Fort Worth Independent School District

118 Hazel Harvey Peace Elementary School

2026-2027 Campus Improvement Plan

Board Approval Date: November 10, 2026

Mission Statement

Preparing all students to become independent lifelong learners by creating an environment that is student-centered, directed by teachers, and supported by home and community.

Vision

Children are our future. We are dedicated to their success.

Value Statement

Believe! Inspire! Empower!

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 6
Growth in Mathematics Achievement 6
Emerging Reading Growth Trends 7
Subpopulation Growth Patterns 7
Improvement in Achievement Categories 7
Use of Data to Inform Instruction 7
School Processes & Programs 9
Perceptions 11
Priority Problem Statements 13
Comprehensive Needs Assessment Data Documentation 15
Goals 16
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 20% to 70%. 16
Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 32% to 70%. 22
Goal 3: Reduce the number of schools that are rated F from x% to y% 28
Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 20% to 6%. 33
Campus Funding Summary 35

Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Hazel Harvey Peace Elementary School opened in 2010 and serves students in Pre-K through 5th grade on the southwest side of Fort Worth. Since its opening, the campus has established a strong commitment to academic excellence and inclusive educational practices. In recent years, however, the school has experienced a gradual decline in enrollment. This decrease is largely attributed to the growth of charter school options within a two-mile radius of the campus, leading some families to pursue alternative educational settings. During the 2024–2025 academic year, Hazel Harvey Peace Elementary maintained an enrollment ranging between 400 and 450 students.

The student population at Hazel Harvey Peace Elementary reflects a richly diverse community. Approximately 58% of students identify as African American, 24% as Hispanic, 6% as White, 6% as Two or More Races, 5% as Asian, and 1% as American Indian/Native. This diversity enriches the learning environment and reinforces the campus's responsibility to foster culturally responsive instruction and an inclusive school climate where all students feel valued and supported.

A significant portion of the student body faces economic challenges. During the 2025–2026 school year, 66% of total enrollment—were identified as economically disadvantaged. This high percentage underscores the importance of providing comprehensive academic, social-emotional, and wraparound supports to ensure that all students have equitable access to learning opportunities and the resources necessary for success.

Hazel Harvey Peace Elementary also serves a linguistically diverse population. Sixty-six students (15.5%) are classified as emergent bilingual. This demographic highlights the importance of effective language acquisition programs, targeted instructional supports, and culturally affirming practices to help students gain English proficiency while valuing and maintaining their native languages.

The campus provides a range of specialized programs to meet diverse learning needs. The Gifted and Talented program serves approximately 50 students (12%), reflecting a continued need for rigorous, enriching instruction to challenge high-achieving learners. The Special Education program supports approximately 60 students (15%) through individualized education plans designed to address a variety of learning needs. Additionally, the campus serves 12 students (3%) through the 504 Program and 7 students (2%) through the Dyslexia Program, ensuring appropriate accommodations and targeted interventions are in place to promote academic success.

The campus has also identified 28 students (7%) experiencing homelessness. This population presents unique challenges and emphasizes the need for stability, consistent support, and access to essential services to help mitigate barriers to regular attendance and academic achievement.

Attendance data indicates a decline from 93.4% in the 2023–2024 school year to 91.9% in 2025–2026. While still within an acceptable range, this decrease signals a need for focused attendance monitoring, family engagement, and intervention strategies to ensure students are present and prepared to learn.

Hazel Harvey Peace Elementary maintains a favorable teacher–student ratio of 18:1, allowing for more personalized instruction and stronger student–teacher relationships. This ratio supports targeted academic interventions and contributes to a positive instructional environment.

Historically, the campus has demonstrated strong academic performance. Hazel Harvey Peace Elementary was rated a Recognized Campus in both 2011 and 2018. The school earned distinctions for Academic Achievement in top 25% student progress in 2013 and 2016, Reading/Language Arts distinctions in 2014 and 2017, and additional distinctions in 2018 for ELA/Reading, comparative academic growth, and closing the achievement gaps. These recognitions reflect a longstanding commitment to student achievement and continuous improvement.

Overall, the demographic profile of Hazel Harvey Peace Elementary highlights the need for sustained academic rigor, comprehensive student supports, and strategic community engagement to address shifting enrollment trends while continuing to meet the diverse needs of its students.

Demographics Strengths

The teacher retention rate stands at 89%, which is a testament to the supportive and collaborative environment we strive to maintain for our educators. Retaining experienced teachers is vital for providing continuity and stability in our students' education.

Additionally, we have made significant strides in increasing staff diversity, which enriches our school community by bringing a variety of perspectives and experiences to our educational practices. This diversity among our staff not only reflects the multicultural nature of our student body but also enhances our ability to connect with and support all students in their educational journey.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Despite targeted interventions, a significant percentage of students in grades K-5 are not demonstrating consistent academic growth in reading and mathematics as measured by local and national assessments.
Root Cause: Progress monitoring systems and intervention documentation are not consistently implemented with fidelity, limiting teachers' ability to make timely, data driven instructional adjustments. Attendance and behavioral variability further disrupt continuity of learning for identified students.

Problem Statement 2 (Prioritized): Student attendance declines during the second semester continue to negatively impact instructional time and learning outcomes, particularly for students with identified academic needs.
Root Cause: Attendance systems and incentive structures are not sufficiently targeted to address chronic absenteeism. Communication and intervention efforts do not consistently engage families early, nor do they address underlying barriers to consistent attendance.

Student Learning

Student Learning Summary

Overall, the data indicate incremental growth in mathematics and emerging improvement trends in reading achievement and consistency of growth across student groups; however, reading performance remains a primary area of need at Hazel Harvey Peace Elementary.

MOY 2025–2026 results show modest increases in average RIT scores across most grade levels, suggesting incremental instructional impact. Approximately 40% of students met projected reading growth, indicating that while progress is occurring, the majority of students are not yet demonstrating sufficient acceleration toward gradelevel proficiency. At the gradelevel, Grades 2, 4, and 5 demonstrated the strongest growth trends, with increases in average RIT scores and higher percentages of students meeting projected growth targets. Kindergarten and Grade 1 growth was inconsistent, suggesting a continued need to strengthen foundational literacy instruction. Upper elementary grades continue to show greater difficulty sustaining gradelevel reading comprehension and written expression demands.

Subpopulation data indicate that African American, Hispanic, Economically Disadvantaged, Emergent Bilingual, and Special Education students demonstrated comparable or slightly improved growth rates at MOY, but achievement gaps remain evident.

Mathematics performance demonstrates more consistent growth when compared to reading. MAP Growth EOY 2024–2025 and MOY 2025–2026 data indicate steady gains in average RIT scores and higher rates of students meeting projected growth, ranging from approximately 45–50% campuswide. At the gradelevel, Kindergarten, Grade 4, and Grade 5 showed the most notable gains, reflecting effective instructional practices in both foundational numeracy and upperelementary problemsolving. Grades 1–3 demonstrated moderate progress.

Subpopulation growth trends in mathematics were more positive across the campus, with Emergent Bilingual and Economically Disadvantaged students demonstrating meaningful gains in average RIT scores and growth attainment. Benchmark data show increases in the Approaches and Meets Grade Level categories compared to prior years.

Student Learning Strengths

Growth in Mathematics Achievement

- Mathematics performance reflects consistent academic growth across grade levels.
- MAP Growth data indicate that approximately 45–50% of students met or exceeded projected mathematics growth from EOY 2024–2025 to MOY 2025–2026.

- Average math RIT scores increased campuswide, with gains observed across all tested grades.
- Kindergarten mathematics achievement improved by approximately 10–11 percentage points in students performing at or above the national median from BOY to EOY.
- Grades 4 and 5 demonstrated the strongest growth, with increases in both average RIT scores and the percentage of students meeting projected growth targets.
- District benchmark data show yearoveryear increases in the Approaches and Meets Grade Level categories in mathematics, indicating improved alignment to gradelevel standards.

Emerging Reading Growth Trends

- Reading achievement shows emerging positive trends, particularly between EOY 2024–2025 and MOY 2025–2026.
- Approximately 40% of students met projected reading growth, demonstrating incremental progress toward gradelevel expectations.
- Average reading RIT scores increased by approximately 2 points campuswide from EOY 2024–2025 to MOY 2025–2026.
- Grades 2, 4, and 5 demonstrated stronger reading growth relative to other grades, with higher percentages of students meeting growth targets and modest increases in RIT scores.

Subpopulation Growth Patterns

- Emergent Bilingual students demonstrated notable mathematics growth, with math MAP data showing growth rates comparable to or exceeding the campus average and increases in average RIT scores.
- Economically Disadvantaged students showed consistent growth trends in mathematics, with approximately 40–45% meeting projected growth.
- Special Education students demonstrated academic progress toward individualized growth targets, particularly in mathematics, as reflected in improved RIT scores and benchmark performance.
- Across reading and mathematics, African American and Hispanic students demonstrated incremental growth, though achievement gaps remain, indicating that instructional supports are producing progress while continued acceleration is needed.

Improvement in Achievement Categories

- District benchmark assessments indicate increases in the percentage of students performing at the Approaches and Meets Grade Level categories in both reading and mathematics when compared to previous school years.
- In mathematics, multiple grade levels showed doubledigit gains in Approaches performance, with corresponding increases in Meets.
- In reading, benchmark results show gradual upward movement in Approaches, signaling improved access to gradelevel instruction even as mastery remains limited.

Use of Data to Inform Instruction

- The campus consistently uses multiple data sources (MAP Growth BOY/MOY/EOY, district benchmarks, STAARaligned assessments) to monitor student progress and guide instructional planning.

- Growth trends between assessment windows indicate that instructional adjustments are positively impacting student growth, particularly in mathematics.
- Gradelevel and contentarea PLCs review growth and achievement data regularly, supporting targeted instructional decisions and intervention planning.
- The observed increases in growth attainment across content areas reflect an emerging culture of datadriven instruction and progress monitoring.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A majority of students in grades 3-5 continue to perform below the Meets standard in mathematics, limiting readiness for on grade level problem solving and STAAR success.
Root Cause: Instructional practices lack consistent alignment to mathematical rigor, conceptual understanding, and spiral review. Teachers need continued professional learning and coaching to differentiate instruction and monitor mastery at all performance levels.

Problem Statement 2 (Prioritized): Students in grades 3-5 demonstrate gaps in reading comprehension, particularly in skills related to inference, vocabulary, and text evidence.
Root Cause: Reading instruction is inconsistently scaffolded across classrooms, and instructional strategies are not always reinforced through data driven small group instruction and feedback cycles.

Problem Statement 3 (Prioritized): Disproportionate academic outcomes persist among student subgroups, particularly African American students in grades 3-5 in reading and math.
Root Cause: Instructional systems lack consistent differentiation and timely feedback structures that meet diverse learner needs. Coaching and monitoring systems require stronger alignment to equity centered instructional practices.

School Processes & Programs

School Processes & Programs Summary

Hazel Harvey Peace Elementary implements a comprehensive, schoolwide system of instructional practices, professional learning structures, and student support programs designed to improve academic achievement, address the needs of the whole child, and promote a positive and inclusive school culture.

Instructional practices at Hazel Harvey Peace Elementary are a significant strength. Instruction is vertically and horizontally aligned to FWISD unit guides, scope and sequence documents, and prioritized TEKS, ensuring equitable access to gradelevel standards for all students. Teachers engage in weekly Professional Learning Community (PLC) meetings, which serve as the primary structure for collaborative planning, data analysis, and lesson internalization.

During PLCs, gradelevel teams analyze formative (dol) and summative assessment (MAP, unit assessments, & benchmark) data to monitor student progress and make instructional adjustments. Lesson internalization is reviewed and rehearsed to ensure consistent implementation of highquality, standardsaligned instruction across classrooms. Professional learning is delivered through jobembedded models, including PLC coaching, instructional walkthrough feedback aligned to TTESS, district professional learning, and campusbased coaching cycles. Training is intentionally structured in manageable segments and provided through largegroup, smallgroup, and individualized supports to strengthen instructional capacity and sustain implementation.

The campus has made intentional progress in strengthening its MultiTiered System of Supports (MTSS). During the 2024–2025 school year, a formal intervention referral system was implemented to ensure systematic identification, documentation, and monitoring of students experiencing academic challenges. As a result, referrals increased from 11 students in 2024–2025 to 20 students in 2025–2026, reflecting improved processes and staff fidelity to intervention procedures rather than increased student need. This system ensures that academic and behavioral concerns are addressed early, consistently, and using datadriven decisionmaking, meeting Title I expectations for timely and targeted student support.

The campus implements the RCA House System and Restorative Practices to reinforce positive behavior, strengthen relationships, and promote consistency across classrooms and common areas. Restorative Practices support student development by building emotional awareness, conflictresolution skills, and resilience. Teachers receive training from campus administration in common language and best practices to ensure consistent implementation schoolwide. Students are regularly recognized for positive behaviors, reinforcing a culture of responsibility, respect, and citizenship. The campus also utilizes the Liveschool application to strengthen communication between school and home; currently, 358 students and 296 parents receive weekly behavior recap emails, supporting transparency and family engagement.

During the 2025–2026 school year, the campus hosted 33 parent and family engagement events, exceeding the minimum requirement by more than 200%. Engagement opportunities occurred every month, resulting in over 1,100 documented family participation interactions focused on academics, attendance, and

cultural enrichment. The campus leads the district in All Pro Dads engagement, achieving 100% chapter membership and the highest district attendance ranking. Shared decisionmaking and parent leadership were strengthened through the revitalized ParentTeacher Association (PTA), which experienced a 101% increase in membership and earned multiple district awards, including the Golden Apple Award, reflecting 100% staff and faculty participation. Hazel Harvey Peace Elementary effectively addresses nonacademic barriers to learning through strong community partnerships. The Community Market and weekly snack program ensured that 100% of identified students and families in need received consistent nutritional support, reinforcing the campus commitment to equity, access, and wholechild support.

School Processes & Programs Strengths

Hazel Harvey Peace Elementary is dedicated to developing the whole child by building confident learners, cultivating leadership opportunities, and celebrating diversity. The campus is committed to providing a safe, engaging, and inclusive learning environment that fosters a strong sense of belonging for every student. Through intentional instructional practices, socialemotional supports, and positive schoolwide systems, students are empowered to grow academically while also developing strong character and selfawareness.

The school places a strong emphasis on academic growth and character development, helping students identify and build on their individual strengths and talents. Students are supported through goalsetting practices, recognition of progress, and the consistent expectation that all students will perform to high standards. Guided by the belief that every student can and will learn every day, Hazel Harvey Peace Elementary continues to reflect on practices, refine systems, and pursue continuous improvement and lifelong learning for both students and staff.

Parent and family engagement is a notable strength of the campus. Hazel Harvey Peace Elementary met and exceeded all Title I Parent and Family Engagement requirements, providing meaningful opportunities for families to be actively involved in their children's education. Engagement efforts reflect a shared commitment between families and school staff to support student success. Additionally, 100% of faculty and staff participated in a minimum of 20% of campus events, demonstrating a strong culture of collaboration, shared ownership, and partnership with families.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Intervention programs do not consistently demonstrate measurable return on instructional time for Tier 2 and Tier 3 students in reading and math.
Root Cause: Teachers lack clear guidance on intervention delivery, progress monitoring expectations, and documentation. MTSS systems require tighter alignment between intervention plans, data collection, and instructional response.

Problem Statement 2 (Prioritized): Data tracking, goal setting, and student ownership of learning are inconsistently implemented across classrooms.
Root Cause: Teachers need clearer expectations, tools, and monitoring systems to support meaningful data use. Goals are not always aligned to assessment data or revisited consistently to inform instruction.

Perceptions

Perceptions Summary

Overall perception indicates that Hazel Harvey Peace Elementary conducts business effectively, responsibly, and with a clear focus on students, families, and continuous improvement. Campus systems are structured, communication is consistent, and decisionmaking reflects a commitment to collaboration, transparency, and shared accountability.

Stakeholders perceive Hazel Harvey Peace Elementary as a safe, welcoming, and respectful learning environment. The campus exceeds Title I Parent and Family Engagement expectations, offering frequent and meaningful opportunities for families to engage in academics, school culture, and leadership. The use of platforms such as Liveschool enhances transparency and reinforces positive communication between home and school. Strong participation in campus events, All Pro Dads, and PTA activities reflects high levels of trust and collaboration among families, staff, and community partners. Faculty and staff participation in campus events further reinforces a culture of shared ownership.

Staff members understand campus priorities and feel supported through professional learning structures, walkthrough feedback, and collaborative planning practices. Decisionmaking is aligned to data and campus goals, promoting trust and confidence among staff. Instructional and support processes are perceived as intentional and aligned, with systems in place to monitor student progress, provide intervention, and adjust instruction as needed. Weekly PLCs, MTSS processes, and embedded professional development contribute to a shared understanding of instructional expectations and student needs.

Perceptions Strengths

Hazel Harvey Peace Elementary is widely perceived as a welcoming and inclusive campus, characterized by a friendly and approachable staff dedicated to creating a positive experience for all stakeholders. Staff members consistently demonstrate professionalism, warmth, and respect in their interactions with students, families, and visitors, contributing to an environment where individuals feel valued and supported.

Visitor feedback consistently reflects that individuals feel welcomed upon entering the campus, highlighting the staff's commitment to genuine hospitality and effective communication. The campus recognizes the importance of first impressions and ensures that all interactions are conducted in a manner that is both courteous and professional, fostering confidence and trust within the school community.

Additionally, the campus is viewed as a school that values relationships and actively works to remove barriers to student success. The campus exceeds Title I Parent and Family Engagement expectations, reinforcing positive perceptions of partnership and accessibility. High levels of staff participation in campus activities demonstrate commitment to students and families beyond instructional responsibilities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A small but impactful group of students continues to disrupt the learning environment due to challenges with emotional regulation and behavioral expectations.
Root Cause: Behavioral support systems, including SEL, restorative practices, and progressive discipline, are not implemented with consistent fidelity. Staff require clearer protocols and ongoing support to address behavior proactively and instructionally.

Problem Statement 2 (Prioritized): Family participation in academic focused events remains lower than engagement in social or extracurricular activities.
Root Cause: Communication with families regarding student academic progress and instructional expectations is not consistently clear, proactive, or accessible, limiting families' ability to engage meaningfully in academic support.

Priority Problem Statements

Problem Statement 1: Despite targeted interventions, a significant percentage of students in grades K-5 are not demonstrating consistent academic growth in reading and mathematics as measured by local and national assessments.

Root Cause 1: Progress monitoring systems and intervention documentation are not consistently implemented with fidelity, limiting teachers' ability to make timely, data driven instructional adjustments. Attendance and behavioral variability further disrupt continuity of learning for identified students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student attendance declines during the second semester continue to negatively impact instructional time and learning outcomes, particularly for students with identified academic needs.

Root Cause 2: Attendance systems and incentive structures are not sufficiently targeted to address chronic absenteeism. Communication and intervention efforts do not consistently engage families early, nor do they address underlying barriers to consistent attendance.

Problem Statement 2 Areas: Demographics

Problem Statement 3: A majority of students in grades 3-5 continue to perform below the Meets standard in mathematics, limiting readiness for on grade level problem solving and STAAR success.

Root Cause 3: Instructional practices lack consistent alignment to mathematical rigor, conceptual understanding, and spiral review. Teachers need continued professional learning and coaching to differentiate instruction and monitor mastery at all performance levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students in grades 3-5 demonstrate gaps in reading comprehension, particularly in skills related to inference, vocabulary, and text evidence.

Root Cause 4: Reading instruction is inconsistently scaffolded across classrooms, and instructional strategies are not always reinforced through data driven small group instruction and feedback cycles.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Disproportionate academic outcomes persist among student subgroups, particularly African American students in grades 3-5 in reading and math.

Root Cause 5: Instructional systems lack consistent differentiation and timely feedback structures that meet diverse learner needs. Coaching and monitoring systems require stronger alignment to equity centered instructional practices.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Intervention programs do not consistently demonstrate measurable return on instructional time for Tier 2 and Tier 3 students in reading and math.

Root Cause 6: Teachers lack clear guidance on intervention delivery, progress monitoring expectations, and documentation. MTSS systems require tighter alignment between intervention plans, data collection, and instructional response.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Data tracking, goal setting, and student ownership of learning are inconsistently implemented across classrooms.

Root Cause 7: Teachers need clearer expectations, tools, and monitoring systems to support meaningful data use. Goals are not always aligned to assessment data or revisited consistently to inform instruction.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: A small but impactful group of students continues to disrupt the learning environment due to challenges with emotional regulation and behavioral expectations.

Root Cause 8: Behavioral support systems, including SEL, restorative practices, and progressive discipline, are not implemented with consistent fidelity. Staff require clearer protocols and ongoing support to address behavior proactively and instructionally.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Family participation in academic focused events remains lower than engagement in social or extracurricular activities.

Root Cause 9: Communication with families regarding student academic progress and instructional expectations is not consistently clear, proactive, or accessible, limiting families' ability to engage meaningfully in academic support.

Problem Statement 9 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
- 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
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- 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
- Section 504 data
- Gifted and talented data
- Dyslexia data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent and community partnership 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 20% to 70%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 28% to 70% by June 2027.
Increase the performance of African American students that score meets grade level or above on ELAR six weeks assessments from 39% to 70% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Improve the quality and alignment of Tier 1 instruction in Literacy through the instructional framework of Cowtown12.

Strategy's Expected Result/Impact: MAP EOY Reading will indicate growth of 70% for all K -5th students in English.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - Student Learning 2, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Weekly DEMO days will be facilitated with Kinder - 5th to practice and implement the use of Cowtown 12 instructional strategies. **Intended Audience:** Kinder-5th teachers **Provider / Presenter / Person Responsible:** Principal, AP, Teachers **Date(s) / Timeframe:** Daily August 2026-June 2027 **Delivery Method:** In-Person			

Action Step 2 Details	Formative Reviews		
Action Step 2: A Learning Facilitator will be added to the Master Schedule to maintain and/or increase the score of meet and mastery percentages in ELA/R for 3rd-5th	Formative		
	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Despite targeted interventions, a significant percentage of students in grades K-5 are not demonstrating consistent academic growth in reading and mathematics as measured by local and national assessments. **Root Cause**: Progress monitoring systems and intervention documentation are not consistently implemented with fidelity, limiting teachers' ability to make timely, data driven instructional adjustments. Attendance and behavioral variability further disrupt continuity of learning for identified students.
Student Learning
Problem Statement 2: Students in grades 3-5 demonstrate gaps in reading comprehension, particularly in skills related to inference, vocabulary, and text evidence. **Root Cause**: Reading instruction is inconsistently scaffolded across classrooms, and instructional strategies are not always reinforced through data driven small group instruction and feedback cycles.
Problem Statement 3: Disproportionate academic outcomes persist among student subgroups, particularly African American students in grades 3-5 in reading and math. **Root Cause**: Instructional systems lack consistent differentiation and timely feedback structures that meet diverse learner needs. Coaching and monitoring systems require stronger alignment to equity centered instructional practices.

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 20% to 70%.

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 45% to 70% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 48% to 70% by June 2027.
Increase the performance of African American students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 39% to 65% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Improve the quality and alignment of Tier 1 instruction in Literacy through the instructional framework of Cowtown12.

Strategy's Expected Result/Impact: MAP EOY Reading will indicate growth of 70% for all K -5th students in English.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - Student Learning 2, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: K-2nd teachers will utilize MAP reading data to conduct small groups during intervention. Student tiers will be identified and documented to track progress of learning. **Intended Audience:** Kinder-2nd teachers **Provider / Presenter / Person Responsible:** Principal, AP, Teachers **Date(s) / Timeframe:** Daily August 2026-June 2027 **Delivery Method:** In-Person			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Despite targeted interventions, a significant percentage of students in grades K-5 are not demonstrating consistent academic growth in reading and mathematics as measured by local and national assessments. **Root Cause**: Progress monitoring systems and intervention documentation are not consistently implemented with fidelity, limiting teachers' ability to make timely, data driven instructional adjustments. Attendance and behavioral variability further disrupt continuity of learning for identified students.

Student Learning

Problem Statement 2: Students in grades 3-5 demonstrate gaps in reading comprehension, particularly in skills related to inference, vocabulary, and text evidence. **Root Cause**: Reading instruction is inconsistently scaffolded across classrooms, and instructional strategies are not always reinforced through data driven small group instruction and feedback cycles.

Problem Statement 3: Disproportionate academic outcomes persist among student subgroups, particularly African American students in grades 3-5 in reading and math. **Root Cause**: Instructional systems lack consistent differentiation and timely feedback structures that meet diverse learner needs. Coaching and monitoring systems require stronger alignment to equity centered instructional practices.

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 20% to 70%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 28% to 70% by June 2027.
Increase the performance of African American students that score meets grade level or above on ELAR benchmark assessments from 39% to 70% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Improve the quality and alignment of Tier 1 instruction in Literacy through the use of the Cowtown 12 instructional framework

Strategy's Expected Result/Impact: MAP EOY Reading will indicate growth of 70% for all K -5th students in English.

Staff Responsible for Monitoring: Principal, AP, Teachers

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - Student Learning 2, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Weekly PLC meetings with a focus on lesson internalization and explicit modeling will take place before implementation of the reading lesson. **Intended Audience:** K-5th teachers **Provider / Presenter / Person Responsible:** Principal, AP, Teachers **Date(s) / Timeframe:** Daily August 2026-June 2027 **Delivery Method:** In-Person			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Despite targeted interventions, a significant percentage of students in grades K-5 are not demonstrating consistent academic growth in reading and mathematics as measured by local and national assessments. **Root Cause**: Progress monitoring systems and intervention documentation are not consistently implemented with fidelity, limiting teachers' ability to make timely, data driven instructional adjustments. Attendance and behavioral variability further disrupt continuity of learning for identified students.

Student Learning

Problem Statement 2: Students in grades 3-5 demonstrate gaps in reading comprehension, particularly in skills related to inference, vocabulary, and text evidence. **Root Cause**: Reading instruction is inconsistently scaffolded across classrooms, and instructional strategies are not always reinforced through data driven small group instruction and feedback cycles.

Problem Statement 3: Disproportionate academic outcomes persist among student subgroups, particularly African American students in grades 3-5 in reading and math. **Root Cause**: Instructional systems lack consistent differentiation and timely feedback structures that meet diverse learner needs. Coaching and monitoring systems require stronger alignment to equity centered instructional practices.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 32% to 70%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 13% to 70% by June 2027.
Increase the performance of African American students that score meets grade level or above on Math six weeks assessments from 21% to 70% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Each 3rd-5th teacher will implement a LEAD block in math to focus on closing the GAPS of Tier 1 instruction.

Strategy's Expected Result/Impact: MAP EOY Math will indicate growth of 70% for all K -5th students in English.

Staff Responsible for Monitoring: Principal, AP, Teachers, Learning Facilitators

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

Problem Statements: Demographics 1 - Student Learning 1, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Each classroom will maintain a tracking document for each students intervention to support student achievement and track Meets & Masters in 3rd-5th. **Intended Audience:** K-5th teachers **Provider / Presenter / Person Responsible:** Principal, AP, Teachers **Date(s) / Timeframe:** Weekly- August 2026-May 2027 **Delivery Method:** In-Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Despite targeted interventions, a significant percentage of students in grades K-5 are not demonstrating consistent academic growth in reading and mathematics as measured by local and national assessments. **Root Cause**: Progress monitoring systems and intervention documentation are not consistently implemented with fidelity, limiting teachers' ability to make timely, data driven instructional adjustments. Attendance and behavioral variability further disrupt continuity of learning for identified students.

Student Learning

Problem Statement 1: A majority of students in grades 3-5 continue to perform below the Meets standard in mathematics, limiting readiness for on grade level problem solving and STAAR success. **Root Cause**: Instructional practices lack consistent alignment to mathematical rigor, conceptual understanding, and spiral review. Teachers need continued professional learning and coaching to differentiate instruction and monitor mastery at all performance levels.

Problem Statement 3: Disproportionate academic outcomes persist among student subgroups, particularly African American students in grades 3-5 in reading and math. **Root Cause**: Instructional systems lack consistent differentiation and timely feedback structures that meet diverse learner needs. Coaching and monitoring systems require stronger alignment to equity centered instructional practices.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 32% to 70%.

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 48% to 70% 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 54% to 70% by June 2027.
Increase the performance of African American students who Meet or Exceed grade level norms on EOY MAP Growth Math in English from 43% to 70% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: The ILT will implement a tiered data system that targets resources and instructional support for students, teachers, and grade levels based on their specific needs. K-2nd teachers will utilize MAP reading data to conduct small groups during intervention. Student tiers will be identified and documented to track progress of learning.

Strategy's Expected Result/Impact: MAP EOY Math will indicate growth of 70% for all K -5th students in English.

Staff Responsible for Monitoring: Principal, AP, Teachers, Learning Facilitators

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

Problem Statements: Demographics 1 - Student Learning 1, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: K-2nd teachers will utilize MAP reading data to conduct small groups during intervention. Student tiers will be identified and documented to track progress of learning. **Intended Audience:** K-5th teachers **Provider / Presenter / Person Responsible:** Principal, AP, teachers, LF **Date(s) / Timeframe:** Weekly- August 2026-May 2027 **Delivery Method:** In-Person			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Despite targeted interventions, a significant percentage of students in grades K-5 are not demonstrating consistent academic growth in reading and mathematics as measured by local and national assessments. **Root Cause**: Progress monitoring systems and intervention documentation are not consistently implemented with fidelity, limiting teachers' ability to make timely, data driven instructional adjustments. Attendance and behavioral variability further disrupt continuity of learning for identified students.

Student Learning

Problem Statement 1: A majority of students in grades 3-5 continue to perform below the Meets standard in mathematics, limiting readiness for on grade level problem solving and STAAR success. **Root Cause**: Instructional practices lack consistent alignment to mathematical rigor, conceptual understanding, and spiral review. Teachers need continued professional learning and coaching to differentiate instruction and monitor mastery at all performance levels.

Problem Statement 3: Disproportionate academic outcomes persist among student subgroups, particularly African American students in grades 3-5 in reading and math. **Root Cause**: Instructional systems lack consistent differentiation and timely feedback structures that meet diverse learner needs. Coaching and monitoring systems require stronger alignment to equity centered instructional practices.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 32% to 70%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 13% to 60% by June 2027.
Increase the performance of African American students that score meets grade level or above on Math benchmark assessments from 21% to 60% by June 2027..

Evaluation Data Sources: Benchmark Assessments

Strategy 1: The ILT will implement a tiered data system that targets resources and instructional support for students, teachers, and grade levels based on their specific needs.

Strategy's Expected Result/Impact: MAP EOY Math will indicate growth of 70% for all K -5th students in English.

Staff Responsible for Monitoring: Principal, AP, Teachers, Learning Facilitators

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - Student Learning 1, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Weekly PLC meetings will be facilitated with Kinder - 5th to focus on lesson internalization and explicit modeling before implementation **Intended Audience:** K-5th teachers **Provider / Presenter / Person Responsible:** Principal, AP, teachers, LF **Date(s) / Timeframe:** Weekly- August 2026-May 2027 **Delivery Method:** In-Person			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Despite targeted interventions, a significant percentage of students in grades K-5 are not demonstrating consistent academic growth in reading and mathematics as measured by local and national assessments. **Root Cause**: Progress monitoring systems and intervention documentation are not consistently implemented with fidelity, limiting teachers' ability to make timely, data driven instructional adjustments. Attendance and behavioral variability further disrupt continuity of learning for identified students.

Student Learning

Problem Statement 1: A majority of students in grades 3-5 continue to perform below the Meets standard in mathematics, limiting readiness for on grade level problem solving and STAAR success. **Root Cause**: Instructional practices lack consistent alignment to mathematical rigor, conceptual understanding, and spiral review. Teachers need continued professional learning and coaching to differentiate instruction and monitor mastery at all performance levels.

Problem Statement 3: Disproportionate academic outcomes persist among student subgroups, particularly African American students in grades 3-5 in reading and math. **Root Cause**: Instructional systems lack consistent differentiation and timely feedback structures that meet diverse learner needs. Coaching and monitoring systems require stronger alignment to equity centered instructional practices.

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 49% to 70% 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 35% to 70% by June 2027.
Increase the performance of African American students that score meets grade level or above on ELAR benchmark assessments in English from 49% to 70% by June 2027..

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Develop an instructional schedule, aligned with the master schedule, that targets instructional support, progress monitoring, coaching and immediate feedback to teachers with a focus on student achievement in reading and math.

Strategy's Expected Result/Impact: Student achievement will increase in DOL's and Benchmark Assessments.

Staff Responsible for Monitoring: Principal, AP, Teachers, Learning Facilitator

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: ILT will utilize STRIVE to conduct classroom walkthroughs and provide immediate and/or real-time feedback to ensure quality Tier 1 instruction **Intended Audience:** Prek-5th teachers **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** Daily August 2026-June 2027 **Collaborating Departments:** Leadership **Delivery Method:** In-Person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: A Learning Facilitator will be added to the Master Schedule to increase mastery percentages of students in ELA/Math. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Learning Facilitator, Principal, Assistant Principal, Teachers **Date(s) / Timeframe:** August 2026- June 2027 **Collaborating Departments:** Leadership of FWISD- New Campus Position **Delivery Method:** In-Person **Funding Sources:** Learning Facilitator- Personnel - Title I (211) - 211-13-6119-501-118-30-118-101000 - $58,000			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Teachers will participate in a PD day each six weeks to increase and implement the understanding of each Cowtown 12 indicator for instructional practices **Intended Audience:** K-5 teachers, RT, DST **Provider / Presenter / Person Responsible:** Principal AP **Date(s) / Timeframe:** August 2026-June 2027 **Delivery Method:** In-Person	No Progress		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Despite targeted interventions, a significant percentage of students in grades K-5 are not demonstrating consistent academic growth in reading and mathematics as measured by local and national assessments. **Root Cause**: Progress monitoring systems and intervention documentation are not consistently implemented with fidelity, limiting teachers' ability to make timely, data driven instructional adjustments. Attendance and behavioral variability further disrupt continuity of learning for identified students.

Student Learning
Problem Statement 1: A majority of students in grades 3-5 continue to perform below the Meets standard in mathematics, limiting readiness for on grade level problem solving and STAAR success. **Root Cause**: Instructional practices lack consistent alignment to mathematical rigor, conceptual understanding, and spiral review. Teachers need continued professional learning and coaching to differentiate instruction and monitor mastery at all performance levels.
Problem Statement 2: Students in grades 3-5 demonstrate gaps in reading comprehension, particularly in skills related to inference, vocabulary, and text evidence. **Root Cause**: Reading instruction is inconsistently scaffolded across classrooms, and instructional strategies are not always reinforced through data driven small group instruction and feedback cycles.

Student Learning

Problem Statement 3: Disproportionate academic outcomes persist among student subgroups, particularly African American students in grades 3-5 in reading and math. **Root Cause**: Instructional systems lack consistent differentiation and timely feedback structures that meet diverse learner needs. Coaching and monitoring systems require stronger alignment to equity centered instructional practices.

School Processes & Programs

Problem Statement 1: Intervention programs do not consistently demonstrate measurable return on instructional time for Tier 2 and Tier 3 students in reading and math. **Root Cause**: Teachers lack clear guidance on intervention delivery, progress monitoring expectations, and documentation. MTSS systems require tighter alignment between intervention plans, data collection, and instructional response.

Problem Statement 2: Data tracking, goal setting, and student ownership of learning are inconsistently implemented across classrooms. **Root Cause**: Teachers need clearer expectations, tools, and monitoring systems to support meaningful data use. Goals are not always aligned to assessment data or revisited consistently to inform instruction.

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 27% to 70% 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 27% to 60% by June 2027.
Increase the performance of African American students that score meets grade level or above on Math benchmark assessments in English from 21% to 60% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Develop and implement an instructional schedule that targets instructional support, coaching and immediate feedback in reading and math.

Strategy's Expected Result/Impact: Teachers will adjust instruction in real time which will improve teacher practice, accelerate implementation of effective reading and math strategies, and increase student achievement, resulting in measurable growth in student performance and a stronger culture of continuous instructional improvement.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: ILT will create and utilize a rotation schedule in the master schedule for Learning Facilitators to assist with growth and mastery in reading and math during reteach. **Intended Audience:** Admin, LF **Provider / Presenter / Person Responsible:** Principal, AP **Date(s) / Timeframe:** Daily August 2026-June 2027 **Collaborating Departments:** Leadership **Delivery Method:** In-Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Despite targeted interventions, a significant percentage of students in grades K-5 are not demonstrating consistent academic growth in reading and mathematics as measured by local and national assessments. **Root Cause**: Progress monitoring systems and intervention documentation are not consistently implemented with fidelity, limiting teachers' ability to make timely, data driven instructional adjustments. Attendance and behavioral variability further disrupt continuity of learning for identified students.
Student Learning
Problem Statement 1: A majority of students in grades 3-5 continue to perform below the Meets standard in mathematics, limiting readiness for on grade level problem solving and STAAR success. **Root Cause**: Instructional practices lack consistent alignment to mathematical rigor, conceptual understanding, and spiral review. Teachers need continued professional learning and coaching to differentiate instruction and monitor mastery at all performance levels.
Problem Statement 2: Students in grades 3-5 demonstrate gaps in reading comprehension, particularly in skills related to inference, vocabulary, and text evidence. **Root Cause**: Reading instruction is inconsistently scaffolded across classrooms, and instructional strategies are not always reinforced through data driven small group instruction and feedback cycles.
Problem Statement 3: Disproportionate academic outcomes persist among student subgroups, particularly African American students in grades 3-5 in reading and math. **Root Cause**: Instructional systems lack consistent differentiation and timely feedback structures that meet diverse learner needs. Coaching and monitoring systems require stronger alignment to equity centered instructional practices.
School Processes & Programs
Problem Statement 1: Intervention programs do not consistently demonstrate measurable return on instructional time for Tier 2 and Tier 3 students in reading and math. **Root Cause**: Teachers lack clear guidance on intervention delivery, progress monitoring expectations, and documentation. MTSS systems require tighter alignment between intervention plans, data collection, and instructional response.
Problem Statement 2: Data tracking, goal setting, and student ownership of learning are inconsistently implemented across classrooms. **Root Cause**: Teachers need clearer expectations, tools, and monitoring systems to support meaningful data use. Goals are not always aligned to assessment data or revisited consistently to inform instruction.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 20% to 6%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 20% to 5% by June 2027.
Decrease the number and percentage of African American students who are chronically absent (absent more than 10%) from 20% to 5% by June 2027.

Strategy 1: Develop and implement a campus-wide system that monitors and tracks chronic absenteeism

Strategy's Expected Result/Impact: Allow staff to quickly identify patterns and flag students before absenteeism becomes chronic.

Staff Responsible for Monitoring: AP, Assistant Office Manager, Office Assistant, Attendance Committee, Counselor

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The Assistant Office Manager and Office Assistant will monitor chronically absent students and collaborate with Teachers, Counselor, and Assistant Principal to provide interventions for students identified as at-risk and will collaborate with those students' families by conducting regular check-ins, contacting absent parents on a daily basis, and documenting support. **Intended Audience:** Guardians of Parents **Provider / Presenter / Person Responsible:** Assistant Office Manager, Office Assistant, AP, Attendance Committee **Date(s) / Timeframe:** Daily August 2026-June 2027 **Collaborating Departments:** Attendance **Delivery Method:** Phone, In-Person, ZOOM **Funding Sources:** Food & Incentives - Family Engagement (211) - 211-61-6399-503-118-30-118-101000 - $1,880			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: The Assistant Principal, Assistant Office Manager, Office Assistant, and Attendance Committee will provide incentives to recognize and celebrate student attendance (purchase incentives). **Intended Audience:** Students & Parents **Provider / Presenter / Person Responsible:** Assistant Principal, Assistant Office Manager, Office Assistant, and Attendance Committee **Date(s) / Timeframe:** Monthly- September 2026-June 2027 **Delivery Method:** In-Person and Class Dojo **Funding Sources:** Incentives - Family Engagement (211) - 211-61-6399-503-118-30-118-101000 - $300			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Student attendance declines during the second semester continue to negatively impact instructional time and learning outcomes, particularly for students with identified academic needs. **Root Cause**: Attendance systems and incentive structures are not sufficiently targeted to address chronic absenteeism. Communication and intervention efforts do not consistently engage families early, nor do they address underlying barriers to consistent attendance.

Perceptions
Problem Statement 2: Family participation in academic focused events remains lower than engagement in social or extracurricular activities. **Root Cause**: Communication with families regarding student academic progress and instructional expectations is not consistently clear, proactive, or accessible, limiting families' ability to engage meaningfully in academic support.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	1	1	2	Learning Facilitator- Personnel	Elevate Campus | Learning Facilitator (13-6119)	211-13-6119-501-118-30-118-101000	$58,000.00
						Sub-Total	$58,000.00
						Budgeted Fund Source Amount	$87,185.00
						+/- Difference	$29,185.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Food & Incentives	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-118-30-118-101000	$1,880.00
4	1	1	2	Incentives	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-118-30-118-101000	$300.00
						Sub-Total	$2,180.00
						Budgeted Fund Source Amount	$2,180.00
						+/- Difference	$0.00
						Grand Total Budgeted	$89,365.00
						Grand Total Spent	$60,180.00
						+/- Difference	$29,185.00