Fort Worth Independent School District

115 George C. Clarke Elementary School

2026-2027 Campus Improvement Plan

Board Approval Date: November 10, 2026

Mission Statement

Our Mission is to provide high quality education in a safe, respectful, and inclusive environment that builds a foundation for life-long learning.

Vision

Our Vision is a collaborative community where all children feel loved, respected and encouraged to develop to their fullest potential.

Value Statement

High-Quality. Respect. Inclusivity.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 5
School Processes & Programs 6
Perceptions 7
Priority Problem Statements 8
Comprehensive Needs Assessment Data Documentation 9
Goals 11
Goal 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 27% to 55% by June 2027. 11
Goal 2: Increase the percentage of 3rd grade students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 20% to 35%. 19
Goal 3: Improve campus accountability and move from a D rating to a B or higher rating by raising Grade 3-5 proficiency campus-wide. 24
Goal 4: Reduce the percent of students who are chronically absent (absent more than 10% of the school year) from 27% to 8% 28
Campus Funding Summary 29

Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

The school has a 95.2% economically disadvantaged population. 12.9% of the students receive special education services, and 37.8% are English Learners. The student enrollment data by race/ethnicity is as follows: 85.3% Hispanic, 5.9% White, 5.0% African American, 1.8% Asian and 2.1% Two or More Races.

Demographics Strengths

Enrollment projections have increased as more families choose George C. Clarke. Multiple generations continue to attend, and many staff members have longstanding ties to the community. These strong, positive relationships with families span generations.

The campus offers Dual Language Oneway, ESL, gifted and talented, special education, dyslexia, and fine arts programs. At GCC, we take a “whole child” approach, providing opportunities such as soccer, football, softball, cheerleading, and a diverse After-School Program. Partnerships with organizations like Academy 4 and Leaders 5 help us instill leadership skills essential for college and future success.

GCC hosts large community events and invites local members and alumni to present at activities such as Career Day and the Fall Festival.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Chronic absenteeism occurs across all grade levels. Focus data show that 111 students recorded ten or more absences during the 2025-2026 school year.
Root Cause: The current response to student absences is limited to weekly phone calls to parents and tracking responses in Focus, without a comprehensive approach.

Student Learning

Student Learning Summary

Student achievement and growth are monitored throughout the school year using several measures. MAP Growth Reading and Math are administered to students in Kindergarten through 5th grade three times a year. MAP Fluency is given to students in Kindergarten through 3rd grade three times a year. District Benchmarks are conducted in the spring for students in grades 3-5. Teachers also track weekly progress in Reading using I-Ready and in Math using Zearn for students in Kindergarten through 5th grade. Additionally, district six-week assessments are administered in grades 3-5 in all core subjects.

Student Learning Strengths

As of the 2025-2026 middle-of-year data, students demonstrated significant increases in achievement and growth, as measured by MAP MOY and February benchmarks.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As of February 2026, 67% of students in 4th-5th grade met their projected growth goal in the District's Reading Benchmark (aligned to STAAR).
Root Cause: Revising and editing practices have not been consistently implemented across testing grade levels.

Problem Statement 2 (Prioritized): MAP MOY Reading Spanish Growth Data for 25-26 in DL classes 2nd-5th is between 45%-63%
Root Cause: TELPAS-aligned progress monitoring and goal-setting for Emergent Bilingual students is insufficient.

School Processes & Programs

School Processes & Programs Summary

Administrators and teachers use T-TESS as the evaluation method to foster a professional culture of continuous growth. Teachers receive regular classroom walkthrough feedback, enabling administrators to tailor professional learning to staff needs. Professional development opportunities support teachers in achieving their goals and align with the campus improvement plan as well as the school's mission and vision. The Demo Teacher models instructional best practices to strengthen teacher content expertise. The Data Analyst ensures effective tracking of student learning data. The Principal and Assistant Principal regularly calibrate and provide feedback to all teachers. The school also has several committees, including the Instructional Leadership Team (ILT), Site Based Decision Making Committee (SBDM), and Student Support Team (SST), all of which monitor student progress.

School Processes & Programs Strengths

Administrators provide regular updates to staff through weekly Smore newsletters, text notifications, and email. Families receive monthly communications with campus events and a calendar. Teachers maintain consistent contact with families through semester conferences, email, and phone calls.

Celebrations include six-weeks attendance awards and challenges, Cougar awards for students and staff, weekly staff shout-outs in the weekly Smore, Growth parades, visit to the Cougar Store, and staff and student of the week recognitions.

The school regularly shares updates and achievements on Facebook, Instagram, and Twitter. The master schedule for the 2026-2027 school year will continue to include daily campus intervention blocks. Campus leaders will establish and communicate clear expectations and enable all teachers to use standards-based tracking of student learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): MAP Fluency scores in grades K-2 indicate lower % mastery of phonological awareness as evidenced by 25-26 MOY data: Kinder in the 39th percentile, 1st in the 42nd percentile, and 2nd in the 31st percentile.
Root Cause: Explicit phonics instruction is not routinely implemented across grades K-2 during WIN time.

Perceptions

Perceptions Summary

The office staff is service-oriented and provides positive customer service to all parents and stakeholders. Student misbehavior is low, averaging 2 referrals per semester. The school maintains a student-centered, positive culture, supported by ongoing celebrations for academic achievement, Cougar Carnivals, and intervention mastery Rewards. The environment is both casual and hard-working. Core values include: Kindness, Equitable Student Participation, Positive Framing, Growth Mindset, High Expectations, Using Praise Collective, and Teacher Efficacy. This year, growth mindset and high quality instruction are major themes. Staff greet every student positively each morning, setting the tone for the school day.

Perceptions Strengths

Families and staff demonstrate a strong commitment to the school, resulting in high retention. Community involvement is strong, and teachers regularly volunteer for family events. Several hires are former Clarke students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students in grades 3-5 exhibit low testing morale during the spring semester (March), as evidenced by a decrease in growth data on the District's Math Benchmark (STAAR aligned).
Root Cause: The pressure and testing exhaustion from high-stakes assessments leads to significant stress and anxiety, which inhibits students from demonstrating an accurate reflection of their knowledge.

Priority Problem Statements

Problem Statement 1: Chronic absenteeism occurs across all grade levels. Focus data show that 111 students recorded ten or more absences during the 2025-2026 school year.

Root Cause 1: The current response to student absences is limited to weekly phone calls to parents and tracking responses in Focus, without a comprehensive approach.

Problem Statement 1 Areas: Demographics

Problem Statement 2: As of February 2026, 67% of students in 4th-5th grade met their projected growth goal in the District's Reading Benchmark (aligned to STAAR).

Root Cause 2: Revising and editing practices have not been consistently implemented across testing grade levels.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: MAP Fluency scores in grades K-2 indicate lower % mastery of phonological awareness as evidenced by 25-26 MOY data: Kinder in the 39th percentile, 1st in the 42nd percentile, and 2nd in the 31st percentile.

Root Cause 3: Explicit phonics instruction is not routinely implemented across grades K-2 during WIN time.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students in grades 3-5 exhibit low testing morale during the spring semester (March), as evidenced by a decrease in growth data on the District's Math Benchmark (STAAR aligned).

Root Cause 4: The pressure and testing exhaustion from high-stakes assessments leads to significant stress and anxiety, which inhibits students from demonstrating an accurate reflection of their knowledge.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: MAP MOY Reading Spanish Growth Data for 25-26 in DL classes 2nd-5th is between 45%-63%

Root Cause 5: TELPAS-aligned progress monitoring and goal-setting for Emergent Bilingual students is insufficient.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Intervention data

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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data
- Teacher recruitment/retention rates and other data

- Classroom and school walkthrough data

Parent/Community Data

- Community service agencies and support services

Support Systems and Other Data

- Study of best practices and high yield strategies
- Horizontal and vertical team alignments processes
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 27% to 55% by June 2027.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 47% to 65% 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 27% to 55% by June 2027.)

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Reading Intervention for all students

Strategy's Expected Result/Impact: Increase in MAP scores on Readiness TEKS

Staff Responsible for Monitoring: Teachers

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

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Students will receive 30 minutes of reading and math intervention each day.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Learning Facilitator will assist students in achieving mastery on daily TEKS in Math, Reading, and Science

Strategy's Expected Result/Impact: Student achievement will increase in Math, Reading, and Science as exhibited on DOLs. MAP testing, and STAAR.

Staff Responsible for Monitoring: Teachers and Administrators

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

Problem Statements: Student Learning 1 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Learning Facilitator will assist students in achieving mastery on daily TEKS in Math, Reading, and Science in the mastery lab			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: As of February 2026, 67% of students in 4th-5th grade met their projected growth goal in the District's Reading Benchmark (aligned to STAAR). **Root Cause**: Revising and editing practices have not been consistently implemented across testing grade levels.
Perceptions
Problem Statement 1: Students in grades 3-5 exhibit low testing morale during the spring semester (March), as evidenced by a decrease in growth data on the District's Math Benchmark (STAAR aligned). **Root Cause**: The pressure and testing exhaustion from high-stakes assessments leads to significant stress and anxiety, which inhibits students from demonstrating an accurate reflection of their knowledge.

Goal 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 27% to 55% by June 2027.

Performance Objective 2: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in English from 48% to 53% 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 33% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Administrators will utilize the district created universal walkthrough form to monitor core instruction in math, reading, science, and social studies.

Strategy's Expected Result/Impact: Teacher skill growth and student academic growth

Staff Responsible for Monitoring: Administrators

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

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Administrator and Teachers will review instruction effectiveness and progress bi-weekly **Funding Sources:** Learning Facilitator - Title I (211) - 211-XX-614X-501-115-30-115-101000 - $68,440			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: As of February 2026, 67% of students in 4th-5th grade met their projected growth goal in the District's Reading Benchmark (aligned to STAAR). **Root Cause**: Revising and editing practices have not been consistently implemented across testing grade levels.

Goal 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 27% to 55% by June 2027.

Performance Objective 3: 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 23% to 40%.

Evaluation Data Sources: TAPR, STAAR System Safeguards, End of year reports

Strategy 1: Allotting 8-10 minutes of rehearsal for all teachers on a specific Cowtown strategy for upcoming lesson each week

Strategy's Expected Result/Impact: Ensuring High Quality Daily Instructional delivery through vetted lessons and plans

Staff Responsible for Monitoring: Administrators

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

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers and administrators will provide colleagues feedback to be implemented in direct instruction or changing of lesson slides each week.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: DOL tracking to ensure alignment to campus STAAR goals for student achievement.

Strategy's Expected Result/Impact: Ensuring High Quality Daily Instructional delivery through vetted lessons and plans

Staff Responsible for Monitoring: Teachers, Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**

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

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Administrators will check DOL data weekly to track trends in growth and academic need			

No Progress | Accomplished | Continue/Modify | Discontinue

Strategy 3: Tailored PD sessions based on weekly observation data

Strategy's Expected Result/Impact: Ensuring High Quality Daily Instructional delivery through vetted lessons and plans

Staff Responsible for Monitoring: Administrators

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: PD Presenters **Intended Audience:** Teachers, Counselors, Paraprofessional Staff **Funding Sources:** - Title I (211) - 211-61-6299-503-115-30-115-101000 - $10,673			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: As of February 2026, 67% of students in 4th-5th grade met their projected growth goal in the District's Reading Benchmark (aligned to STAAR). **Root Cause**: Revising and editing practices have not been consistently implemented across testing grade levels.

School Processes & Programs

Problem Statement 1: MAP Fluency scores in grades K-2 indicate lower % mastery of phonological awareness as evidenced by 25-26 MOY data: Kinder in the 39th percentile, 1st in the 42nd percentile, and 2nd in the 31st percentile. **Root Cause**: Explicit phonics instruction is not routinely implemented across grades K-2 during WIN time.

Perceptions

Problem Statement 1: Students in grades 3-5 exhibit low testing morale during the spring semester (March), as evidenced by a decrease in growth data on the District's Math Benchmark (STAAR aligned). **Root Cause**: The pressure and testing exhaustion from high-stakes assessments leads to significant stress and anxiety, which inhibits students from demonstrating an accurate reflection of their knowledge.

Goal 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 27% to 55% by June 2027.

Performance Objective 4: 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 47% to 65% by June 2027.

Evaluation Data Sources: Six Week Assessments

Strategy 1: Incorporate real-world and relatable content to student learners that resonates with lived experiences

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

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Administrators will vet lessons of first introduced TEKS to ensure foundational understanding is gained and can be measured by the DOL.			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: As of February 2026, 67% of students in 4th-5th grade met their projected growth goal in the District's Reading Benchmark (aligned to STAAR). **Root Cause**: Revising and editing practices have not been consistently implemented across testing grade levels.

Goal 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 27% to 55% by June 2027.

Performance Objective 5: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 39% to 65% by June 2027.

Evaluation Data Sources: Verbal assessments; benchmark assessments

Strategy 1: Daily instruction including phonics for Pre-K and Kindergarten learners

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Review DOL or verbal assessment data weekly			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: MAP Fluency scores in grades K-2 indicate lower % mastery of phonological awareness as evidenced by 25-26 MOY data: Kinder in the 39th percentile, 1st in the 42nd percentile, and 2nd in the 31st percentile. **Root Cause**: Explicit phonics instruction is not routinely implemented across grades K-2 during WIN time.

Goal 2: Increase the percentage of 3rd grade students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 20% to 35%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 60% to 80% by June 2027.
Increase the performance of Hispanic students from 23% to 53% by June 2027. Increase the performance of Continuously Enrolled students from 27% to 59% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Math Intervention for all students

Strategy's Expected Result/Impact: Increase in MAP scores on Readiness TEKS

Staff Responsible for Monitoring: Teachers

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

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Students will receive 30 minutes of reading and math intervention each day.			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Students in grades 3-5 exhibit low testing morale during the spring semester (March), as evidenced by a decrease in growth data on the District's Math Benchmark (STAAR aligned). **Root Cause**: The pressure and testing exhaustion from high-stakes assessments leads to significant stress and anxiety, which inhibits students from demonstrating an accurate reflection of their knowledge.

Goal 2: Increase the percentage of 3rd grade students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 20% to 35%.

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 17% to 50% 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 29% to 50% 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 40% to 65% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Administrators will utilize the district created universal walkthrough form to monitor core instruction in math, reading, science, and social studies.

Strategy's Expected Result/Impact: Teacher skill growth and student academic growth

Staff Responsible for Monitoring: Administrators

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

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Administrator and Teachers will review instruction effectiveness and progress bi-weekly			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: As of February 2026, 67% of students in 4th-5th grade met their projected growth goal in the District's Reading Benchmark (aligned to STAAR). **Root Cause**: Revising and editing practices have not been consistently implemented across testing grade levels.

Goal 2: Increase the percentage of 3rd grade students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 20% to 35%.

Performance Objective 3: Increase the percentage of grade 5 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 18% to 25%.

Evaluation Data Sources: STAAR Assessments, MAP and Benchmark Assessments

Strategy 1: Daily Math Intervention

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

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Students will work on a computer based intervention and progress will be tracked every week.			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Students in grades 3-5 exhibit low testing morale during the spring semester (March), as evidenced by a decrease in growth data on the District's Math Benchmark (STAAR aligned). **Root Cause**: The pressure and testing exhaustion from high-stakes assessments leads to significant stress and anxiety, which inhibits students from demonstrating an accurate reflection of their knowledge.

Goal 3: Improve campus accountability and move from a D rating to a B or higher rating by raising Grade 3-5 proficiency campus-wide.

Performance Objective 1: Increase the percentage of 3rd-5th grade students that score meets grade level or above on ELAR benchmark assessments in English from 14% to 25% by June 2027.

Increase the percentage of 3rd-5th grade students that score meets grade level or above on ELAR benchmark assessments in Spanish from 9% to 15% 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 18% to 30% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Reading Intervention for all students

Strategy's Expected Result/Impact: Increase in MAP scores on Readiness TEKS

Staff Responsible for Monitoring: Teachers

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

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Students will receive 30 minutes of reading and math intervention each day.			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Students in grades 3-5 exhibit low testing morale during the spring semester (March), as evidenced by a decrease in growth data on the District's Math Benchmark (STAAR aligned). **Root Cause**: The pressure and testing exhaustion from high-stakes assessments leads to significant stress and anxiety, which inhibits students from demonstrating an accurate reflection of their knowledge.

Goal 3: Improve campus accountability and move from a D rating to a B or higher rating by raising Grade 3-5 proficiency campus-wide.

Performance Objective 2: Increase the percentage of 3rd-5th grade students that score meets grade level or above on MATH benchmark assessments in English from 14% to 30% by June 2027.

Increase the percentage of 3rd-5th grade students that score meets grade level or above on MATH benchmark assessments in Spanish from 5% to 15% 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 16% to 25% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Math Intervention for all students

Strategy's Expected Result/Impact: Increase in MAP scores on Readiness TEKS

Staff Responsible for Monitoring: Teachers

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

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Students will receive 30 minutes of reading and math intervention each day.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Students in grades 3-5 exhibit low testing morale during the spring semester (March), as evidenced by a decrease in growth data on the District's Math Benchmark (STAAR aligned). **Root Cause**: The pressure and testing exhaustion from high-stakes assessments leads to significant stress and anxiety, which inhibits students from demonstrating an accurate reflection of their knowledge.

Goal 4: Reduce the percent of students who are chronically absent (absent more than 10% of the school year) from 27% to 8%

Performance Objective 1: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 28% to 7%.

Strategy 1: Staff will mentor targeted students to participate in a Mentor Program. Staff will mentor students to build confidence, improve academic performance, and increase attendance.

Strategy's Expected Result/Impact: Increase in student attendance

Staff Responsible for Monitoring: Counselors and teachers

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
Action Step 1: Snacks, certificates, art supplies,	Formative		
Funding Sources: - Family Engagement (211) - 211-61-6399-503-115-30-115-101000 - $1,978	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Chronic absenteeism occurs across all grade levels. Focus data show that 111 students recorded ten or more absences during the 2025-2026 school year. **Root Cause**: The current response to student absences is limited to weekly phone calls to parents and tracking responses in Focus, without a comprehensive approach.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	1	1	Learning Facilitator	Fringe	211-XX-614X-501-115-30-115-101000	$68,440.00
1	3	3	1		Family Engagement | Misc Contracted Services (61-6299)	211-61-6299-503-115-30-115-101000	$10,673.00
						Sub-Total	$79,113.00
						Budgeted Fund Source Amount	$79,113.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1		Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-115-30-115-101000	$1,978.00
						Sub-Total	$1,978.00
						Budgeted Fund Source Amount	$1,978.00
						+/- Difference	$0.00
						Grand Total Budgeted	$81,091.00
						Grand Total Spent	$81,091.00
						+/- Difference	$0.00