivery Method:** in person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: K-2 MAP EOY MAP Math data shows that the grade level performance is below the 60th percentile for achievement. **Root Cause**: More intentionality on what high quality tier 1 instruction looks and sounds like.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 33 % to 50%.

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 78% to 83% by June 2027.
Increase the performance of students identified as Special Education from 67% to 72% on EOY MAP Growth Math by June 2027.

High Priority

Evaluation Data Sources: MAP

Strategy 1: Pillar 1: Excellent Academic Performance for All Students
Deliver consistent, high-quality Tier 1 reading instruction in English and Spanish, grounded in TEKS, MAP RIT band expectations, and daily data-driven small-group instruction.

Strategy's Expected Result/Impact: increased student growth and academic achievement on MAP

Staff Responsible for Monitoring: teachers and administrators

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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement daily small group instruction based on most DOLs, assessments, and running records. Groups include: Meets-level extension; Approaches-level scaffolds; SpEd-aligned accommodations and goals: Foundational skills intervention (as needed) **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** teachers & special education teachers **Delivery Method:** in person	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide targeted SpEd support alignment - General education and SpEd teachers collaborate weekly to ensure: accommodations are embedded in Tier 1 instruction; Small-group instruction aligns to IEP goals; Progress monitoring tools are updated every 2 weeks **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** teachers and administrators **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** grade level teams and special education teachers **Delivery Method:** in person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: K-2 MAP EOY MAP Math data shows that the grade level performance is below the 60th percentile for achievement. **Root Cause**: More intentionality on what high quality tier 1 instruction looks and sounds like.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 33 % to 50%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 27% to 37% by June 2027.
Increase the performance of 3rd grade students identified as Special Education from 10% to 15% on benchmark assessments by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strategy 1 -- Pillar 1: Excellent Academic Performance for All Students
Deliver consistent, high-quality Tier 1 ELAR instruction with daily small-group differentiation aligned to TEKS, MAP RIT bands, and benchmark expectations.

Strategy's Expected Result/Impact: increased student academic achievement in math

Staff Responsible for Monitoring: teachers and administrators

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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Embed daily checks for understanding aligned to TEKS and STAAR item types. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** grade level teams **Delivery Method:** in person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: K-2 MAP EOY MAP Math data shows that the grade level performance is below the 60th percentile for achievement. **Root Cause**: More intentionality on what high quality tier 1 instruction looks and sounds like.

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 36% to 46% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in Spanish from 13% to 23% by June 2027.
Increase the performance of Special Education students from 8% to 18% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strategy 2 -- Pillar 2: Excellent Instruction Delivering High-Quality and Focused Curriculum
Ensure all Kinder -5th grade teachers internalize and deliver aligned ELAR curriculum materials with fidelity to reduce variability and increase rigor.

Strategy's Expected Result/Impact: Increased performance in Reading.

Staff Responsible for Monitoring: Teachers and Admin

Title I:
2.51, 2.52
- **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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Internalize and rehearse weekly lessons focusing on TEKS, exemplar responses, and anticipated misconceptions. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers/Admin **Date(s) / Timeframe:** August 2026 - May 2027 **Delivery Method:** In Person **Funding Sources:** Instructional Materials - Title I (211) - 211-11-6399-501-226-30-226-101000 - $20,474	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide targeted PD on comprehension, vocabulary, writing, and biliteracy development. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** August 2026 - May 2027 **Delivery Method:** In Person	 Some Progress		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Use district-provided curriculum consistently across classrooms to ensure predictable, high-quality instruction. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** August 2026 - May 2027 **Delivery Method:** In Person	 Accomplished	 Accomplished	 Accomplished

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: K-5 Reading EOY MAP (English) data shows that all grade levels are below the 60th percentile for achievement. **Root Cause**: More intentionality on what high quality tier 1 instruction looks and sounds like.

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

Performance Objective 2: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 33% to 38% by June 2027.
Increase the performance of students identified as SPED from 15% to 20% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Pillar 2: Excellent Instruction Delivering High-Quality and Focused Curriculum
Ensure all Kinder -5th grade teachers internalize and deliver aligned Math curriculum materials with fidelity to reduce variability and increase rigor.

Strategy's Expected Result/Impact: increased scores at the Meets or Above level on the math benchmark assessments

Staff Responsible for Monitoring: teachers and administrators

Title I:
2.51, 2.52
- **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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Internalize and rehearse weekly lessons focusing on TEKS, exemplar responses, and anticipated misconceptions. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** teachers and administrators **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** teachers **Delivery Method:** in person	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Use district-provided curriculum consistently across classrooms to ensure predictable, high-quality instruction. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** teachers and administrators **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** grade level teams **Delivery Method:** in person	 Accomplished	 Accomplished	 Accomplished

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: K-2 MAP EOY MAP Math data shows that the grade level performance is below the 60th percentile for achievement. **Root Cause**: More intentionality on what high quality tier 1 instruction looks and sounds like.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 16% to 8%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 10% to 8% by June 2027.
Decrease the number and percentage of chronical absences for 3rd - 5th grade students from 4% to 2% by June 2027.

Evaluation Data Sources: Focus

Strategy 1: Implement a targeted, campus-wide plan to increase the student attendance rate through consistent monitoring, proactive communication, and student-centered supports.

Strategy's Expected Result/Impact: decreased absences

Staff Responsible for Monitoring: teachers, data clerk, secretary, and attendance administrator

Title I:
2.51, 2.52
- **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 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will bring attendance data alongside academic/behavior data to MTSS meetings. **Intended Audience:** teachers **Provider / Presenter / Person Responsible:** teachers **Date(s) / Timeframe:** August 26. 2026 - May 27, 2027 **Collaborating Departments:** MTSS team **Delivery Method:** in person **Funding Sources:** Supplies and Materials for Parent Meetings - Family Engagement (211) - 211-61-6399-503-226-30-226-101000 - $665	 Considerable		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Leverage the Family Engagement Specialist to design and facilitate targeted parent learning workshops that build awareness of attendance expectations, provide strategies for improving daily student attendance, and strengthen home-school partnerships to support consistent student participation. **Intended Audience:** parents **Provider / Presenter / Person Responsible:** Family Engagement Specialist **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** data clerk and behavior specialist **Delivery Method:** in person **Funding Sources:** Snacks for meetings - Family Engagement (211) - 211-61-6499-503-226-30-226-101000 - $1,000, Extra Duty - Set up before/after school for Parent Meetings - Family Engagement (211) - 211-61-6121-503-226-30-226-101000 - $300	 Considerable		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Our campus continues to experience frequent late arrivals and early dismissals which impacts student achievement. **Root Cause**: Lack of clear campuswide expectations for arrival and dismissal

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Pull-out Interventionist	Instruction |Title I I Bilingual Teacher Assistant (11-6129)	211-11-6129-501-226-30-226-101000	$26,894.00
1	1	1	1	Title I Fringe	Fringe	211-XX-614X-501-226-30-226-101000	$4,841.00
2	1	1	1	Tutoring	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-226-30-226-101000	$22,354.00
2	1	1	1	Fringe	Fringe	211-XX-614X-501-226-30-226-101000	$4,025.00
3	1	1	1	Instructional Materials	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-226-30-226-101000	$20,474.00
						Sub-Total	$78,588.00
						Budgeted Fund Source Amount	$78,588.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Supplies and Materials for Parent Meetings	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-226-30-226-101000	$665.00
4	1	1	2	Extra Duty - Set up before/after school for Parent Meetings	Family Engagement | Extra Duty/Ot - Support (61-6121)	211-61-6121-503-226-30-226-101000	$300.00
4	1	1	2	Snacks for meetings	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-226-30-226-101000	$1,000.00
						Sub-Total	$1,965.00
						Budgeted Fund Source Amount	$1,965.00
						+/- Difference	$0.00
						Grand Total Budgeted	$80,553.00
						Grand Total Spent	$80,553.00

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