Fort Worth Independent School District

111 Carter Park Elementary School

2026-2027 Campus Improvement Plan

Board Approval Date: November 10, 2026

Mission Statement

Mission Statement

"We are Erasing the Opportunity Gap in our Community."

Vision

CAMPUS VISION

Our vision is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion.

Value Statement

We believe equal access and opportunity to learn is the right of every student. School curriculum and instruction must be rigorous, relevant, engaging, and provide students with multiple options and opportunities for the future.

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Comprehensive Needs Assessment

Revised/Approved: November 4, 2026

Needs Assessment Overview

Needs Assessment Overview Summary

Teachers will continue to provide high quality Tier I first teach for all students in grades K-5. All staff will attend targeted professional development aligned to the FWISD model to increase achievement in Domain 2A.

Demographics

Demographics Summary

The Carter Park School community consists of 415 students, 32 classroom teachers and 8 classroom support staff 19 campus support. The campus demographics consist of the following 69% Hispanic, 22% AA, 5%White, 2% Asian 2% Two or More. The campus attendance reflects an average attendance of 93% with areas of opportunity for our bilingual students in grades Pre K through 5th. The campus mobility reflects a decrease from 26% to 24% due a decrease in shared residency. Our homeless population slightly increased while our refugee population declined. Current campus retention is 92 percent with most movement occurring due to relocation.

Demographics Strengths

Our campus demographic strengths includes 11 bilingual teachers, 9 general education, 3 Sped teachers to meet the academic needs of all students. Our campus provided services for students in General Education, Bilingual, Special Education, RISE K-2, RISE 3-5, Dyslexia and Speech. We have one Counselor to assist students who are experiencing trauma, mental health and social and emotional support. All students and provided weekly guidance session aligned to FWISD platform. The campus continues to serve the community with Early Childhood enrichment through the Zero to Five program and provides a weekly pantry for our families and the community. We are the best school in the city and a great place to learn.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At the EOY MAP, 56% of students in the Hispanic student group met their Reading projected growth. This is a 2% decrease from the MOY which placed the Hispanic student group slightly behind 3% the all student group.
Root Cause: Inconsistent lesson internalization to the rigor to the TEKS, MRS strategies and student engagement.

Problem Statement 2 (Prioritized): Campus Data reflects Math MAP student growth is at the 66th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027
Root Cause: Math Tier I instruction is inconsistently internalized and delivered with fidelity to the TEKS.

Problem Statement 3 (Prioritized): Campus Data reflects Reading English MAP student growth is at the 59th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027.
Root Cause: Literacy Tier I instruction is inconsistently internalized and delivered with the rigor and fidelity to the TEKS.

Problem Statement 4 (Prioritized): Inconsistent lesson internalization in Reading and Math classrooms minimum level of delivery to the rigor of the TEKS. MAP data reflect high growth and low achievement in performance.
Root Cause: Teacher accountability and lack of understanding to the rigor of the TEKs

Problem Statement 5 (Prioritized): Campus Hispanic population decreased and student achievement decreased as a result of inconsistent Bilingual program alignment.
Root Cause: IPC Bilingual Curriculum was not aligned to the English program which resulted in a lack of collaboration for grade level teams. Bilingual classroom did not receive the required English resources to support students in both languages.

Student Learning

Student Learning Summary

Carter Park's students growth indicated at the MAP end of the year, 59% of our students achieved the expected level in English Reading as measured by the MAP assessment. While this is an increase, 41% of our students will require additional support and targeted interventions to enhance their reading and comprehension in English.

In the area of mathematics, our students have demonstrated a 66% achievement level on the EOY MAP Math assessment. While this shows a slightly higher performance compared to English Reading, it still highlights the need for strategic instructional practices to improve mathematical understanding and problem-solving abilities across all student groups.

Additionally, our campus data reflects a 55% achievement level in MAP Spanish Reading at the of the year. This indicates that 45% of our students are not meeting the expected proficiency in Spanish reading. With explicit Tier I Instruction, continued efforts are necessary to support the remaining students to achieve similar levels of proficiency.

Student Learning Strengths

Reading Strength:

Campus Reading - MAP EOY all student growth performance at 59% which indicates at 7% increase from the previous year.

5th grade MAP EOY growth performance at 71%, 4th grade 58%, and 3rd grade 66%.

Spanish Reading- Campus data reflect all student growth performance at 55% which indicates a 3% increase from the previous year

Math Strength

Campus Math - MAP EOY all student growth performance at 66% which indicates at 10% increase from the previous year.

3rd grade MAP EOY growth performance at 56%, 4th grade 85%, and 5th grade 61%.

Problem Statements Identifying Student Learning Needs

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Problem Statement 5 (Prioritized): Increase in student discipline due lack of early identification of student learning disabilities, inconsistent classroom management systems, student behaviors, consequences and parent conferences reinforcing the student code of conduct.
Root Cause: Campus Family Engagement Specialist, and Counselor had limited access to resources to meet the social and emotional needs of our increased high priority student group. Time constraints for students to be identified with learning and emotional disabilities .

Problem Statement 6 (Prioritized): Campus Hispanic population decreased and student achievement decreased as a result of inconsistent Bilingual program alignment.
Root Cause: IPC Bilingual Curriculum was not aligned to the English program which resulted in a lack of collaboration for grade level teams. Bilingual classroom did not receive the required English resources to support students in both languages.

School Processes & Programs

School Processes & Programs Summary

Our campus is committed to providing Tier I instruction and grade-level content across all grade levels, ensuring that every student receives a strong foundation in essential academic skills. We have also implemented an intervention and reteach block, allowing us to address individual learning needs and reinforce concepts that students may find challenging. This approach ensures that all students have the opportunity to succeed and master the curriculum.

Our teachers deliver instruction using the FWISD-approved curriculum, supplemented by resources such as Creative Curriculum, Bluebonnet Literacy and Math, I-Ready, and Lead4ward high leverage TEKS from the Frequency Distribution chart. By incorporating these diverse resources, we are able to offer a comprehensive and engaging learning experience that caters to the varied needs of our students. Additionally, our data-driven instruction utilizes STAAR release passages and problem sets to inform teaching strategies and enhance student learning outcomes.

Teachers participate in weekly collaborative meetings, known as Professional Learning Communities (PLCs), where they employ data-driven instruction protocols to analyze and track DOL data. This process allows educators to set individual student goals and tailor instruction to meet the specific needs of each learner. Through these collaborative efforts, teachers are able to share insights and strategies, fostering a culture of continuous improvement and student success.

Our educators are actively engaged in lesson rehearsals and collaborative coaching conversations, which help them internalize TEKS-aligned lessons and reflect on the Cowtown 12 feedback from administrators. This reflective practice is crucial for professional growth and ensures that our teaching methods remain effective and aligned with educational standards.

To assess student progress, we utilize a variety of tools, including DOL, SCR, ECR, Six Weeks Assessments, Benchmarks, MAP, CLI-Engage and STAAR. These assessments provide valuable data that informs our instructional decisions and helps us monitor student achievement over time. By employing a comprehensive assessment strategy, we are able to identify areas of strength and areas in need of improvement, allowing us to provide targeted support and interventions where necessary.

School Processes & Programs Strengths

Our commitment to small group instruction and targeted high-leverage TEKS instruction remains steadfast. By utilizing district-approved curriculum including the Jane Schaffer Writing Program, MRS strategies and Lead4ward Resources, our teachers are equipped to deliver personalized and effective learning experiences that cater to the diverse needs of our students. This approach ensures that each student receives the attention and support necessary to master essential skills and concepts.

We are dedicated to implementing best practices for our English Bilingual (EB) and English as a Second Language (ESL) students through the integration of Habits of Discussion. This strategy fosters an inclusive and engaging learning environment where students can develop their language skills and confidence in

communication. By encouraging active participation and dialogue, we aim to enhance their academic success and overall language proficiency.

Our ongoing support and instructional walks with the Early Childhood, Bilingual, Math, and Literacy departments are crucial in maintaining high standards of teaching and learning. These collaborative efforts allow us to share insights, strategies, and resources that enhance instructional quality and student outcomes. By working closely with these departments, we ensure that our educational practices are aligned and effective across all grade levels and subject areas.

The continuation of Instructional Administrative Cowtown 12 walks, coupled with real time coaching, is vital in promoting best practices among our educators. These interactions provide valuable opportunities for professional growth and reflection, enabling teachers to refine their instructional techniques and improve student engagement and achievement.

Weekly planning sessions with Admin for Math and Reading, are integral to our strategic approach to curriculum delivery. These sessions facilitate collaboration and alignment among educators, ensuring that our instructional plans are coherent and comprehensive. By dedicating time to thoughtful planning and coordination, we enhance the quality of education provided to our students and support their academic success across these core subjects.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent lesson internalization in Reading and Math classrooms minimum level of delivery to the rigor of the TEKS. MAP data reflect high growth and low achievement in performance.
Root Cause: Teacher accountability and lack of understanding to the rigor of the TEKs

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Problem Statement 5 (Prioritized): Inconsistent ownership of students performance on MAP, Six weeks assessment, Benchmark and STAAR Data
Root Cause: Staff perception of student academic abilities not consistently evident which result in lower growth and achievement for all students.

Problem Statement 6 (Prioritized): Increase in student discipline due lack of early identification of student learning disabilities, inconsistent classroom management systems, student behaviors, consequences and parent conferences reinforcing the student code of conduct.
Root Cause: Campus Family Engagement Specialist, and Counselor had limited access to resources to meet the social and emotional needs of our increased high priority student group. Time constraints for students to be identified with learning and emotional disabilities .

Problem Statement 7 (Prioritized): Campus Hispanic population decreased and student achievement decreased as a result of inconsistent Bilingual program alignment.
Root Cause: IPC Bilingual Curriculum was not aligned to the English program which resulted in a lack of collaboration for grade level teams. Bilingual classroom did not receive the required English resources to support students in both languages.

Perceptions

Perceptions Summary

Staff retention reflects an average of 92%. Most staff remain on campus due to location and relationships with the community. Family Engagement Specialist feedback reflects parents are pleased with the campus in general and feel the campus is a safe place overall. Parents attend Field trips, attend bunch lunch and participate in monthly campus activities.

  - SBDM
  - Food Pantry
  - Curriculum Nights
  - Family Museum Night
  - Field Day
  - Zero to Five Program
  - Meet the Teacher
  - Parent Teacher Conference
  - Career Day
  - Girls Math and Science AKAdemy
  - Cowtown Marathon
  - Battle of the Books
  - Math and Spelling Bee
  - Spanish Spelling Bee
  - UIL
  - Afterschool Enrichment
- Community Partners - Metro Ministries

Perceptions Strengths

Campus strength includes a data driven collaborative environment which focuses on students achievements. Campus provides professional development in all core areas to support Tier I instruction and student achievement.

- Math
- Literacy
- Bilingual
- ESL
- Science
- MTSS
- PLCs
- UIL
- Gifted and Talented- Thinking Lab

Student Leadership

- Student Ambassadors

- Student Council
- Student of the Month

Problem Statements Identifying Perceptions Needs

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Priority Problem Statements

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Root Cause 1: Math Tier I instruction is inconsistently internalized and delivered with fidelity to the TEKS.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Campus Data reflects Reading English MAP student growth is at the 59th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027.

Root Cause 2: Literacy Tier I instruction is inconsistently internalized and delivered with the rigor and fidelity to the TEKS.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Inconsistent lesson internalization in Reading and Math classrooms minimum level of delivery to the rigor of the TEKS. MAP data reflect high growth and low achievement in performance.

Root Cause 3: Teacher accountability and lack of understanding to the rigor of the TEKs

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Inconsistent ownership of students performance on MAP, Six weeks assessment, Benchmark and STAAR Data

Root Cause 4: Staff perception of student academic abilities not consistently evident which result in lower growth and achievement for all students.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: Increase in student discipline due lack of early identification of student learning disabilities, inconsistent classroom management systems, student behaviors, consequences and parent conferences reinforcing the student code of conduct.

Root Cause 5: Campus Family Engagement Specialist, and Counselor had limited access to resources to meet the social and emotional needs of our increased high priority student group. Time constraints for students to be identified with learning and emotional disabilities .

Problem Statement 5 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Campus Hispanic population decreased and student achievement decreased as a result of inconsistent Bilingual program alignment.

Root Cause 6: IPC Bilingual Curriculum was not aligned to the English program which resulted in a lack of collaboration for grade level teams. Bilingual classroom did not receive the required English resources to support students in both languages.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: At the EOY MAP, 56% of students in the Hispanic student group met their Reading projected growth. This is a 2% decrease from the MOY which placed the Hispanic student group slightly behind 3% the all student group.

Root Cause 7: Inconsistent lesson internalization to the rigor to the TEKS, MRS strategies and student engagement.

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs - 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Observation Survey results
- Other
    - I-Ready

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- Staff mobility/stability
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent and community partnership data
- Parent activity evaluations and feedback data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Technology and resource allocation 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 38% to 50 %.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR STAAR from 38% to 50% by June 2027.
Increase the performance of Hispanic students on our campus (gender, race, program, other) from 30% to 50% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Six week assessment
Benchmark Assessment
MAP Data
STAAR

Strategy 1: All Reading teachers will follow the 90 minute master schedule allocation block. Tier I instruction will include lesson internalization using the district approved literacy curriculum, formative assessment, reteach, and small group intervention. Intervention/small group will use approved FWISD, HQIM ie-TEKS Resource, STAAR Release and IReady.

Observation and Feedback, Real-Time Coaching, Lesson Internalization, and Lesson Rehearsals. Resource- Get Better Faster Scope and Sequence

Strategy's Expected Result/Impact: Increase students overall achievement in Reading, through observation and feedback, weekly coaching sessions with Administrator.

Actions : Aggressive Monitoring, Cowtown 12, Students daily performance, student engagement, Weekly PLC's and monthly data meeting. Dol trackers, student work analysis, and formative data reviews in November, January, March and June.

Staff Responsible for Monitoring: Classroom Teachers, will monitor students performance through weekly DOL tracking and reteach. Title I teacher will provide small group instruction for the Master Lab students. ILT will track students performance using the "opper" and provide individual coaching sessions with classroom teachers not on track to meet FWISD achievement goal.

Title I:
2.52, 2.53
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

- Targeted Support Strategy

Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 4 - Perceptions 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Establish an aligned small-group protocol for all students using Instructional Planning Calendar (IPC), TEKS-aligned materials, district curriculum, ESL best practices and strategies. Classroom and Title I teacher will provide 30 minutes of enrichment each day, and assess for mastery. Teacher Assistant will support Tier 2 and 3 teachers with interventions and small group support. **Intended Audience:** Classroom teachers, Inclusion Title I teachers **Provider / Presenter / Person Responsible:** Classroom Teachers, Inclusion and Title I Intervention Teacher **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Learning and Leading, Literacy, Math, Special Education and Bilingual departments **Delivery Method:** Grade level team meeting and Weekly PLCs with Admin **Funding Sources:** Student Incentives/Campus Celebration General Classroom Supplies - Title I (211) - 211-13-6399-501-111-30-111-101000 - $11,123, Subs for Professional development/ Extended Day Tutoring - Title I (211) - 211-11-6116-501-111-30-111-101000 - $8,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Campus Data reflects Reading English MAP student growth is at the 59th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027. **Root Cause**: Literacy Tier I instruction is inconsistently internalized and delivered with the rigor and fidelity to the TEKS.
Student Learning
Problem Statement 2: Campus Data reflects Reading English MAP student growth is at the 59th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027. **Root Cause**: Literacy Tier I instruction is inconsistently internalized and delivered with the rigor and fidelity to the TEKS.
School Processes & Programs
Problem Statement 4: Campus Data reflects Reading English MAP student growth is at the 59th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027. **Root Cause**: Literacy Tier I instruction is inconsistently internalized and delivered with the rigor and fidelity to the TEKS.
Perceptions
Problem Statement 6: Campus Data reflects Reading English MAP student growth is at the 59th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027. **Root Cause**: Literacy Tier I instruction is inconsistently internalized and delivered with the rigor and fidelity to the TEKS.

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 38% to 50 %.

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 46% to 61% 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 55% to 65% by June 2027.
Increase the performance of Hispanic students on our campus (gender, race, program, other) from 56% to 65% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: DOL tracking sheets, Walkthroughs (Cowtown 12) District Assessment Data, Coaching and Feedback

Strategy 1: All Reading teachers will follow the 90 minute master schedule allocation block. Tier I instruction will include lesson internalization using the district approved literacy curriculum, formative assessment, reteach, and small group intervention. Intervention/small group will use approved FWISD, HQIM ie-TEKS Resource, STAAR Release and IReady.

Observation and Feedback, Real-Time Coaching, Walkthroughs, Lesson Internalization, and Lesson Rehearsals. Resource- Get Better Faster Scope and Sequence-

Strategy's Expected Result/Impact: Increase students overall achievement in Reading, through observation and feedback, in the moment coaching sessions with Administrators,
Actions : Lesson internalization and data presentation during weekly PLC DDI meetings. Aggressively monitor student performance and engagement during lesson instruction. DOL and reteach trackers, student work analysis, and formative data reviews in November, January, March and June.

Staff Responsible for Monitoring: Classroom Teachers, will monitor students performance through weekly assessment tickets and tracking. Title I Teacher will provide small group instruction and ILT will track students performance using the "opper" and provide conferences with classroom teachers not on track to meet FWISD achievement goal.

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
- **Targeted Support Strategy**

Problem Statements: Demographics 3, 4 - Student Learning 2, 4 - School Processes & Programs 1, 4 - Perceptions 6, 7

Action Step 1 Details	Formative Reviews		
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Action Step 1: Establish an aligned small-group protocol for all student groups using FWISD Instructional Planning Calendar (IPC), TEKS-aligned materials, district curriculum, ESL best practices and strategies. Classroom teacher and Title I teacher will provide enrichment/intervention each day, and assess for mastery. **Intended Audience:** Classroom teachers Inclusion and Resource TA **Provider / Presenter / Person Responsible:** Classroom Teachers, Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Learning and Leading, Literacy, Math, and Bilingual departments **Delivery Method:** Grade level team meeting and Weekly PLCs with Admin **Funding Sources:** Sub for Team Planning and Professional Development - Title I (211) - 211-11-6112-501-111-30-111-101000 - $2,500, Instructional Title I Teacher - Title I (211) - 211-11-6119-501-111-30-111-101000 - $72,004, Fringe for Title I Intervention Reading/Math Teacher - Title I (211) - 211-XX-614X-501-111-30-111-101000 - $14,851			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
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Perceptions

Problem Statement 6: Campus Data reflects Reading English MAP student growth is at the 59th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027. **Root Cause**: Literacy Tier I instruction is inconsistently internalized and delivered with the rigor and fidelity to the TEKS.

Problem Statement 7: Inconsistent lesson internalization in Reading and Math classrooms minimum level of delivery to the rigor of the TEKS. MAP data reflect high growth and low achievement in performance. **Root Cause**: Teacher accountability and lack of understanding to the rigor of the TEKs

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 38% to 50 %.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 38% to 50% by June 2027.
Increase the performance of Hispanic students on our campus (gender, race, program, other) from 30% to 40% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments, Daily DOLs, district six weeks assessment

Strategy 1: All Reading teachers will follow the 135 minute master schedule allocation block. Tier I instruction will include lesson internalization using the district approved literacy curriculum, formative assessment, reteach, and small group intervention. Intervention/small group will use approved FWISD, HQIM ie-TEKS Resource, STAAR Release and IReady.

Observation and Feedback, Real-Time Coaching, Walkthroughs (Cowtown 12), Lesson Internalization, and Lesson Rehearsals. Resource- Get Better Faster Scope and Sequence-

Strategy's Expected Result/Impact: Increase students overall achievement in Reading, through observation and feedback, in the moment coaching sessions with Administrators,
Actions : Data presentation during weekly PLC DDI meetings. Exit ticket trackers, student work analysis, and formative data reviews in November, January, March and June.

Staff Responsible for Monitoring: Classroom Teachers, will monitor students performance through weekly assessment tickets and tracking. Title I Teacher will provide small group instruction and ILT will track students performance using the "opper" and provide conferences with classroom teachers not on track to meet FWISD achievement goal.

Title I:
2.53
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Demographics 3, 5 - Student Learning 2, 6 - School Processes & Programs 4, 5, 7 - Perceptions 1, 3, 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Tier 1 instruction is provided within the 135-min block, with DOL and immediate reteach for students who did not master the day's objective. Title 1 teacher and Resource TA will provide small group support as needed for students in Grades 3-5. All support is aligned to the IPC with TEKS to support all students. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Admin, teachers, **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** Literacy, SpEd **Delivery Method:** Face-to-face with daily feedback.			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Campus Data reflects Reading English MAP student growth is at the 59th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027. **Root Cause**: Literacy Tier I instruction is inconsistently internalized and delivered with the rigor and fidelity to the TEKS.
Problem Statement 5: Campus Hispanic population decreased and student achievement decreased as a result of inconsistent Bilingual program alignment. **Root Cause**: IPC Bilingual Curriculum was not aligned to the English program which resulted in a lack of collaboration for grade level teams. Bilingual classroom did not receive the required English resources to support students in both languages.
Student Learning
Problem Statement 2: Campus Data reflects Reading English MAP student growth is at the 59th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027. **Root Cause**: Literacy Tier I instruction is inconsistently internalized and delivered with the rigor and fidelity to the TEKS.
Problem Statement 6: Campus Hispanic population decreased and student achievement decreased as a result of inconsistent Bilingual program alignment. **Root Cause**: IPC Bilingual Curriculum was not aligned to the English program which resulted in a lack of collaboration for grade level teams. Bilingual classroom did not receive the required English resources to support students in both languages.
School Processes & Programs
Problem Statement 4: Campus Data reflects Reading English MAP student growth is at the 59th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027. **Root Cause**: Literacy Tier I instruction is inconsistently internalized and delivered with the rigor and fidelity to the TEKS.
Problem Statement 5: Inconsistent ownership of students performance on MAP, Six weeks assessment, Benchmark and STAAR Data **Root Cause**: Staff perception of student academic abilities not consistently evident which result in lower growth and achievement for all students.
Problem Statement 7: Campus Hispanic population decreased and student achievement decreased as a result of inconsistent Bilingual program alignment. **Root Cause**: IPC Bilingual Curriculum was not aligned to the English program which resulted in a lack of collaboration for grade level teams. Bilingual classroom did not receive the required English resources to support students in both languages.

Perceptions

Problem Statement 1: Inconsistent ownership of students performance on MAP, Six weeks assessment, Benchmark and STAAR Data **Root Cause**: Staff perception of student academic abilities not consistently evident which result in lower growth and achievement for all students.

Problem Statement 3: Campus Hispanic population decreased and student achievement decreased as a result of inconsistent Bilingual program alignment. **Root Cause**: IPC Bilingual Curriculum was not aligned to the English program which resulted in a lack of collaboration for grade level teams. Bilingual classroom did not receive the required English resources to support students in both languages.

Problem Statement 6: Campus Data reflects Reading English MAP student growth is at the 59th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027. **Root Cause**: Literacy Tier I instruction is inconsistently internalized and delivered with the rigor and fidelity to the TEKS.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 20% to 40%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math STAAR from 20% to 40% 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 0% to 30% by June 2027.

High Priority

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: All math teachers will follow the 90 minute master schedule allocation block. Daily Tier I instruction will include lesson internalization, reteach and intervention using the district approved math curriculum and approved supplemental resources. Intervention/small groups will use, Bluebonnet -TEKS Resource, STAAR Release and IReady.

Strategy's Expected Result/Impact: 100 % of Math lesson plans and classroom observations will be grounded in Tier 1 explicit instruction using FWISD Math and HQIM
Improve Tier 1 Math instruction and increase math fluency and concept attainment.
Increase students overall achievement in Math, through observation and feedback, real time coaching sessions with Administrators,

Actions : Lesson internalization and data presentation during weekly PLC DDI meetings. Aggressively monitoring student performance and engagement, Exit ticket trackers, student work analysis, and formative data reviews in November, January, March and June

Staff Responsible for Monitoring: Admin, Inclusion

Title I:
2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **ESF Levers:**
Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 3 - Perceptions 5

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Classroom teachers identify students for push -in and small group for the Title I Resource/Inclusion TA. The TA will track the students individual progress using a TEKS/skills tracker. TA will attend weekly PLC's with grades 4-5 to plan and internalize Math lessons, support and redeliver small group skills for Tier 3 students. Admin will track student progress and schedule teacher lesson rehearsals for reteach and upcoming lessons PLC. **Intended Audience:** Students, Classroom teacher, Inclusion teacher. **Provider / Presenter / Person Responsible:** Classroom teachers, Resource TA, Inclusion teacher and Title I Teacher **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Leading and Learning. Content departments **Delivery Method:** Tier I instructional delivery Small group reteach and Mastery Labs **Funding Sources:** Extra Help and Supplemental Materials and Manipulatives for student support - Title I (211) - 211-11-6329-501-111-30-111-101000 - $5,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Campus Data reflects Math MAP student growth is at the 66th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027 **Root Cause**: Math Tier I instruction is inconsistently internalized and delivered with fidelity to the TEKS.
Student Learning
Problem Statement 1: Campus Data reflects Math MAP student growth is at the 66th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027 **Root Cause**: Math Tier I instruction is inconsistently internalized and delivered with fidelity to the TEKS.
School Processes & Programs
Problem Statement 3: Campus Data reflects Math MAP student growth is at the 66th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027 **Root Cause**: Math Tier I instruction is inconsistently internalized and delivered with fidelity to the TEKS.
Perceptions
Problem Statement 5: Campus Data reflects Math MAP student growth is at the 66th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027 **Root Cause**: Math Tier I instruction is inconsistently internalized and delivered with fidelity to the TEKS.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 20% to 40%.

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 62 % to 72% by June 2027.
Increase the percentage of Kindergarten - Grade 1 students who Meet or Exceed grade level norms on EOY MAP Growth Math in Spanish from 76% to 80% by June 2027.
Increase the performance of African American students on our campus (gender, race, program, other) from 62% to 72% by June 2027.

High Priority

Evaluation Data Sources: MAP Data and tracking reports, Aware reports

Strategy 1: All math teachers will follow the 90 minute master schedule allocation block. Daily Tier I instruction will include, planning, and lesson internalization using the district approved math curriculum and supplemental resources. Intervention/small group will use approved Bluebonnet,TEKS Resource, STAAR Release and IReady.

Strategy's Expected Result/Impact: 100 % of Math lesson plans and classroom observations will be grounded in Tier 1 explicit instruction using FWISD Math and HQIM
Improve Tier 1 Math instruction and increase math fluency and concept attainment.
Increase students overall achievement in Math, through observation and feedback in the moment real time coaching sessions with Administrators.

Actions : Lesson internalization and data presentation during weekly PLC DDI meetings. Aggressively monitoring student performance and engagement. Exit ticket trackers, student work analysis, and formative data reviews in November, January, March and June

Staff Responsible for Monitoring: Administration, Teachers, and Inclusion

Title I:
2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 1 - Perceptions 7

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Classroom teachers identify students for push -in and small group for the Title I Resource/Inclusion TA based on DOL, district assessments. The teacher and TA will track the students individual progress using a TEKS/skills tracker. Teachers and TA will attend weekly PLC's with grades 4-5 to plan and internalize and practice instructional delivery Math lessons, support and redeliver small group skills for Tier 3 students. Admin will track student progress and schedule teacher lesson rehearsals for reteach, provide in the moment coaching, and follow up to review lesson implemented and include upgrades for teachers to model for students in upcoming lessons plans and PLC. **Intended Audience:** Students, classroom teacher, inclusion teacher, demonstration teacher and interventionist. **Provider / Presenter / Person Responsible:** Classroom teachers, Resource TA, Inclusion teacher, Demonstration teacher, Interventionist and Admin **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** Leading and Learning. Content departments **Delivery Method:** First teach, Tier I, small group, Face to Face			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Inconsistent lesson internalization in Reading and Math classrooms minimum level of delivery to the rigor of the TEKS. MAP data reflect high growth and low achievement in performance. **Root Cause**: Teacher accountability and lack of understanding to the rigor of the TEKs
Student Learning
Problem Statement 4: Inconsistent lesson internalization in Reading and Math classrooms minimum level of delivery to the rigor of the TEKS. MAP data reflect high growth and low achievement in performance. **Root Cause**: Teacher accountability and lack of understanding to the rigor of the TEKs
School Processes & Programs
Problem Statement 1: Inconsistent lesson internalization in Reading and Math classrooms minimum level of delivery to the rigor of the TEKS. MAP data reflect high growth and low achievement in performance. **Root Cause**: Teacher accountability and lack of understanding to the rigor of the TEKs
Perceptions
Problem Statement 7: Inconsistent lesson internalization in Reading and Math classrooms minimum level of delivery to the rigor of the TEKS. MAP data reflect high growth and low achievement in performance. **Root Cause**: Teacher accountability and lack of understanding to the rigor of the TEKs

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 20% to 40%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 28% to 48% by June 2027.
Increase the performance of African American students on our campus (gender, race, program, other) from 0% to 30% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: All math teachers will follow the 90 minute master schedule allocation block. Daily Tier I instruction will include, planning, and lesson internalization using the district approved math curriculum and supplemental resources. Intervention/small group will use approved Bluebonnet, TEKS Resource, STAAR Release and IReady.

Strategy's Expected Result/Impact: 100 % of Math lesson plans and classroom observations will be grounded in Tier 1 explicit instruction using FWISD Math and HQIM
Improve Tier 1 Math instruction and increase math fluency and concept attainment.
Increase students overall achievement in Math, through observation and feedback in the moment real time coaching sessions with Administrators.

Actions : Lesson internalization and data presentation during weekly PLC DDI meetings. Aggressively monitoring student performance and engagement. Exit ticket trackers, student work analysis, and formative data reviews in November, January, March and June

Staff Responsible for Monitoring: Administration, Teachers, and Inclusion

Title I:
2.53
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
- **ESF Levers:**
Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 3 - Perceptions 5

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Classroom teachers identify students for push -in and small group for the Title I Resource/Inclusion TA based on DOL, district assessments. The teacher and TA will track the students individual progress using a TEKS/skills tracker. Teachers and TA will attend weekly PLC's with grades 4-5 to plan and internalize and practice instructional delivery Math lessons, support and redeliver small group skills for Tier 3 students. Admin will track student progress and schedule teacher lesson rehearsals for reteach, provide in the moment coaching, and follow up to review lesson implemented and include upgrades for teachers to model for students in upcoming lessons plans and PLC. **Intended Audience:** Students, classroom teacher, inclusion teacher, demonstration teacher and interventionist. **Provider / Presenter / Person Responsible:** Classroom teachers, Resource TA, Inclusion teacher, Demonstration teacher, Interventionist and Admin **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** Leading and Learning. Content departments **Delivery Method:** First teach, Tier I, small group, Face to Face			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Campus Data reflects Math MAP student growth is at the 66th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027 **Root Cause**: Math Tier I instruction is inconsistently internalized and delivered with fidelity to the TEKS.
Student Learning
Problem Statement 1: Campus Data reflects Math MAP student growth is at the 66th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027 **Root Cause**: Math Tier I instruction is inconsistently internalized and delivered with fidelity to the TEKS.
School Processes & Programs
Problem Statement 3: Campus Data reflects Math MAP student growth is at the 66th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027 **Root Cause**: Math Tier I instruction is inconsistently internalized and delivered with fidelity to the TEKS.
Perceptions
Problem Statement 5: Campus Data reflects Math MAP student growth is at the 66th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027 **Root Cause**: Math Tier I instruction is inconsistently internalized and delivered with fidelity to the TEKS.

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 62% to 75% 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 24% to 38% by June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 37% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Daily Tier 1 instruction is provided at the depth and complexity of the grade level TEKS, including the student performance tasks, classroom activities , assignments DOLs and summative assessments from the district approved resources

Strategy's Expected Result/Impact: 100 % of literacy classroom observation will demonstrate the evidence of systemic Tier 1 instruction, scaffold support, evidence of formative assessment, instructional routines, and strategies that facilitate student learning

Staff Responsible for Monitoring: admin

Title I:
2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 5 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Tier 1 instruction is provided within the 135 min block with DOL, and immediate reteach for students who did not master the day's objective. Tier 1 teacher and resource TA will provide small group support as needed for students in grades 3-5. All support is aligned to IPC with TEKS to support all students **Intended Audience:** Students and teachers **Provider / Presenter / Person Responsible:** Admin, teachers, literacy dept **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** Literacy, SpEd **Delivery Method:** Face to face with daily feedback and real-time coaching			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: Inconsistent ownership of students performance on MAP, Six weeks assessment, Benchmark and STAAR Data **Root Cause**: Staff perception of student academic abilities not consistently evident which result in lower growth and achievement for all students.
Perceptions
Problem Statement 1: Inconsistent ownership of students performance on MAP, Six weeks assessment, Benchmark and STAAR Data **Root Cause**: Staff perception of student academic abilities not consistently evident which result in lower growth and achievement for all students.

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 37% to 50% by June 2027.
Increase the performance of 4th Grade African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 40% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Daily Tier 1 instruction is provided at the depth and complexity of the grade level TEKS, including the student performance tasks, classroom activities , assignments DOLs and summative assessments from the district approved resources

Strategy's Expected Result/Impact: 100% of math classroom observations will demonstrate evidence of systemic Tier 1 instruction, scaffolded support, formative assessment, and instructional strategies and routines that facilitate student learning.

Staff Responsible for Monitoring: Admin

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 3 - Perceptions 5

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Tier 1 instruction is provided within the 90 nmin block with DOL, and immediate reteach for students who did not master the day's objective. Title 1 teacher and resource TA will provide small group support as needed for students in grades 3-5. All instructional materials will be aligned with IPC and TEKS to support all students. **Intended Audience:** students **Provider / Presenter / Person Responsible:** admin, title 1 teacher and resource Ta **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** Math, SpEd **Delivery Method:** Face-to-face, feedback, and real-time in-the-moment coaching			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Campus Data reflects Math MAP student growth is at the 66th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027 **Root Cause**: Math Tier I instruction is inconsistently internalized and delivered with fidelity to the TEKS.
Student Learning
Problem Statement 1: Campus Data reflects Math MAP student growth is at the 66th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027 **Root Cause**: Math Tier I instruction is inconsistently internalized and delivered with fidelity to the TEKS.
School Processes & Programs
Problem Statement 3: Campus Data reflects Math MAP student growth is at the 66th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027 **Root Cause**: Math Tier I instruction is inconsistently internalized and delivered with fidelity to the TEKS.
Perceptions
Problem Statement 5: Campus Data reflects Math MAP student growth is at the 66th percentile for the 2026 EOY reporting period. Campus goal is to increase student achievement and growth by 10% by May 2027 **Root Cause**: Math Tier I instruction is inconsistently internalized and delivered with fidelity to the TEKS.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 15% to 10%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 24% to 12% by June 2027.
Decrease the number and percentage of African American students on our campus (gender, race, program, other) from 23% to 15% by June 2027.

High Priority

Evaluation Data Sources: Focus Excess Absence Attendance Reports
Attendance Cycle Reports

Strategy 1: Attendance clerk, FES and Attendance committee will collaborate and contact families of chronically absent students to reduce numbers in attendance recovery, high impact tutoring and content failures.

Strategy's Expected Result/Impact: Increase overall campus attendance rate and student achievement for all students.

Staff Responsible for Monitoring: Data clerk, classroom teachers , Counselor, Family Engagement Specialist and Administrators

Title I:
2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 5 - School Processes & Programs 6 - Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Data Clerk and Family Engagement Specialist will maintain an attendance tracker for chronically absent students, parent contacts, home visits and SART meetings. Attendance committee will recognize and celebrate attendance milestones each six weeks with incentives, shout outs, wildcat bucks, popcorn and Popsicle parties. **Intended Audience:** Classroom Teachers, parents and students **Provider / Presenter / Person Responsible:** Attendance Committee, Family Engagement Specialist, Classroom Teachers, Data Clerk and Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Student Services, Leading and Learning, Family Engagement **Delivery Method:** Blackboard messages, phone calls and home visits. **Funding Sources:** OT FES, Attendance Recovery, Community Event Representative - Family Engagement (211) - 211-61-6121-503-111-30-111-101000 - $1,057, Attendance Incentives for Students - Title I (211) - 211-11-6399-501-111-30-111-101000 - $800, Fringe for Family Engagement - Family Engagement (211) - 211-61-614X-503-111-30-111-101000 - $190			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Calendar quarterly family events to engage parents in campus events. This will include, Math and Science Academy, Literacy, Math, Science and Wellness curriculum events. Fine Arts programs. Carnivals, Coffee with the principal and Family Museum night for community involvement. Parent teacher conferences and Report Card pick up for goal setting and academic progress. **Intended Audience:** Families, community members, teachers and students **Provider / Presenter / Person Responsible:** Administrators, Family Engagement Specialist, Teachers, Counselor and Support Staff **Date(s) / Timeframe:** August 2026-2027 **Collaborating Departments:** Family Engagement, Counseling, Leading and Learning **Delivery Method:** Campus Blackboard, SMORE, flyers, Remind, Dojo and social media flyers, social media and face to face **Funding Sources:** Family Engagement and Campus Events - Family Engagement (211) - 211-61-6399-503-111-30-111-101000 - $810, Family Museum Night - Family Engagement (211) - 211-61-6299-503-111-30-111-101000 - $800			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: Increase in student discipline due lack of early identification of student learning disabilities, inconsistent classroom management systems, student behaviors, consequences and parent conferences reinforcing the student code of conduct. **Root Cause**: Campus Family Engagement Specialist, and Counselor had limited access to resources to meet the social and emotional needs of our increased high priority student group. Time constraints for students to be identified with learning and emotional disabilities .

School Processes & Programs

Problem Statement 6: Increase in student discipline due lack of early identification of student learning disabilities, inconsistent classroom management systems, student behaviors, consequences and parent conferences reinforcing the student code of conduct. **Root Cause**: Campus Family Engagement Specialist, and Counselor had limited access to resources to meet the social and emotional needs of our increased high priority student group. Time constraints for students to be identified with learning and emotional disabilities .

Perceptions

Problem Statement 2: Increase in student discipline due lack of early identification of student learning disabilities, inconsistent classroom management systems, student behaviors, consequences and parent conferences reinforcing the student code of conduct. **Root Cause**: Campus Family Engagement Specialist, and Counselor had limited access to resources to meet the social and emotional needs of our increased high priority student group. Time constraints for students to be identified with learning and emotional disabilities .

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

The Campus Needs Assessment will be a collaborative process with all stakeholders.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Student Incentives/Campus Celebration General Classroom Supplies	Staff Development | General Supplies and Technology (13-6399)	211-13-6399-501-111-30-111-101000	$11,123.00
1	1	1	1	Subs for Professional development/ Extended Day Tutoring	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-111-30-111-101000	$8,000.00
1	2	1	1	Sub for Team Planning and Professional Development	Instruction | Subs - Professional (11-6112)	211-11-6112-501-111-30-111-101000	$2,500.00
1	2	1	1	Fringe for Title I Intervention Reading/Math Teacher	Fringe	211-XX-614X-501-111-30-111-101000	$14,851.00
1	2	1	1	Instructional Title I Teacher	Instruction |Title I Reading/ Math Teacher (11-6119)	211-11-6119-501-111-30-111-101000	$72,004.00
2	1	1	1	Extra Help and Supplemental Materials and Manipulatives for student support	Instruction | Other Reading Materials (11-6329)	211-11-6329-501-111-30-111-101000	$5,000.00
4	1	1	1	Attendance Incentives for Students	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-111-30-111-101000	$800.00
						Sub-Total	$114,278.00
						Budgeted Fund Source Amount	$114,278.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Fringe for Family Engagement	Fringe	211-61-614X-503-111-30-111-101000	$190.00
4	1	1	1	OT FES, Attendance Recovery, Community Event Representative	Family Engagement | Extra Duty/Ot - Support (61-6121)	211-61-6121-503-111-30-111-101000	$1,057.00
4	1	1	2	Family Engagement and Campus Events	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-111-30-111-101000	$810.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	2	Family Museum Night	Family Engagement | Misc Contracted Services (61-6299)	211-61-6299-503-111-30-111-101000	$800.00
						Sub-Total	$2,857.00
						Budgeted Fund Source Amount	$2,857.00
						+/- Difference	$0.00
						Grand Total Budgeted	$117,135.00
						Grand Total Spent	$117,135.00
						+/- Difference	$0.00