Fort Worth Independent School District

143 D. McRae Elementary School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

Mission Statement

Our mission is to ignite our students' passion for tomorrow's world

through academic, cultures, and respectful relationships.

Vision

Empowering all students to succeed in a future they create.

Value Statement

D. McRae Pledge "I will act in such a way, that I will be proud of myself and others will be proud of me too! I came to school to learn, and I will learn! I will have a good day, because we promote learning at D. McRae!"

D. McRae Tigers R.O.A.R We are Responsible, Organized, Achievers, Respectful!

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Revised/Approved: November 10, 2026

Demographics

Demographics Summary

D. McRae Elementary School is a vibrant and diverse educational community, serving a student body of 699 children from pre-kindergarten through fifth grade. Our demographic composition includes 46 Black or African American students, 616 Hispanic or Latino students, 11 students identifying as Two or More races, and 26 White students. This diversity enriches our school environment and provides a unique opportunity for cultural exchange and learning among our students.

Named after Duncan McRae, who served as the Superintendent of Fort Worth School from 1894 to 1900, our school is steeped in a rich history of educational leadership. As a Title I campus, we are committed to supporting our students, 94% of whom are economically disadvantaged, and 65% of whom are emergent bilinguals. This commitment is reflected in our comprehensive educational offerings, which include regular programming, one-way dual language instruction, and specialized programs for gifted and talented students, as well as various special education services such as early childhood special education, RISE, resource, and inclusion classes.

Our mission and vision are centered around the theme "Learning Takes Us Around the World," which underscores our dedication to preparing students for a global future. Our mission is to ignite our students' passion for tomorrow's world through a focus on academics, cultural understanding, and respectful relationships. We envision empowering all students to succeed in a future they create, equipping them with the skills and knowledge necessary to navigate and contribute to an ever-changing world. Through our partnership with the City of Fort Worth, we also offer enriching extracurricular activities that further support our students' growth and development beyond the classroom.

Demographics Strengths

Our school is deeply rooted in the community, with generations of the same families choosing to attend, creating a strong sense of continuity and belonging. This enduring relationship fosters a supportive and familiar environment where students feel connected and valued, enhancing their educational experience.

We are proud of our partnership with Texas Wesleyan University, which enriches our school community in numerous ways. Through attending sporting events, our students have the opportunity to engage with higher education in a dynamic and inspiring context, broadening their horizons and aspirations. Additionally, the teacher residency program with Texas Wesleyan University allows us to benefit from the latest educational practices and innovations, ensuring our teaching staff is well-equipped to provide high-quality education. This collaboration not only enhances our academic offerings but also strengthens our ties with the broader educational community.

At D. McRae, we are proud to serve as a cornerstone for our community, characterized by a low transient rate that underscores the stability and commitment of the families we serve. This stability allows us to foster deep, lasting relationships with our students and their families, often supporting multiple generations. This continuity enriches our campus culture and strengthens our educational environment, as we are able to build on the legacy and trust established over time.

To address the diverse needs of our students, we have implemented a variety of programs and systems. Our commitment to student well-being is evident in our provision of free breakfast and lunch, ensuring that every child has access to nutritious meals that support their learning and growth. Additionally, we have a dedicated counselor and an interventionist

from Communities in Schools who work tirelessly to support the emotional and social needs of our students, providing a safe and nurturing environment for all.

Our school community is further strengthened through the Ron Clark House system, which fosters a sense of belonging and camaraderie among students. This system encourages teamwork, leadership, and a positive school culture. We also actively engage with community organizations to enhance our students' educational experiences, such as through reading programs and family assistance initiatives, which provide invaluable support and resources.

Our partnership with Texas Wesleyan University is a testament to our commitment to academic excellence. Through this collaboration, we offer science camps and pull-out reading interventions, as well as welcome student resident teachers into our classrooms. These initiatives not only enrich our curriculum but also provide our students with additional support and innovative learning opportunities.

Finally, our All Pro Dads program is a unique initiative that strengthens the bond between fathers and their children. By facilitating meaningful connections during school events and activities, we encourage parental involvement and create a supportive community that values family engagement in the educational process.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 21% of students are chronically absent (missing 10% or more of school days), limiting access to daily instruction and intervention.
Root Cause: The campus lacks a coordinated, tiered attendance support system with clear roles, consistent outreach protocols, regular data monitoring routines, and early identification to engage families of students at risk for chronic absenteeism.

Student Learning

Student Learning Summary

D. McRae Elementary demonstrated academic growth during the 2025-2026 school year, continuing its improvement trajectory after moving from a D-rated campus to a B-rated campus. Student achievement data indicate notable gains in both Reading and Mathematics across multiple grade levels, particularly among Emergent Bilingual students and students in upper elementary grades.

Reading Achievement

Reading performance improved across several grade levels. Grade 3 Reading Meets increased from 26% to 32%, while Grade 5 Reading Meets increased from 30% to 45%, representing one of the strongest gains on the campus. Hispanic students in Grade 5 Reading increased from 28% Meets to 49% Meets. Emergent Bilingual students also demonstrated significant improvement, increasing from 23% Meets to 48% Meets in Grade 5 Reading.

MAP Reading data indicate that students are growing academically, with an overall Reading Growth percentile of 53, which is above the national average. However, Reading Achievement remains at the 40th percentile, indicating that while students are making progress, many continue to perform below grade-level expectations.

Spanish Reading Achievement

Spanish Reading continues to be a campus strength. MAP Spanish Reading Growth was at the 57th percentile, with overall achievement reaching the 60th percentile. These results indicate strong literacy development among bilingual students and demonstrate the effectiveness of the Dual Language program.

Mathematics Achievement

Mathematics remains an area of strength for student growth. MAP Math Growth reached the 65th percentile, while Math Achievement reached the 57th percentile, demonstrating that students are growing at rates above national norms.

STAAR Math results showed strong improvement in Grade 3, where Meets performance increased from 23% to 30%. Grade 5 Math performance remained relatively stable, with Meets performance at 35%. However, Grade 4 Math experienced a decline from 51% Meets to 31% Meets, identifying a critical area for campus improvement during the 2026-2027 school year.

Student Growth

Student growth data indicate that instructional systems are beginning to positively impact student learning. Overall MAP Growth percentiles include:

- Math Growth: 65th percentile
- Reading Growth: 53rd percentile
- Spanish Reading Growth: 57th percentile

These results demonstrate that students are making academic progress, particularly in Mathematics, although achievement gaps remain in several grade levels and content areas.

Emergent Bilingual Students

Emergent Bilingual students continue to demonstrate strong growth and achievement gains. Reading Meets performance for EB students increased from 28% to 35% overall, while Math Meets performance remained competitive with campus averages. These results reflect the impact of language supports, dual language programming, and targeted instructional interventions.

Attendance and Student Engagement

Student attendance remains a significant concern. Approximately 21% of students were identified as chronically absent during the 2025-2026 school year, limiting access to daily instruction and intervention opportunities. Reducing chronic absenteeism will remain a major campus priority.

Student Learning Strengths

D. McRae Elementary demonstrated academic growth during the 2025–2026 school year. On STAAR, Grade 3 Math Meets increased from **23% to 30%**, Grade 3 Reading Meets increased from **26% to 32%**, and Grade 5 Reading Meets increased from **30% to 45%**. Emergent Bilingual students also showed improvement, with Grade 5 Reading Meets increasing from **23% to 48%**.

MAP data indicate that students are making strong academic growth, particularly in Mathematics, where the campus achieved a **65th percentile Growth score**. Reading Growth was at the **53rd percentile**, while Spanish Reading Growth reached the **57th percentile**, demonstrating the effectiveness of the Dual Language program. Student achievement in Spanish Reading reached the **60th percentile**, further highlighting bilingual literacy as a campus strength.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 40% of students in Grades 3-5 currently meet grade-level norms in Reading, indicating the need to strengthen literacy achievement and accelerate student learning.
Root Cause: Tier I instruction is not yet consistently implemented at high levels across all classrooms, resulting in inconsistent use of active monitoring, checks for understanding, student discourse, and data-driven instructional responses.

Problem Statement 2 (Prioritized): Although students demonstrated strong growth in Mathematics (65th percentile growth), overall achievement remains at the 57th percentile, indicating the need to accelerate proficiency and close achievement gaps among student groups.
Root Cause: Teachers need a more consistent system for internalization, data-driven instruction, student work analysis, and targeted reteach aligned to the Cowtown 12 instructional framework.

School Processes & Programs

School Processes & Programs Summary

D. McRae Elementary utilizes a comprehensive instructional framework focused on high-quality Tier I instruction, data-driven decision making, and continuous improvement. Campus leaders facilitate weekly Professional Learning Communities (PLCs) where teachers engage in lesson internalization, student work analysis, data review, and instructional planning aligned to district curriculum resources and the Cowtown 12 instructional framework.

The campus implements a multi-tiered system of support (MTSS) to identify and respond to student academic and behavioral needs through intervention, progress monitoring, and collaborative problem-solving. Leadership teams conduct frequent instructional walkthroughs and coaching cycles to provide teachers with actionable feedback focused on active monitoring, student discourse, checks for understanding, and rigorous grade-level instruction.

In addition to academic supports, D. McRae provides family engagement opportunities, student leadership experiences, attendance monitoring systems, counseling services, Communities In Schools support, and extracurricular opportunities that contribute to a positive school culture and student success.

School Processes & Programs Strengths

D. McRae has established systems that support collaboration, instructional planning, and continuous improvement. Weekly PLCs provide opportunities for teachers to analyze data, internalize lessons, and develop targeted instructional responses to student needs. Campus leadership regularly monitors instruction through walkthroughs, coaching conversations, and data meetings to ensure alignment to campus expectations.

The campus has demonstrated student growth in Mathematics and Reading, including a MAP Math Growth percentile of 65 and significant STAAR gains in Grade 3 and Grade 5 Reading. These results indicate that instructional systems are producing positive outcomes for students. The Dual Language program continues to be a strength, with students demonstrating strong achievement and growth in Spanish literacy.

Strong partnerships with families, Communities In Schools, Texas Wesleyan University, and community organizations provide additional support for student success while contributing to a positive and supportive campus culture.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Despite strong student growth trends, overall achievement data indicate that too few students are performing at Meets and Masters levels, particularly in Reading and Mathematics across targeted grade levels.
Root Cause: The campus lacks a fully implemented instructional system that ensures consistent execution of the Cowtown 12, lesson internalization, data-driven instruction, and aligned reteach practices in every classroom.

Perceptions

Perceptions Summary

At D. McRae, we prioritize creating a welcoming and positive start to each school day by greeting our students with music and ensuring that a staff member is present at every entrance to offer a warm "good morning." This practice not only sets a cheerful tone for the day but also fosters a sense of community and belonging among our students.

Our daily announcements serve as a platform to celebrate student achievements and highlight important events, and they are broadcasted in a manner that allows them to be heard even outside the school building. This approach ensures that our students feel recognized and valued, while also keeping everyone informed and engaged with the school community.

We are committed to fostering strong family-school partnerships by inviting families to participate in monthly community events. These events, such as the fall festival, literacy night, daddy-daughter dance, and family movie nights, provide opportunities for families to connect with the school and each other, enhancing the overall educational experience for our students.

Recognizing the important role that fathers play in their children's education, we have implemented the All Pro Dads program, which encourages fathers to be actively involved through monthly meetings. This initiative not only strengthens family bonds but also supports student success by promoting positive male role models.

Our Parent-Teacher Organization (PTO) remains an integral part of our school community, and we are dedicated to increasing membership and involvement. By working collaboratively with the PTO, we aim to enhance the educational environment and provide additional resources and support for our students and staff.

At D. McRae, we are committed to the academic growth of our students, with a particular focus on utilizing MAP data to inform instruction and track progress. Our goal is to ensure that all students demonstrate growth on the STAAR assessments, reflecting our dedication to high academic standards and continuous improvement.

We have maintained partnership with Texas Wesleyan University through hosting of teacher residency, service hours, and student observation hours. Along with community nights at the university such as attending sporting events and homecoming parade. The university also host a science camp in the summer to instill the love for exploration in our students.

We have also partnered with local businesses which they provide incentives for our students of the month with free kids meals. As well as they provide food for our staff and other school events such as the fall festival, field day, and teacher appreciation week.

We gather teacher input in preferences of looping with students, grade levels desired, and subject areas. We support teachers through PLC, spot light them through weekly updates, provide luncheons as well as potlucks per semester for fellowship. We host faculty meetings to keep teachers updated on district initiatives and changes as we navigate those together.

Perceptions Strengths

D. McRae prides itself on maintaining strong communication with parents, ensuring they are well-informed and engaged in their children's education. We achieve this through weekly updates via Smores, which are shared on Facebook and ClassDojo, providing a consistent and accessible platform for parents to stay connected with school happenings. Additionally, our daily social media posts serve to highlight school events and celebrate student achievements, fostering a sense of community and pride among students and parents alike.

We are deeply committed to community involvement, organizing monthly events that bring together students, families, and local residents. Our partnerships with local businesses and Texas Wesleyan University are invaluable, as they provide resources, support, and opportunities that enhance the educational experience for our students. These collaborations are a testament to the strong ties we have cultivated within our community.

The All Pro Dads initiative is another cornerstone of our school's strengths, promoting active fatherhood and positive male role models in the lives of our students. This program

encourages fathers to engage with their children and the school community, strengthening family bonds and contributing to a supportive school environment.

For our educators, we offer opportunities for fellowship and the ability to choose their teaching assignments, which fosters a collaborative and motivated teaching staff. By empowering teachers with choice and encouraging professional camaraderie, we create a dynamic and supportive atmosphere that ultimately benefits our students' learning experiences.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the middle of the year discipline report African American students make up 33% of classroom referrals, however they account for 50% of the out of school suspensions.
Root Cause: The campus lacks a system to ensure that African American students feel a sense of belonging to the campus, as well proper channels of communication with parents.

Priority Problem Statements

Problem Statement 1: 21% of students are chronically absent (missing 10% or more of school days), limiting access to daily instruction and intervention.

Root Cause 1: The campus lacks a coordinated, tiered attendance support system with clear roles, consistent outreach protocols, regular data monitoring routines, and early identification to engage families of students at risk for chronic absenteeism.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Although students demonstrated strong growth in Mathematics (65th percentile growth), overall achievement remains at the 57th percentile, indicating the need to accelerate proficiency and close achievement gaps among student groups.

Root Cause 2: Teachers need a more consistent system for internalization, data-driven instruction, student work analysis, and targeted reteach aligned to the Cowtown 12 instructional framework.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to the middle of the year discipline report African American students make up 33% of classroom referrals, however they account for 50% of the out of school suspensions.

Root Cause 3: The campus lacks a system to ensure that African American students feel a sense of belonging to the campus, as well proper channels of communication with parents.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Despite strong student growth trends, overall achievement data indicate that too few students are performing at Meets and Masters levels, particularly in Reading and Mathematics across targeted grade levels.

Root Cause 4: The campus lacks a fully implemented instructional system that ensures consistent execution of the Cowtown 12, lesson internalization, data-driven instruction, and aligned reteach practices in every classroom.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Teacher recruitment/retention rates and other data

Parent/Community Data

- Parent engagement rate
- Parent and community partnership data

Support Systems and Other Data

- Communications 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 32% to 37%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 32% to 42% by June 2027.
Increase the performance of Emergent Bilingual students from 35% to 45% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Teachers will participate in weekly PLCs focused on lesson internalization, unpacking the TEKS, analyzing the DOL, developing exemplars, identifying thinking steps, and anticipating student misconceptions. Teachers will implement high-quality Tier I instruction aligned to the Cowtown 12, with an emphasis on Explicit Model, 100% student participation, active monitoring, and immediate instructional responses. Teachers will ensure students have opportunities to engage in structured academic discourse and independently demonstrate mastery of grade-level expectations.

Strategy's Expected Result/Impact: The percentage of 3rd grade students scoring Meets Grade Level or above on ELAR six weeks assessments will increase from 32% to 42%, and the percentage of Emergent Bilingual students meeting expectations will increase from 35% to 45% by June 2027.

Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Teacher and Grade 3 Classroom 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 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Provide professional development and ongoing coaching to teachers on the implementation of the Cowtown 12 instructional framework, including learning targets, demonstration of learning (DOL), active monitoring, checks for understanding, and student discourse. **Intended Audience:** Kinder - 5th Grade **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August - PD August - May PLC Administrator coaching and walkthroughs August - May **Collaborating Departments:** All departments **Delivery Method:** Faculty Meetings PLCs Instructional Coaching	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Facilitate weekly Professional Learning Communities (PLCs) focused on lesson internalization, student work analysis, common assessment review, data-driven instruction, and targeted reteach planning to improve Tier I literacy instruction. **Intended Audience:** Grade 3 Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Title 1 Teacger **Date(s) / Timeframe:** Weekly August-May **Collaborating Departments:** Grade 3 ELAR **Delivery Method:** PLCs Data Meetings	Formative		
	Nov	Jan	Mar

Action Step 3 Details	Formative Reviews		
Action Step 3: Conduct weekly instructional walkthroughs and coaching conversations to monitor implementation of Tier I instructional practices and provide actionable feedback aligned to campus instructional expectations. **Intended Audience:** K-5 Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** Weekly August-May **Collaborating Departments:** All Departments **Delivery Method:** Walkthroughs Coaching Cycles	Formative		
	Nov	Jan	Mar

Action Step 4 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 4: Teachers will explicitly model written responses using exemplars, thinking steps, and text evidence. Students will engage in daily structured academic conversations and written responses aligned to grade-level TEKS and DOL expectations. Teachers will analyze student writing samples during PLCs to identify misconceptions and plan targeted reteach. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Assistant Principals **Date(s) / Timeframe:** AUG-MAY **Collaborating Departments:** ELAR **Delivery Method:** Tier 1	 No Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Provide supplemental tutoring, targeted interventions, instructional resources, student support materials and extended learning opportunities to accelerate student achievement in reading and mathematics.

Strategy's Expected Result/Impact: Students receiving intervention services will demonstrate accelerated reading growth and increased performance on six weeks assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Teacher, ESL Teacher, and Classroom Teachers.

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide supplemental tutoring and targeted interventions **Intended Audience:** Grade 3 Students At Risk of Not Meeting Reading Expectations **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** August-May **Collaborating Departments:** Grade 3 ELAR MTSS Team **Delivery Method:** Small Group Instruction Intervention Groups **Funding Sources:** Tutoring Services - Title I (211) - 211-11-6116-501-143-30-143-101000 - $27,936.20, Tutoring Services Fringe - Title I (211) - 211-XX-614X-501-143-30-143-101000 - $5,028.52			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Monitor student progress every six weeks through common assessments, intervention data, and progress monitoring tools to identify students requiring additional instructional support. **Intended Audience:** Grade 3 Students **Provider / Presenter / Person Responsible:** Title I Teacher, Classroom Teachers, Principal, Assistant Principal **Date(s) / Timeframe:** Every Six Weeks **Collaborating Departments:** Grade 3 ELAR **Delivery Method:** Data Meetings Progress Monitoring Conferences			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Although students demonstrated strong growth in Mathematics (65th percentile growth), overall achievement remains at the 57th percentile, indicating the need to accelerate proficiency and close achievement gaps among student groups. **Root Cause**: Teachers need a more consistent system for internalization, data-driven instruction, student work analysis, and targeted reteach aligned to the Cowtown 12 instructional framework.
School Processes & Programs
Problem Statement 1: Despite strong student growth trends, overall achievement data indicate that too few students are performing at Meets and Masters levels, particularly in Reading and Mathematics across targeted grade levels. **Root Cause**: The campus lacks a fully implemented instructional system that ensures consistent execution of the Cowtown 12, lesson internalization, data-driven instruction, and aligned reteach practices in every classroom.

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 32% to 37%.

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 36% to 46% 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 65% to 75% by June 2027.
Increase the performance of Kindergarten- Grade 3 Emergent Bilingual students from 35% to 50% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Teachers will participate in weekly PLCs focused on lesson internalization, student work analysis, MAP Growth data review, and targeted literacy planning aligned to the Cowtown 12 instructional framework to strengthen Tier I literacy instruction and increase reading achievement for Kindergarten through Grade 3 students.

Strategy's Expected Result/Impact: The percentage of Kindergarten through Grade 3 students meeting or exceeding grade-level norms on EOY MAP Growth Reading in English will increase from 36% to 46%, the percentage meeting or exceeding grade-level norms on EOY MAP Growth Reading in Spanish will increase from 65% to 75%, and the percentage of Emergent Bilingual students meeting growth expectations will increase from 35% to 50% by June 2027.

Staff Responsible for Monitoring: Leadership Team and Teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Facilitate weekly PLCs for Kindergarten through Grade 3 teachers focused on lesson internalization, MAP Growth data analysis, student work review, and targeted instructional planning to strengthen Tier I literacy instruction and accelerate reading growth in English and Spanish. **Intended Audience:** Kindergarten - Grade 3 Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** Weekly August 2026 - May 2027 **Collaborating Departments:** Kindergarten - Grade 3 ELAR/SLAR **Delivery Method:** PLCs, Data Meetings, Instructional Coaching			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: The Title I Teacher will provide targeted Tier II and Tier III literacy intervention, progress monitoring, student goal-setting conferences, and academic acceleration services for Kindergarten through Grade 3 students identified through MAP Growth and classroom assessment data.

Strategy's Expected Result/Impact: Students receiving intervention services will demonstrate accelerated reading growth, increased proficiency on MAP Growth Reading assessments, and improved performance in both English and Spanish literacy. The percentage of students meeting or exceeding grade-level norms will increase in both Reading English and Reading Spanish, with targeted gains among Emergent Bilingual students.

Staff Responsible for Monitoring: Principal, Title I Teacher, ESL Teacher, Classroom Teachers, MTSS Team

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Utilize the Title I Teacher to provide targeted Tier II and Tier III reading intervention, progress monitoring, and student goal-setting conferences for Kindergarten through Grade 3 students identified through MAP Growth and classroom assessment data. **Intended Audience:** Kindergarten - Grade 3 Students Identified for Intervention **Provider / Presenter / Person Responsible:** Title I Teacher **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** Kindergarten - Grade 3 ELAR/SLAR, MTSS Team **Delivery Method:** Small Group Instruction, Progress Monitoring, Student Conferences			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Although students demonstrated strong growth in Mathematics (65th percentile growth), overall achievement remains at the 57th percentile, indicating the need to accelerate proficiency and close achievement gaps among student groups. **Root Cause**: Teachers need a more consistent system for internalization, data-driven instruction, student work analysis, and targeted reteach aligned to the Cowtown 12 instructional framework.

School Processes & Programs
Problem Statement 1: Despite strong student growth trends, overall achievement data indicate that too few students are performing at Meets and Masters levels, particularly in Reading and Mathematics across targeted grade levels. **Root Cause**: The campus lacks a fully implemented instructional system that ensures consistent execution of the Cowtown 12, lesson internalization, data-driven instruction, and aligned reteach practices in every classroom.

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 32% to 37%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 32% to 37% by June 2027.
Increase the performance of Emergent Bilingual students from 35% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Teachers will implement a data-driven instructional cycle that includes benchmark assessment analysis, student work analysis, targeted reteach planning, and progress monitoring aligned to the Cowtown 12 instructional framework to increase Reading proficiency and improve benchmark performance for all students, particularly Emergent Bilingual students.

Strategy's Expected Result/Impact: The percentage of 3rd grade students scoring Meets Grade Level or above on ELAR benchmark assessments will increase from 32% to 37%, and the percentage of Emergent Bilingual students meeting benchmark expectations will increase from 35% to 40% by June 2027.

Staff Responsible for Monitoring: Leadership Team and Classroom 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, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Facilitate benchmark data meetings following each district assessment cycle to analyze student performance, identify standards requiring reteach, develop targeted intervention plans, and monitor progress toward ELAR benchmark goals for Grade 3 students and Emergent Bilingual students. **Intended Audience:** Kinder-3rd **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** After Each Benchmark Assessment (August 2026 - May 2027) **Collaborating Departments:** Grade 3 ELAR, ESL Department **Delivery Method:** Data Meetings, PLCs, Instructional Coaching			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Although students demonstrated strong growth in Mathematics (65th percentile growth), overall achievement remains at the 57th percentile, indicating the need to accelerate proficiency and close achievement gaps among student groups. **Root Cause**: Teachers need a more consistent system for internalization, data-driven instruction, student work analysis, and targeted reteach aligned to the Cowtown 12 instructional framework.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 30% 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 30% to 35% by June 2027.
Increase the performance of Economically Disadvantage students from 28% to 32% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Teachers will engage in weekly PLCs focused on lesson internalization, student work analysis, six weeks assessment data review, and targeted reteach planning aligned to the Cowtown 12 instructional framework to strengthen Tier I mathematics instruction.

Strategy's Expected Result/Impact: Grade 3 students will increase performance on six weeks assessments from 30% to 35%, and Economically Disadvantaged students will increase from 28% to 32%.

Staff Responsible for Monitoring: Leadership Team, Teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide professional development, PLC practice, and ongoing coaching on the implementation of high-quality mathematics instruction aligned to the Cowtown 12. Teachers will explicitly model problem-solving processes using thinking steps, exemplars, and grade-level tasks. Teachers will implement 100% participation strategies, actively monitor student responses using clipboards, identify misconceptions, and respond through immediate instructional adjustments. Campus leaders will monitor implementation through SPOT walkthroughs and provide actionable feedback. **Intended Audience:** Kinder - 5th Grade teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August - PD August - May PLC Administrator coaching and walkthroughs August - May **Collaborating Departments:** None **Delivery Method:** Faculty Meetings PLC			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Implement a targeted, data-driven intervention system in which the Intervention Specialist provides Tier II and Tier III academic support to identified students based on ongoing progress-monitoring data. **Intended Audience:** 3rd Grade Students **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** Aug 2026- May 2027 **Collaborating Departments:** MTSS and Math Department **Delivery Method:** In Person **Funding Sources:** Teacher Assistant 1 - Title I (211) - 211-11-6129-501-143-30-143-101000 - $26,894, Teacher Assistant 2 - Title I (211) - 211-11-6129-501-143-30-143-101000 - $23,842, Fringe TA 1 - Title I (211) - 211-XX-614X-501-143-30-143-101000 - $4,840.92, Fringe TA 2 - Title I (211) - 211-XX-614X-501-143-30-143-101000 - $4,291.56, Tutoring - Title I (211) - 211-11-6117-501-143-30-143-101000 - $7,512.54, Fringe Tutoring - Title I (211) - 211-XX-614X-501-143-30-143-101000 - $1,352.26			



Strategy 2: Provide supplemental tutoring services and targeted academic interventions for students identified through assessment data and progress monitoring to accelerate achievement in reading and mathematics.

Strategy's Expected Result/Impact: Students receiving intervention services will demonstrate increased mastery of grade-level TEKS and improved performance on six weeks assessments.

Staff Responsible for Monitoring: Teacher Assistants

Title I:
2.51, 2.52, 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 5: Instructional Leadership and Capacity Building
- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide small-group math intervention for students performing below grade-level expectations. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Extra Duty Staff **Date(s) / Timeframe:** Aug-May **Collaborating Departments:** MTSS, SST **Delivery Method:** Classroom **Funding Sources:** Extra Duty-Instruction - Title I (211) - 211-61-6121-503-143-30-143-101000 - $4,237.29, Extra Duty-Instruction Fringe - Title I (211) - 211-XX-614X-501-143-30-143-101000 - $762.71			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Although students demonstrated strong growth in Mathematics (65th percentile growth), overall achievement remains at the 57th percentile, indicating the need to accelerate proficiency and close achievement gaps among student groups. **Root Cause**: Teachers need a more consistent system for internalization, data-driven instruction, student work analysis, and targeted reteach aligned to the Cowtown 12 instructional framework.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 30% 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 47% to 57% 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 50% to 60% by June 2027.
Increase the performance of Economically Disadvantaged students from 45% to 50% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Teachers will implement data-driven math instruction using MAP Growth data, lesson internalization, and standards-based planning to increase student growth and achievement.

Strategy's Expected Result/Impact: The percentage of students meeting or exceeding MAP Growth norms in English and Spanish mathematics will increase by June 2027.

Staff Responsible for Monitoring: Leadership Team, Teachers

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 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Conduct MAP data meetings after each testing window to identify student strengths, gaps, and instructional priorities. **Intended Audience:** Kinder - 5th Grade teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August - PD August - May PLC Administrator coaching and walkthroughs August - May **Collaborating Departments:** SST **Delivery Method:** Faculty Meetings PLC			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Use MAP Learning Continuum reports to plan differentiated instruction and small-group supports. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership, SST **Date(s) / Timeframe:** Aug-May **Collaborating Departments:** All departments **Delivery Method:** PLC			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Provide snacks and beverages for students participating in before-school, after-school, summer, and extended-day tutoring and intervention programs to support attendance, engagement, and academic success.

Strategy's Expected Result/Impact: Students receiving acceleration services will demonstrate increased growth and achievement on MAP Mathematics assessments.

Staff Responsible for Monitoring: Teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide targeted math intervention and enrichment based on MAP Growth performance. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Aug-May **Collaborating Departments:** SST **Delivery Method:** Classroom **Funding Sources:** Student Snacks & Beverages - Title I (211) - 211-11-6499-501-143-30-143-101000 - $6,779.66, Student Snacks & Beverages Fringe - Title I (211) - 211-XX-614X-501-143-30-143-101000 - $1,220.34			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Conduct student goal-setting conferences and progress monitoring cycles following each MAP assessment window. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Aug-May **Collaborating Departments:** SST, MTSS **Delivery Method:** PLC			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Although students demonstrated strong growth in Mathematics (65th percentile growth), overall achievement remains at the 57th percentile, indicating the need to accelerate proficiency and close achievement gaps among student groups. **Root Cause**: Teachers need a more consistent system for internalization, data-driven instruction, student work analysis, and targeted reteach aligned to the Cowtown 12 instructional framework.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 30% to 35%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 30% to 35% by June 2027.
Increase the performance of Economically Disadvantaged students from 28% to 33% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Teachers will implement a benchmark-driven instructional cycle that includes student work analysis, standards mastery tracking, and targeted reteach planning to improve mathematics achievement.

Strategy's Expected Result/Impact: Grade 3 students will increase benchmark performance from 30% to 35%, and Economically Disadvantaged students will increase from 28% to 33%.

Staff Responsible for Monitoring: Leadership Team, Teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 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: Facilitate benchmark data meetings to identify TEKS requiring reteach and intervention. **Intended Audience:** 3rd grade teachers **Provider / Presenter / Person Responsible:** Leadership team **Date(s) / Timeframe:** Weekly Aug - May **Delivery Method:** PLC			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Implement targeted reteach cycles based on benchmark assessment results and student performance trends. **Intended Audience:** Teachers, Leadership Team **Provider / Presenter / Person Responsible:** ILT Team **Date(s) / Timeframe:** Aug-May **Collaborating Departments:** SST, ILT **Delivery Method:** PLC			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Purchase instructional supplies, intervention materials, student academic resources, technology-supported learning tools, and supplemental educational materials to support high-quality instruction, targeted interventions, accelerated learning, and increased student achievement.

Strategy's Expected Result/Impact: Students receiving intervention services will demonstrate improved benchmark performance and increased mastery of grade-level standards.

Staff Responsible for Monitoring: Leadership and Teacher

Title I:
2.51
- **ESF Levers:**
Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide small-group intervention focused on priority TEKS identified through benchmark data. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Title 1 teacher **Date(s) / Timeframe:** Aug-May **Collaborating Departments:** SST **Delivery Method:** Classroom **Funding Sources:** Instructional Supplies & Academic Resources - Title I (211) - 211-11-6399-501-143-30-143-101000 - $33,050.85, Instructional Supplies & Academic Resources Fringe - Title I (211) - 211-XX-614X-501-143-30-143-101000 - $5,949.15			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Monitor benchmark readiness through progress checks and adjust instructional supports accordingly. **Intended Audience:** Teachers and ILT **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Aug-May **Collaborating Departments:** ILT, MTSS **Delivery Method:** PLC			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Although students demonstrated strong growth in Mathematics (65th percentile growth), overall achievement remains at the 57th percentile, indicating the need to accelerate proficiency and close achievement gaps among student groups. **Root Cause**: Teachers need a more consistent system for internalization, data-driven instruction, student work analysis, and targeted reteach aligned to the Cowtown 12 instructional framework.
School Processes & Programs
Problem Statement 1: Despite strong student growth trends, overall achievement data indicate that too few students are performing at Meets and Masters levels, particularly in Reading and Mathematics across targeted grade levels. **Root Cause**: The campus lacks a fully implemented instructional system that ensures consistent execution of the Cowtown 12, lesson internalization, data-driven instruction, and aligned reteach practices in every classroom.

Goal 3: Increase school performance from D to C for the 2027 school year.

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 35% to 45% 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 40% to 50% by June 2027.
Increase the performance of Emergent Bilingual students from 35% to 45% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Teachers will engage in a data-driven instructional cycle that includes benchmark analysis, lesson internalization, student work analysis, and targeted reteach planning aligned to the Cowtown 12 instructional framework to improve reading achievement and benchmark performance.

Strategy's Expected Result/Impact: The percentage of students meeting grade-level expectations on ELAR benchmark assessments will increase in both English and Spanish, with targeted gains among Emergent Bilingual students.

Staff Responsible for Monitoring: Leadership Team, content 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, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Facilitate benchmark data meetings following each assessment cycle to identify priority standards, analyze student misconceptions, and develop targeted reteach plans. **Intended Audience:** 3rd grade ELAR/SLAR teachers **Provider / Presenter / Person Responsible:** Leadership team **Date(s) / Timeframe:** August - PD August - May PLC Administrator coaching and walkthroughs August - May **Collaborating Departments:** ELAR, SLAR, ESL **Delivery Method:** Faculty Meetings PLC Data meetings			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Despite strong student growth trends, overall achievement data indicate that too few students are performing at Meets and Masters levels, particularly in Reading and Mathematics across targeted grade levels. **Root Cause**: The campus lacks a fully implemented instructional system that ensures consistent execution of the Cowtown 12, lesson internalization, data-driven instruction, and aligned reteach practices in every classroom.

Goal 3: Increase school performance from D to C for the 2027 school year.

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 32% to 42% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in Spanish from 35% to 45% by June 2027.
Increase the performance of Economically Disadvantaged students from 32% to 42% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Teachers will implement a benchmark-driven mathematics instructional cycle that includes lesson internalization, student work analysis, standards mastery tracking, and targeted reteach planning aligned to the Cowtown 12 instructional framework.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of grade-level mathematics standards and improved benchmark performance in both English and Spanish.

Staff Responsible for Monitoring: Leadership Team, content teachers.

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
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 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Conduct benchmark data reviews after each assessment cycle to identify priority TEKS and develop targeted instructional responses. **Intended Audience:** 3rd - 5th grade Math teachers **Provider / Presenter / Person Responsible:** Leadership team Content teachers **Date(s) / Timeframe:** Aug. - May PLC Winter/Spring Benchmarks **Collaborating Departments:** Math Department **Delivery Method:** PLC Data Meetings Faculty Meetings			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Facilitate weekly PLCs focused on mathematical discourse, problem-solving strategies, and analysis of student work. **Intended Audience:** Grades 3-5 Math Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** Weekly Aug-May **Collaborating Departments:** Math Department **Delivery Method:** PLCs, Instructional Coaching			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Although students demonstrated strong growth in Mathematics (65th percentile growth), overall achievement remains at the 57th percentile, indicating the need to accelerate proficiency and close achievement gaps among student groups. **Root Cause**: Teachers need a more consistent system for internalization, data-driven instruction, student work analysis, and targeted reteach aligned to the Cowtown 12 instructional framework.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 21% to 15%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 21% to 15% by June 2027.
Decrease the number and percentage of African American students who are chronically absent (absent more than 10% of the school year) from 33.3% to 20% by June 2027.

Evaluation Data Sources: Focus

Strategy 1: The campus attendance team will implement a multi-tiered attendance monitoring and intervention system that includes weekly attendance reviews, attendance conferences, individualized attendance plans, and progress monitoring for students identified as chronically absent or at risk of chronic absenteeism.

Strategy's Expected Result/Impact: Chronic absenteeism will decrease from 21% to 15%, and the percentage of African American students who are chronically absent will decrease from 33.3% to 20% by June 2027.

Staff Responsible for Monitoring: Principal, Counselor, Attendance Clerk, Communities In Schools (CIS) Coordinator, Assistant Principal,FES

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

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Conduct BI-Weekly attendance reviews to identify students at risk for chronic absenteeism and implement attendance intervention plans, parent conferences, and follow-up support. **Intended Audience:** Students identified as chronically absent or at risk of chronic absenteeism **Provider / Presenter / Person Responsible:** Principal, Counselor, Attendance Clerk, CIS Coordinator, SST,FES **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** Counseling Department, CIS, Administration **Delivery Method:** SST meetings, Attendance Meetings, Parent Conferences, Individual Intervention Plans **Funding Sources:** Support Family Engagement-Family Museum Night - Family Engagement (211) - 211-61-6299-503-143-30-143-101000 - $950, Support/Supplies for family engagement nights - Family Engagement (211) - 211-61-6399-503-143-30-143-101000 - $892, Extra Duty Pay for Family Events - Family Engagement (211) - 211-61-6121-503-143-30-143-101000 - $1,694.92, Fringe Extra Duty Pay - Family Engagement (211) - 211-61-614X-503-143-30-143-101000 - $305.08			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Monitor attendance data every grading period and provide targeted interventions, including attendance contracts, home visits, and referral to campus support services as needed. **Intended Audience:** Students identified through attendance monitoring **Provider / Presenter / Person Responsible:** Counselor, CIS Coordinator, Assistant Principal **Date(s) / Timeframe:** Every Six Weeks August 2026 - May 2027 **Collaborating Departments:** Counseling Department, CIS, Administration **Delivery Method:** Data Meetings, Parent Meetings, Home Visits			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: The campus will implement a comprehensive attendance awareness and family engagement program that promotes the importance of daily attendance through student recognition, parent communication, and community partnerships.

Strategy's Expected Result/Impact: Increased student attendance rates, improved family engagement, and a reduction in chronic absenteeism among all student groups.

Staff Responsible for Monitoring: Principal, Counselor, Attendance Clerk, CIS Coordinator, Classroom Teachers, Assistant Principal

Title I:
2.51, 2.53
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide ongoing communication to families regarding attendance expectations, attendance data, and the impact of attendance on academic achievement through newsletters, phone calls, parent meetings, and campus events. **Intended Audience:** Parents and Guardians **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Counselor, Attendance Clerk, Classroom Teachers **Date(s) / Timeframe:** Monthly August 2026 - May 2027 **Collaborating Departments:** Counseling Department, Family Engagement, CIS **Delivery Method:** Parent Meetings, Newsletters, Phone Calls, ParentSquare			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Implement campus-wide attendance recognition programs and incentives to celebrate students and classrooms demonstrating improved attendance and meeting attendance goals. **Intended Audience:** All Students **Provider / Presenter / Person Responsible:** Counselor, Attendance Clerk, Classroom Teachers **Date(s) / Timeframe:** Monthly August 2026 - May 2027 **Collaborating Departments:** All Departments **Delivery Method:** Student Recognition Programs, Assemblies, Classroom Incentives			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 21% of students are chronically absent (missing 10% or more of school days), limiting access to daily instruction and intervention. **Root Cause**: The campus lacks a coordinated, tiered attendance support system with clear roles, consistent outreach protocols, regular data monitoring routines, and early identification to engage families of students at risk for chronic absenteeism.

Perceptions
Problem Statement 1: According to the middle of the year discipline report African American students make up 33% of classroom referrals, however they account for 50% of the out of school suspensions. **Root Cause**: The campus lacks a system to ensure that African American students feel a sense of belonging to the campus, as well proper channels of communication with parents.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	2	1	Tutoring Services Fringe	Fringe	211-XX-614X-501-143-30-143-101000	$5,028.52
1	1	2	1	Tutoring Services	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-143-30-143-101000	$27,936.20
2	1	1	2	Teacher Assistant 1	Instruction |Title I Teacher Assistant (11-6129)	211-11-6129-501-143-30-143-101000	$26,894.00
2	1	1	2	Teacher Assistant 2	Instruction |Title I Teacher Assistant (11-6129)	211-11-6129-501-143-30-143-101000	$23,842.00
2	1	1	2	Fringe TA 2	Fringe	211-XX-614X-501-143-30-143-101000	$4,291.56
2	1	1	2	Fringe TA 1	Fringe	211-XX-614X-501-143-30-143-101000	$4,840.92
2	1	1	2	Fringe Tutoring	Fringe	211-XX-614X-501-143-30-143-101000	$1,352.26
2	1	1	2	Tutoring	Instruction | Temp/Hourly - Professional (11-6117)	211-11-6117-501-143-30-143-101000	$7,512.54
2	1	2	1	Extra Duty-Instruction Fringe	Fringe	211-XX-614X-501-143-30-143-101000	$762.71
2	1	2	1	Extra Duty-Instruction	Family Engagement | Extra Duty/Ot - Support (61-6121)	211-61-6121-503-143-30-143-101000	$4,237.29
2	2	2	1	Student Snacks & Beverages	Instruction | Misc Operating Costs (11-6499)	211-11-6499-501-143-30-143-101000	$6,779.66
2	2	2	1	Student Snacks & Beverages Fringe	Fringe	211-XX-614X-501-143-30-143-101000	$1,220.34
2	3	2	1	Instructional Supplies & Academic Resources	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-143-30-143-101000	$33,050.85
2	3	2	1	Instructional Supplies & Academic Resources Fringe	Fringe	211-XX-614X-501-143-30-143-101000	$5,949.15
						Sub-Total	$153,698.00
						Budgeted Fund Source Amount	$153,698.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Support/Supplies for family engagement nights	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-143-30-143-101000	$892.00
4	1	1	1	Support Family Engagement-Family Museum Night	Family Engagement | Misc Contracted Services (61-6299)	211-61-6299-503-143-30-143-101000	$950.00
4	1	1	1	Extra Duty Pay for Family Events	Family Engagement | Extra Duty/Ot - Support (61-6121)	211-61-6121-503-143-30-143-101000	$1,694.92
4	1	1	1	Fringe Extra Duty Pay	Fringe	211-61-614X-503-143-30-143-101000	$305.08
						Sub-Total	$3,842.00
						Budgeted Fund Source Amount	$3,842.00
						+/- Difference	$0.00
						Grand Total Budgeted	$157,540.00
						Grand Total Spent	$157,540.00
						+/- Difference	$0.00