Fort Worth Independent School District

124 Leadership Academy at Maude I Logan Elementary

2026-2027 Campus Improvement Plan

Accountability Rating: B

Board Approval Date: November 10, 2026

Mission Statement

*Preparing **ALL** students for success in college, career, and community leadership.*

Vision

Igniting in Every Child a Passion for Learning.

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

The
Leadership Academy at Maude I. Logan Elementary continues to serve a diverse student population with high levels of economic disadvantage and mobility. TAPR participation data s
100% assessment participation across tested subjects, indicating strong testing systems and student accountability structures. However,
mobility continues to impact accountability inclusion rates, with only 85% of students included in accountability calculations, largely due to student mobility trends.

Demographics Strengths

Diversity is present for both staff and students. Diversity is celebrated and represented across the campus. The ethnic backgrounds are consistent with the previous years and continue to increase with the Hispanic population. The At-risk numbers are consistent. The campus monitors student group data and continues accelerating student group achievement. The campus has shown evidence of student growth by student groups in both reading and math achievement. Leadership Academy at Maude I Logan is a thriving neighborhood school serving all students to the highest potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student mobility is negatively impacting accountability performance and instructional continuity.
Root Cause: High mobility leads to inconsistent exposure to curriculum and intervention systems.

Problem Statement 2 (Prioritized): Attendance remains below district targets and contributes to gaps in learning outcomes.
Root Cause: Chronic absenteeism and inconsistent family engagement structures.

Student Learning

Student Learning Summary

- All Grades – Meets Performance:
    - Reading: 57%
    - Math: 39%
    - Science: 15%
- All Grades – Masters Performance:
    - Reading: 23%
    - Math: 16%
    - Science: 3%

- Reading performance remains a relative strength.
- Mathematics performance shows growth but remains below reading performance.
- Science performance remains a significant need area.
- Grade 5 Math showed declines at Meets level compared to the previous year.
- African American student groups continue to perform below campus averages across content areas.

Student Learning Strengths

- Campus received Academic Achievement Distinction in Reading.
- Campus earned Top 25% Growth Distinction, showing strong progress measures.
- Reading performance exceeds district averages at multiple grade levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Mathematics achievement remains below reading performance, especially at Meets and Masters levels.
Root Cause: Inconsistent implementation of rigorous Tier 1 math instruction and intervention alignment.

Problem Statement 2: Science performance remains significantly below reading and math.
Root Cause: Limited vertical alignment and insufficient exposure to rigorous science instruction.

Problem Statement 3: African American student subgroup performance remains below campus averages.
Root Cause: Inconsistent differentiation and targeted acceleration strategies.

School Processes & Programs

School Processes & Programs Summary

The Leadership Academy at Maude I Logan is a part of the Leadership Academy Network. The curriculum and instruction are designed and tailored to students in the Network. Literacy and Math both have models that have been designed specifically for students in the Network. Campus Instructional Coaches work in collaboration to design Instructional Planning Calendars that outline student expectations that need to be mastered and retaught. The campus front loads professional development prior to school starting in August that is focused on best instructional practices, curriculum, and monitoring of student progress. Leadership teams work together with Master Teachers for the implementation of campus initiatives. Campus systems have been developed and established for high communication, scheduling, and support levels.

Campus instructional systems support strong growth indicators; however:

- Accelerated learning rates remain low across content areas (approximately 33% overall accelerated learning) indicating limited effectiveness of targeted interventions.
- Accountability inclusion rates show impact from mobility and program placement.

School Processes & Programs Strengths

The campus has a solid administrative and instructional team to support classroom learning. Curriculum is designed, and instructional coaches for all content areas support the growth of teachers in classrooms. Campus designs weekly assessments and tracks student learning through DOLs daily. Campus has high-performing teachers in the tested content areas who continue demonstrating growth through the coaching model. Campus utilizes the LAN Teacher Development System to improve teacher performance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student attendance is at 94% and needs to be at the 97% rate.
Root Cause: Chronic Absenteeism is leading to the drop.

Problem Statement 2 (Prioritized): Intervention systems are not producing sufficient accelerated learning outcomes.
Root Cause: Lack of consistent progress monitoring and data-driven intervention cycles.

Problem Statement 3 (Prioritized): Instructional rigor varies across classrooms.
Root Cause: Inconsistent implementation of LAN instructional model and coaching cycles.

Perceptions

Perceptions Summary

Staff perceptions at Leadership Academy at Maude I. Logan Elementary reflect generally positive sentiment toward campus expectations, organizational purpose, and overall workplace satisfaction. Survey data indicates that 92% of staff report understanding what is expected in their role, suggesting strong clarity in instructional and professional expectations.

Overall workplace satisfaction remains relatively strong, with 83% of staff reporting positive feelings about working in a LAN school and recommending LAN to other educators. Add

Campus culture and collaboration were also viewed positively, with 75% of staff reporting a positive and collaborative campus culture. Similarly, 75% of staff reported access to neces

However, survey results indicate areas of concern related to professional learning, communication clarity, and instructional support systems. Only 42% of staff reported that campus or LAN professional learning effectively supports their instructional growth, and 58% reported that campus communication is clear and timely. These findings suggest variability in staff perceptions regarding the effectiveness of instructional support structures.

Additionally, staff reported moderate perceptions of instructional systems such as LAN assessments and data protocols, indicating opportunities to strengthen clarity, relevance, and implementation support.

Perceptions Strengths

- 92% of staff report clarity in expectations for their role.
- 83% of staff report overall positive feelings about working within LAN.
- 83% indicate likelihood of remaining in LAN over the next two years.
- 75% report strong alignment with LAN mission and purpose.
- 75% report positive campus culture and collaboration.
- 75% report access to necessary instructional resources.
- 75% report clear communication from LAN leadership.
- 67% report that Instructional Planning Calendars support instructional planning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Professional learning is not consistently perceived as impactful to instructional practice.
Root Cause: Professional development lacks differentiation, clear instructional application, and sustained follow-up coaching.

Problem Statement 2: Campus communication is not consistently perceived as clear or timely by all staff.

Root Cause: Communication structures and feedback loops are not uniformly implemented across teams.

Priority Problem Statements

Problem Statement 1: Attendance remains below district targets and contributes to gaps in learning outcomes.
Root Cause 1: Chronic absenteeism and inconsistent family engagement structures.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Mathematics achievement remains below reading performance, especially at Meets and Masters levels.
Root Cause 2: Inconsistent implementation of rigorous Tier 1 math instruction and intervention alignment.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Professional learning is not consistently perceived as impactful to instructional practice.
Root Cause 3: Professional development lacks differentiation, clear instructional application, and sustained follow-up coaching.
Problem Statement 3 Areas: Perceptions

Problem Statement 4: Intervention systems are not producing sufficient accelerated learning outcomes.
Root Cause 4: Lack of consistent progress monitoring and data-driven intervention cycles.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Instructional rigor varies across classrooms.
Root Cause 5: Inconsistent implementation of LAN instructional model and coaching cycles.
Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact
- Staff mobility/stability

Parent/Community Data

- Parent surveys and/or other feedback
- Parent activity evaluations and feedback data

Support Systems and Other Data

- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 48% to 53%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 48% to 53% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 48% to 53% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Grade 3 English Language Arts and Reading data-driven instruction system using exit tickets, item analysis, reteach planning, and subgroup tracking.

Strategy's Expected Result/Impact: More students demonstrate standard mastery on six-weeks assessments; African American student performance gap narrows.

Staff Responsible for Monitoring: Principal, AP, Grade 3 teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Purchase copy paper, instructional supplies and materials to allow teachers to support their students in the instructional process. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** On going **Collaborating Departments:** LAN team **Delivery Method:** School day **Funding Sources:** Instructional supplies and materials - Title I (211) - 211-11-6399-501-124-30-124-101000 - $3,794			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Intervention systems are not producing sufficient accelerated learning outcomes. **Root Cause**: Lack of consistent progress monitoring and data-driven intervention cycles.

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 48% to 53%.

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 78% to 83% 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 54% to 59% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 70% to 75% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Continued implementation of Literacy model and following with fidelity.

Strategy's Expected Result/Impact: 83% of all students will meet their EOY Reading growth goal as evidence of MAP growth.

Staff Responsible for Monitoring: Leadership team, LAN leadership

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Campus Librarian will purchase books of various genres and grade levels for students to encourage students to read and to practice reading comprehension at home. **Intended Audience:** Students and Reading teachers **Provider / Presenter / Person Responsible:** Campus leadership team, Libratian **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** LAN team **Delivery Method:** Daily instruction **Funding Sources:** Library Books - Title I (211) - 211-12-6329-501-124-30-124-101000 - $1,500			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Intervention systems are not producing sufficient accelerated learning outcomes. **Root Cause**: Lack of consistent progress monitoring and data-driven intervention cycles.

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 48% to 53%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 48% to 53% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 48% to 53% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Design and implement structured and supportive learning plan to support desired growth by May 2025.

Strategy's Expected Result/Impact: Increased meets grade level to 53%.

Staff Responsible for Monitoring: Campus leadership team

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Purchase STAAR aligned instructional materials for teacher intervention. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** On going **Collaborating Departments:** LAN team **Delivery Method:** School day **Funding Sources:** Instructional Support Materials - Title I (211) - 211-11-6399-501-124-30-124-101000 - $10,000			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Campus will provide tutoring and intervention after school to improve number of students at MEETS as evidence on STAAR. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** On going **Collaborating Departments:** LAN team **Delivery Method:** Daily instruction **Funding Sources:** Tutoring to provide Reading intervention for students - Title I (211) - 211-11-6117-501-124-30-124-101000 - $7,500			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Instructional rigor varies across classrooms. **Root Cause**: Inconsistent implementation of LAN instructional model and coaching cycles.

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 43%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 33% to 43% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 32% to 42% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Provide tutoring and intervention for students

Strategy's Expected Result/Impact: Increased percentage of students scoring MEETS to 43%.

Staff Responsible for Monitoring: Campus leadership team, teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
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: Campus will provide tutoring and intervention after school to improve number of students at MEETS as evidence on STAAR. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** On going **Collaborating Departments:** LAN team **Delivery Method:** Daily instruction			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Mathematics achievement remains below reading performance, especially at Meets and Masters levels. **Root Cause**: Inconsistent implementation of rigorous Tier 1 math instruction and intervention alignment.

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 43%.

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 80% to 85% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in Spanish from % to % by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 76% to 81% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Continued implementation of Literacy model and following with fidelity.

Strategy's Expected Result/Impact: 83% of all students will meet their EOY Reading growth goal as evidence of MAP growth.

Staff Responsible for Monitoring: Leadership team, LAN leadership

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Campus Librarian will purchase books of various genres and grade levels for students to encourage students to read and to practice reading comprehension at home. **Intended Audience:** Students and Reading teachers **Provider / Presenter / Person Responsible:** Campus leadership team, Libratian **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** LAN team **Delivery Method:** Daily instruction			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Intervention systems are not producing sufficient accelerated learning outcomes. **Root Cause**: Lack of consistent progress monitoring and data-driven intervention cycles.

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 43%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 33% to 43% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 32% to 42% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Design and implement structured and supportive learning plan to support desired growth by May 2026.

Strategy's Expected Result/Impact: Increased percentage of students scoring MEETS to 43%.

Staff Responsible for Monitoring: Campus leadership teams, teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Campus will provide tutoring and intervention after school to improve number of students at MEETS as evidence on STAAR. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** On going **Collaborating Departments:** LAN team **Delivery Method:** Daily instruction **Funding Sources:** Tutoring to provide Math intervention for students - Title I (211) - 211-11-6117-501-124-30-124-101000 - $7,500			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Mathematics achievement remains below reading performance, especially at Meets and Masters levels. **Root Cause**: Inconsistent implementation of rigorous Tier 1 math instruction and intervention alignment.
Perceptions
Problem Statement 1: Professional learning is not consistently perceived as impactful to instructional practice. **Root Cause**: Professional development lacks differentiation, clear instructional application, and sustained follow-up coaching.

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 57% to 62% 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 57% to 62% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 48% to 53% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Design and implement structured and supportive learning plan to support desired growth by May 2027.

Strategy's Expected Result/Impact: Increased meets grade level to 53%.

Staff Responsible for Monitoring: Campus leadership team

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Campus will provide tutoring and intervention after school to improve number of students at MEETS as evidence on STAAR. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** On going **Collaborating Departments:** LAN team **Delivery Method:** Daily instruction **Funding Sources:** Substitutes to cover teachers attending professional development - Title I (211) - 211-11-6112-501-124-30-124-101000 - $5,000			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Academic content specialist to support teachers and provide intervention to students. **Intended Audience:** Teachers and students **Provider / Presenter / Person Responsible:** Campus leadership team **Date(s) / Timeframe:** Daily **Collaborating Departments:** LAN team **Delivery Method:** School day **Funding Sources:** Academic Content Specialist (50% by LAN allocations) - Title I (211) - 211-13-6119-501-124-30-124-101000 - $43,000, Fringe for personnel - Title I (211) - 211-XX-614X-501-124-30-124-101000 - $14,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Professional learning is not consistently perceived as impactful to instructional practice. **Root Cause**: Professional development lacks differentiation, clear instructional application, and sustained follow-up coaching.

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 39% to 49% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in Spanish from 39% to 49% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 32% to 42% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Design and implement structured and supportive learning plan to support desired growth by May 2025.

Strategy's Expected Result/Impact: Increased meets grade level to 53%.

Staff Responsible for Monitoring: Campus leadership team

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Campus will provide tutoring and intervention after school to improve number of students at MEETS as evidence on STAAR. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** On going **Collaborating Departments:** LAN team **Delivery Method:** Daily instruction **Funding Sources:** Substitutes to cover teachers attending professional development - Title I (211) - 211-11-6112-501-124-30-124-101000 - $4,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Professional learning is not consistently perceived as impactful to instructional practice. **Root Cause**: Professional development lacks differentiation, clear instructional application, and sustained follow-up coaching.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 25% to 20%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 25% to 20% by June 2027.
Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 21% by June 2027.

Evaluation Data Sources: Attendance data

Strategy 1: Increase parental involvement and parental support

Strategy's Expected Result/Impact: Decrease the percentage of students who have excessive absences to 20%.

Staff Responsible for Monitoring: Leadership team, Counselor

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems
- **Targeted Support Strategy**

Problem Statements: Demographics 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Family Engagement Specialist to increase involvement and provide parental support and resources.	Formative		
Intended Audience: Parents, community members, students **Provider / Presenter / Person Responsible:** Leadership team, Counselor **Date(s) / Timeframe:** On going **Collaborating Departments:** LAN team **Delivery Method:** On campus **Funding Sources:** Family Engagement Supplies - Family Engagement (211) - 211-61-6399-503-124-30-124-101000 - $1,253, Snacks for parents during family engagement events - Family Engagement (211) - 211-61-6499-503-124-30-124-101000 - $1,254	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide snacks and incentives to incentivize and reward students for good attendance. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Leadership team, teachers **Date(s) / Timeframe:** On going **Collaborating Departments:** LAN team **Delivery Method:** School day **Funding Sources:** Snacks and incentives for attendance - Title I (211) - 211-11-6499-501-124-30-124-101000 - $4,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Attendance remains below district targets and contributes to gaps in learning outcomes. **Root Cause**: Chronic absenteeism and inconsistent family engagement structures.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Instructional supplies and materials	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-124-30-124-101000	$3,794.00
1	2	1	1	Library Books	Instrctnl Res/Med Svcs | Other Reading Materials (12-6329)	211-12-6329-501-124-30-124-101000	$1,500.00
1	3	1	1	Instructional Support Materials	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-124-30-124-101000	$10,000.00
1	3	1	2	Tutoring to provide Reading intervention for students	Instruction | Temp/Hourly - Professional (11-6117)	211-11-6117-501-124-30-124-101000	$7,500.00
2	3	1	1	Tutoring to provide Math intervention for students	Instruction | Temp/Hourly - Professional (11-6117)	211-11-6117-501-124-30-124-101000	$7,500.00
3	1	1	1	Substitutes to cover teachers attending professional development	Instruction | Subs - Professional (11-6112)	211-11-6112-501-124-30-124-101000	$5,000.00
3	1	1	2	Fringe for personnel	Fringe	211-XX-614X-501-124-30-124-101000	$14,000.00
3	1	1	2	Academic Content Specialist (50% by LAN allocations)	Elevate Campus | Learning Facilitator (13-6119)	211-13-6119-501-124-30-124-101000	$43,000.00
3	2	1	1	Substitutes to cover teachers attending professional development	Instruction | Subs - Professional (11-6112)	211-11-6112-501-124-30-124-101000	$4,000.00
4	1	1	2	Snacks and incentives for attendance	Instruction | Misc Operating Costs (11-6499)	211-11-6499-501-124-30-124-101000	$4,000.00
						Sub-Total	$100,294.00
						Budgeted Fund Source Amount	$100,294.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Family Engagement Supplies	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-124-30-124-101000	$1,253.00
4	1	1	1	Snacks for parents during family engagement events	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-124-30-124-101000	$1,254.00
						Sub-Total	$2,507.00
						Budgeted Fund Source Amount	$2,507.00
						+/- Difference	$0.00
						Grand Total Budgeted	$102,801.00
						Grand Total Spent	$102,801.00
						+/- Difference	$0.00