Fort Worth Independent School District

169 Sunrise-McMillan Elementary School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

Mission Statement

Sunrise McMillan's mission is to provide a **safe, positive environment** that **empowers** and **challenges** all student to be successful through **collaborative learning**.

Vision

Sunrise McMillan is preparing bright minds for a bright future where success is the only option.

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

We are the Sunrise McMillan Jaguars located at 3409 Stalcup Road in the Stop Six Community. Our mission is to provide a safe, positive environment that empowers and challenges ALL students to be successful through collaborative learning. Our vision is "Preparing bright minds for a bright future where Success is the Only Option!" Our motto is We're teaching every child, every day, all day…. Whatever it takes! Our Student Creed is...I am a Jaguar…I am SMART…I am a LEADER…Failure is NOT an Option! If it's to be, then it's up to me...Hear me ROAR!!! Our campus' BIG Rocks will continue to be Delivering High Quality Tier 1 Instruction, Establishing a culture of Accountability, and Creating a Sense of Belonging.

Our Pre-K through 5th grade staffing demographics consist of 23 teachers. During the 2025-2026 school year, 3 teachers qualified for the Teacher Incentive Allotment Designations (i.e. one Exemplary, one Masters, and one Recognized). 11 out of 23 (48%) of the Core and Special Education teachers have zero to 5 years of teaching experience within the public-school systems. 2 out of 23 (9%) have 6-9 years, 6 out of 23 (26%) have 10-19 years, and 4 out of 23 (17%) have 20 plus years of teaching in a public-school setting.

We currently have 388 students enrolled of which 61% Hispanic, 32% are Black, 4% White, 1% Asian, and 2% are a combination of two or more racial categories. 46% of the students are female and 54% male. 97% of the students are classified as economically disadvantage with 1% of those students coded as homeless.

Our campus programs include 18% of the students have participating in the Gifted & Talented program, 11% Special Education including Speech Only, 2% Dyslexia, and 57% of our population are Emergent Bilingual with 39% participating in the Dual Language program.

Our campus also has extracurricular activities that consist of a Mentoring Program, Etiquette Classes, Coed Basketball and Soccer Teams, Running Club, Tutoring Program, and online Homework help through our Fort Worth After School Program and extra 1st grade reading support through Read2Win.

Demographics Strengths

During the 2025-2026 school year, our enrollment is the 2nd highest amongst our five pyramid school. The campus enrollment also remained higher than the district's projection which allowed our number of teaching positions to remain the same.

During the 2025-2026 school year, our campus worked toward achieving our 3 Big Rocks which included: Delivering ***High Quality Tier One Instruction,*** Creating a ***Sense of Belonging*** by building positive relationships, and Establishing a Culture of ***Accountability.***

Throughout the 2025-2026 school year, the administrators, data analyst, demo teacher/coach, and teachers adopted the district's new instructional and data PLC protocols which supported the instructional delivery of TIER One Instruction, as well as analyzing and using data to reteach and provide in the moment feedback. Throughout the year, the teachers have made notable gains in the area of teacher and student accountability. The leadership team also continues to increase their content knowledge and expertise in the accountability area.

Throughout the 2025-2026 school year, the campus continues to meet our monthly discipline and out of school suspension goals due to the focus of Creating a Sense of Belonging. According to the YTD 2025-2026, Discipline Data, the campus number of Discipline Referrals were 14. The Out of School Suspension were 8.The campus continues to incorporate some of the components the Ron Clark and Restorative Practices model to support building positive relationships with students and staff. Each classroom also have a Calming Corner that allows the students to deescalate where they are feeling in the Red. The campus also has an area in the building where students are able to self-regulate their emotions. The campus utilizes the counselor and Community in School's social worker to support the emotional, social, behavioral, and physical needs of our students.

Currently, for the 2025-2026 YTD Attendance rate, the student attendance is at 93% which is the same as from 2024-2025.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to our FOCUS ADA report, our YTD campus daily average attendance indicates that Pre-K through 5th grade attendance rate is 93.6% which is below the campus annual goal of 95%.
Root Cause: The campus lacked consistency when creating a coherent attendance plan that includes intrinsic and extrinsic student motivation, supportive parental partnership, and home visits that support building relationships.

Student Learning

Student Learning Summary

During the 2025 - 2026 school year, the Core teachers are in their first year of implementing the new IPCs and Bluebonnet resources: for Reading and Math which was designed to expose the students to culturally rich and rigorous text and learning materials. The instructional leadership staff utilizes the district's PLC protocol to support the teachers in building their teaching capacity with the delivery of TIER One Instructional, engaging the students using MRS, effectively monitoring students to provide in the moment feedback to clear up misconception, and utilize the data to provide additional support or enrichment to the students. The utilization the Lead4Ward resources were also valuable in building teacher capacity. The teachers continue to create teacher exemplars prior to delivering the TIER 1 instruction and utilizing the Lead4Ward Instructional Strategies to increase the engagement of students.

The 2024-2025 EOY NWEA MAP Growth data indicates 59% of the students in kindergarten through 5th grade met their projected growth in Math, while 47% of those students met the projected growth in Reading (English) and 60% (Spanish). According the 2024-2025 MOY Map Growth assessment data, 59 % of the students met their growth target in Math which is a **increase** of 14% from the previous year. 47% of the English and 60% of the Spanish students met their targeted growth target in Reading which was a 14% **increase** amongst the English tester and a 7% **increase** with Spanish test takers.

The 2024-2025 MOY Reading Benchmark data indicates 41% of the 3rd grade students, 49% of the 4th grade students, and 45% of the 5th grade students were at the Approaches level or above on the District's Interim assessment. The Math Benchmark data indicates 45% of the 3rd grade students, 51% of the 4th grade students, and 58% of the 5th grade students were at the Approaches level or above on the District's Interim assessment.

The data sources indicate all students **except for the 4th graders** are currently at or above the 2023-2024 STAAR results in Reading and 43% in Math.

Student Learning Strengths

During the 2024 - 2025 school year, our campus continued to work toward achieving our 3 Big Rocks which included: Delivering ***High Quality Tier One Instruction,*** creating a ***Sense of Belonging*** by building positive relationships, and establishing a Culture of ***Accountability.*** The Campus Leadership Team met on a consistent bases to plan, collaborate and identify upcoming focus and PLCs. The teachers have engaged in various PLCs supporting Data Driven Instruction (DDI) cycles to support backwards planning using student data. The Asst. Principal and Instructional Coach were instructionally sound in Literacy where they supported Literacy teachers in the implementation of the Amplify program and Extended Constructive Response (ECR).

The principal was instructionally sound in Math where she supported Math teachers in the implementation of Eureka. The leadership team continues to support teachers in the incorporation of the Lead4Ward resources: Field Guides, Instructional Tools, Snapshot, and Frequency Charts which support the instructional delivery of high-quality Tier 1 instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the 2025-2026 Reading assessment data, (MAP Growth (-11%), Quarterly Assessments (-13%), and Benchmarks (-16%), there is a double-digit learning gap amongst the African American students (153 out of 413 PK - 5th grade students) when compared to the other student groups.
Root Cause: Throughout the 2025-2026 school year, six new teachers joined the campus, of which four are not fully certified therefore they lack the necessary experience, content knowledge, and pedagogical skills to effectively support the diverse needs of the students and community.

Problem Statement 2 (Prioritized): According to the 2025-2026 3rd - 5th Grade Math Benchmark Assessments data there was decrease of 14% in the Meets category between Dec. to Mar BM (36% to 22%), as well as an inconsistent learning gap amongst the Hispanic students (37% to 18%) and African American students (34% to 29%) when compared to all student group.
Root Cause: Throughout the 2025-2026 school year, six new teachers joined the campus, of which four are not fully certified therefore they lack the necessary experience, content knowledge, and pedagogical skills to effectively support the diverse needs of the students and community.

School Processes & Programs

School Processes & Programs Summary

This mission, vision, motto, and goals of the campus are communicated to all stakeholders on an ongoing basis. Our instructional focus areas continue to be aligned to the District's Big Rocks of: Educational Excellence, School Experience, and Effective Campus Operations.

According to the responses of the staff members, our campus has a family-oriented vibe. Visitors have entered the campus and commended the staff on their friendliness, customer services and cleanliness of the building.

This year, our campus held several family events including the Back to School Expo, Meet the Teacher Night, Open House, Lunch with Grandparents, Family Superhero Movie Night, Fall Festival and Family Resource Event, Family Ugly Sweater Paint Night, Winter Program, All Pro Dads, Sneaker Ball, Black History Program, Celebrity Readers, Fancy Nancy Mother and Daughter Tea, Career Day, Storybook Parade, Hispanic Heritage, Volunteer Appreciation, Teacher/Parent Conferences, Reading Family Night, Field Day, Brunch and Yoga Day, Award's Day Ceremonies, and Campus Showcase.

Our campus is in its 6th year of implementing the Ron Clark HOUSE system which supports our campus' Big Rock: Creating a ***Sense of Belonging*** by building positive relationships. Our campus has also had an active Student Ambassadors, Student Council, a Basketball team as well as a soccer team. This year we also added our Jaguar Student Mentoring Program where staff mentors students.

We continue to utilize our CIS social working and counselor to provide counseling sessions, nurturing group, and class lessons to support the social and emotional needs of the students.

Our FWAS program has increased the number of students who are enrolled and has had to use a waiting list to accept students when other students withdraw from the school and exit the program.

The SBDM committee was active and met the required expectations for the year. During the meeting the committee members discussed the business of the school and made recommendations to be considered. Our campus continues to partner with the following organizations: Forest Hill Church of Christ, Children on the Mend, Inc., Dunbar Alumni Association, 100 Men, St. Matthews Missionary Baptist Church, Eastside Ministries, Mathnasium, Highland Park Baptist Church, New life Christ Fellowship Christ of God In Christ, Holy Tabernacle, Trinity Resource Group, Remnant Group, Lisa Little Angels, Modest Girls Foundation, Global Life Family Heritage Division, Fatherhood Coalition, Tarrant County, Gatorade, Luby's, Ripley's Believe It or Not, Nana Kitchen, Stormie's Monday Cafe, Round 1 Boxing, Reentry First Stop Center of Tarrant County, and BNL Solutions LLC.

School Processes & Programs Strengths

After entering into the third year of implementation of Bluebonnet resources, the last year's teachers have become more familiar with the content and structure of implementing the resources. The teachers have participated in Lesson Rehearsal PLCs where they focus on the curriculum, data, and student work to direct their instructions. The teachers are also becoming more comfortable utilizing the District IPC as they prepare for upcoming lesson.

The teachers have increased the usage of technology into the teaching and learning. The students have become more efficient with signing into their devices. Students are being held accountable for their progress by scoring LEAD, Reading and Math MAP Growth tracker, as well as the Online tracker charts.

The campus has active student groups which consist of, Ambassadors, Student Council, Boys Basketball Team, Boys Soccer Team. Our campus has active committee members that supports the progress and direction of the school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): During the 2025-2026, our campus failed to maintain 100% staffing in the core grade levels. Throughout the year four classes had a sub.
Root Cause: Although Texas has seen a decrease in the number of certified teachers, our campus lacks consistent marketing opportunities to showcase the excellent works that are happening within our school in order to attract highly qualified teachers who are fully certified which impacts the growth and success of the campus.

Perceptions

Perceptions Summary

The mission, vision, motto, and goals of the campus are communicated to all stakeholders on an ongoing basis. Our instructional focus areas continue to be aligned to the District's Big Rocks of: Educational Excellence, School Experience, and Effective Campus Operations.

According to the responses of the staff members, our campus has a family-oriented vibe. Visitors have entered the campus and commended the staff on their friendliness, customer services and cleanliness of the building.

This year, our campus held several family events including the Back to School Expo, Meet the Teacher Night, Open House, Lunch with Grandparents, Family Superhero Movie Night, Fall Festival and Family Resource Event, Family Ugly Sweater Paint Night, Winter Program, All Pro Dads, Sneaker Ball, Black History Program, Celebrity Readers, Fancy Nancy Mother and Daughter Tea, Career Day, Storybook Parade, Hispanic Heritage, Volunteer Appreciation, Teacher/Parent Conferences, Reading Family Night, Field Day, Brunch and Yoga Day, Award's Day Ceremonies, and Campus Showcase.

Our campus is in its 6th year of implementing the Ron Clark HOUSE system which supports our campus' Big Rock: Creating a ***Sense of Belonging*** by building positive relationships. Our campus has also had an active Student Ambassadors, Student Council, a Basketball team as well as a soccer team. This year we also added our Jaguar Student Mentoring Program where staff mentors students.

We continue to utilize our CIS social working and counselor to provide counseling sessions, nurturing group, and class lessons to support the social and emotional needs of the students.

Our FWAS program has increased the number of students who are enrolled and has had to use a waiting list to accept students when other students withdraw from the school and exit the program.

The SBDM committee was active and met the required expectations for the year. During the meeting the committee members discussed the business of the school and made recommendations to be considered. Our campus continues to partner with the following organizations: Forest Hill Church of Christ, Children on the Mend, Inc., Dunbar Alumni Association, 100 Men, St. Matthews Missionary Baptist Church, Eastside Ministries, Mathnasium, Highland Park Baptist Church, New life Christ Fellowship Christ of God In Christ, Holy Tabernacle, Trinity Resource Group, Remnant Group, Lisa Little Angels, Modest Girls Foundation, Global Life Family Heritage Division, Fatherhood Coalition, Tarrant County, Gatorade, Luby's, Ripley's Believe It or Not, Nana Kitchen, Stormie's Monday Cafe, Round 1 Boxing, Reentry First Stop Center of Tarrant County, and BNL Solutions LLC.

Perceptions Strengths

According to the staff and community members, our campus has a family-oriented vibe. Visitors have entered the campus and commended the staff on the friendliness of the staff, good customer service and the cleanliness of the building.

During the 2025-2026 school year, there was an increase in the number of volunteers who supports the campus. Over 100 families participated in the Fall Festival Community Expo. According to the sign in sheet the number of participants in the family night events have increased. The staff continues to participate in events to help build relationships and engage the parents in school activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the Branching Minds Incident report, there is a discrepancy between the number of logged incidents for the African American students (87) which exceeds the entry for the Hispanic students (61).
Root Cause: Designated staff lack the strategies to support the SEL needs of the students and ability to establish relationships that lend to desired behavioral outcomes.

Priority Problem Statements

Problem Statement 1: According to our FOCUS ADA report, our YTD campus daily average attendance indicates that Pre-K through 5th grade attendance rate is 93.6% which is below the campus annual goal of 95%.

Root Cause 1: The campus lacked consistency when creating a coherent attendance plan that includes intrinsic and extrinsic student motivation, supportive parental partnership, and home visits that support building relationships.

Problem Statement 1 Areas: Demographics

Problem Statement 2: According to the 2025-2026 Reading assessment data, (MAP Growth (-11%), Quarterly Assessments (-13%), and Benchmarks (-16%), there is a double-digit learning gap amongst the African American students (153 out of 413 PK - 5th grade students) when compared to the other student groups.

Root Cause 2: Throughout the 2025-2026 school year, six new teachers joined the campus, of which four are not fully certified therefore they lack the necessary experience, content knowledge, and pedagogical skills to effectively support the diverse needs of the students and community.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: During the 2025-2026, our campus failed to maintain 100% staffing in the core grade levels. Throughout the year four classes had a sub.

Root Cause 3: Although Texas has seen a decrease in the number of certified teachers, our campus lacks consistent marketing opportunities to showcase the excellent works that are happening within our school in order to attract highly qualified teachers who are fully certified which impacts the growth and success of the campus.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: According to the Branching Minds Incident report, there is a discrepancy between the number of logged incidents for the African American students (87) which exceeds the entry for the Hispanic students (61).

Root Cause 4: Designated staff lack the strategies to support the SEL needs of the students and ability to establish relationships that lend to desired behavioral outcomes.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: According to the 2025-2026 3rd - 5th Grade Math Benchmark Assessments data there was decrease of 14% in the Meets category between Dec. to Mar BM (36% to 22%), as well as an inconsistent learning gap amongst the Hispanic students (37% to 18%) and African American students (34% to 29%) when compared to all student group.

Root Cause 5: Throughout the 2025-2026 school year, six new teachers joined the campus, of which four are not fully certified therefore they lack the necessary experience, content knowledge, and pedagogical skills to effectively support the diverse needs of the students and community.

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

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS
- 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
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Action research results
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: November 10, 2026

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

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 22% to 45% 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 33% to 45% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Conduct weekly professional learning sessions focused on effective reading and writing instructional strategies, student engagement, aggressive monitoring and analyzing data to enhance the skills of all teachers, with a particular focus on supporting new and uncertified teachers, utilizing the Demonstration Teacher/Coach to support the enhancement of the delivery of high-quality TIER 1 Instruction to ensure the needs of all students are being addressed. This could include workshops, peer observations, and coaching sessions.

Strategy's Expected Result/Impact: 45% of 3rd, 4th & 5th grade students will achieve at the Meets or Masters level as measured by the District's Six Week assessments.

Staff Responsible for Monitoring: Principal, Asst. Principal, and Demo Teacher

Title I:
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 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: Provide ongoing professional learning to strengthen teacher capacity, content knowledge, and instructional practices in reading and writing through lesson internalization, data analysis, differentiated instruction, and targeted feedback, supported by workshops, collaboration, peer observation, and coaching. November: Restructure and implement initial professional learning, analyze baseline data and student work, and begin coaching to strengthen lesson internalization and instructional delivery in reading and writing. January: Refine instructional practices through targeted professional learning, deeper data analysis, and coaching, with a focus on differentiation and meeting diverse student needs. March: Monitor progress and adjust instruction based on data, enhance feedback practices, and sustain effective strategies through continued coaching and collaborative reflection. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators, Demo Teacher, and Teachers **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Literacy and Bilingual Departments **Delivery Method:** In person and Online			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Deliver structured, ongoing, in the moment instructional coaching that strengthens teachers' content knowledge and literacy practices through consistent feedback, differentiated modeling, and data-driven refinement, resulting in measurable improvements in student learning. November: Establish a model classroom to serve as an exemplar of all the expected classroom components. Communicate the coaching / classroom visit protocol to build a strong instructional foundations which will consist of internalizing the lesson, coaching, in the moment feedback to build teachers' literacy practices, content knowledge, and use of differentiation. January: Determine the instructional delivery gaps and provide support to the teacher that will increase student engagement, collaboration, and the achievement outcome on the DOLs March: Monitor implementation of targeted strategies into the instructional delivery process through the conducting of ongoing classroom observations and analyzing walkthrough and student data to determine the lesson quality and improvement in student outcome. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators, Demo Teacher, and Teachers **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Literacy and Bilingual Departments **Delivery Method:** In-person and Online **Funding Sources:** Demonstration Teacher - Title I (211) - 211-11-6119-501-169-30-169-101000 - $64,780, - Title I (211) - 211-XX-614X-501-169-30-169-101000 - $14,220			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: According to the 2025-2026 Reading assessment data, (MAP Growth (-11%), Quarterly Assessments (-13%), and Benchmarks (-16%), there is a double-digit learning gap amongst the African American students (153 out of 413 PK - 5th grade students) when compared to the other student groups. **Root Cause**: Throughout the 2025-2026 school year, six new teachers joined the campus, of which four are not fully certified therefore they lack the necessary experience, content knowledge, and pedagogical skills to effectively support the diverse needs of the students and community.

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 X% to Y%.

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 61% to 70% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 44% to 60% 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 60% to 70% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Improve Tier 1 instructional delivery for all students by strengthening teacher capacity and effectiveness through the use of the backward planning model in ongoing professional learning, with a focus on data-driven implementation of the district's literacy curriculum.

Strategy's Expected Result/Impact: An average of 53 - 55% of the English and Spanish students in Kinder. through 3rd grade will meet or exceed their targeted growth goals as evident by the NWEA Map Fluency data.

Staff Responsible for Monitoring: Administrators and Demo. Teacher

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 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, 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: Implement a structured cycle of professional learning, data analysis, and lesson internalization to strengthen Tier 1 reading and writing instruction through the consistent use of backward planning model aligned to the district literacy curriculum. November: Provide professional learning on the backward planning model and support teachers in using beginning-of-year data to plan Tier 1 instruction aligned to the district literacy curriculum, while introducing the "The Cowtown 12" strategies and observations tools to establish instructional walkthrough look-fors. January: Facilitate data-driven PLCs and targeted professional learning to refine Tier 1 instruction through deeper analysis of mid-year data, differentiated strategies, and continued coaching and peer observations to strengthen instructional delivery and alignment. March: Lead ongoing data analysis to monitor student progress and support teachers in refining Tier 1 instruction through reteach planning, effective feedback practices, and sustained implementation of high-quality, data-driven instruction. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators and Demo Teacher **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Literacy and Bilingual Departments **Delivery Method:** In person and Online			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Increase the incorporation of Learning Walks (from 2 to 3 or 4) throughout the year to strengthen Tier 1 reading and writing instruction by restructuring the Learning Walk focus to align with the content and "Cowtown 12" strategies, as well as extend the time spent in each classroom. November focusing on redesigning the Learning Walk tool, training staff on aligned look-fors, and piloting longer classroom visits; January emphasizing consistent implementation through scheduled walk cycles, data collection, and feedback conversations tied to reading and writing practices; March centering on refining practices by analyzing trends, calibrating observer feedback, and providing targeted coaching to teachers based on identified needs. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators and Demo Teacher **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Literacy and Bilingual Departments **Delivery Method:** In-Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: According to the 2025-2026 Reading assessment data, (MAP Growth (-11%), Quarterly Assessments (-13%), and Benchmarks (-16%), there is a double-digit learning gap amongst the African American students (153 out of 413 PK - 5th grade students) when compared to the other student groups. **Root Cause**: Throughout the 2025-2026 school year, six new teachers joined the campus, of which four are not fully certified therefore they lack the necessary experience, content knowledge, and pedagogical skills to effectively support the diverse needs of the students and community.

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 X% to Y%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 40% 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 50% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Teachers and students in Kinder. - 5th grade will establish an accountability system to ensure all stakeholders are accountable for student progress, growth, and achievement through ongoing data analysis PLCs and self-flections that consist of campus & individual action plans.

Strategy's Expected Result/Impact: 50% of 3rd through 5th Grade African American students will Meet on the Reading Benchmark

Staff Responsible for Monitoring: Administrators, Demo Teacher, and Teachers

Title I:
2.51, 2.53

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Strengthen K-5 literacy outcomes by engaging teachers in District and Campus Planning PLCs to effectively implement the Instructional Planning Calendar through lesson internalization, preparation, and rehearsal. November: Focus on building PLC routines, unpacking units, lesson, and TEKS, as well as modeling effective internalization practices; January: Emphasize consistent collaborative planning, rehearsal of high-quality lesson delivery, and monitoring student engagement and progress in literacy; and March: Center on refining instructional practices through data analysis, targeted adjustments to lesson delivery, and strengthening PLC collaboration to address gaps and accelerate student achievement. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators, Demo Teacher, and Teachers **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Literacy and EB Department. **Delivery Method:** In-Person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Strengthen accountability for K-5 grade student progress in literacy by implementing a unified digital data tracking system and protocol that promotes ongoing analysis and self-reflection. November: focus on selecting or refining the platform, training teachers and students on data entry and reflection routines, and establishing clear expectations for use; January: emphasize consistent data updates, student goal-setting conferences, and collaborative analysis during PLCs to monitor growth March: Identify data trends to drive targeted interventions, student-led reflection on progress, and adjustments to instruction to maximize achievement outcomes. **Intended Audience:** Teachers and Students **Provider / Presenter / Person Responsible:** Administrators and Demo Teacher **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Literacy and ADQ Department **Delivery Method:** In-Person and Online			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: According to the 2025-2026 Reading assessment data, (MAP Growth (-11%), Quarterly Assessments (-13%), and Benchmarks (-16%), there is a double-digit learning gap amongst the African American students (153 out of 413 PK - 5th grade students) when compared to the other student groups. **Root Cause**: Throughout the 2025-2026 school year, six new teachers joined the campus, of which four are not fully certified therefore they lack the necessary experience, content knowledge, and pedagogical skills to effectively support the diverse needs of the students and community.
School Processes & Programs
Problem Statement 1: During the 2025-2026, our campus failed to maintain 100% staffing in the core grade levels. Throughout the year four classes had a sub. **Root Cause**: Although Texas has seen a decrease in the number of certified teachers, our campus lacks consistent marketing opportunities to showcase the excellent works that are happening within our school in order to attract highly qualified teachers who are fully certified which impacts the growth and success of the campus.

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 45%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 32% to 40% (average of 1st & 2nd six week assessments) 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 38% to 45% (average of 1st & 2nd six week assessments) by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Conduct weekly professional learning sessions focused on effective math instructional strategies, student engagement, aggressive monitoring and analyzing data to enhance the skills of all teachers, with a particular focus on supporting new and uncertified teachers, utilizing the Demonstration Teacher/ Coach to support the enhancement of the delivery of high-quality TIER 1 Instruction to ensure the needs of all students are being addressed.. This could include workshops, peer observations, and coaching sessions.

Strategy's Expected Result/Impact: 45% of 3rd, 4th & 5th grade students will achieve at the Meets or Masters level as measured by the District's Six Week assessments.

Staff Responsible for Monitoring: Principal, Asst. Principal, and Demo Teacher

Title I:
2.52, 2.53
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide ongoing professional learning to strengthen teacher capacity, content knowledge, and instructional practices in math through lesson internalization, data analysis, differentiated instruction, and targeted feedback, supported by workshops, collaboration, peer observation, and coaching. November: Restructure and implement initial professional learning, analyze baseline data and student work, and begin coaching to strengthen lesson internalization and instructional delivery in math. January: Refine instructional practices through targeted professional learning, deeper data analysis, and coaching, with a focus on differentiation and meeting diverse student needs. March: Monitor progress and adjust instruction based on data, enhance feedback practices, and sustain effective strategies through continued coaching and collaborative reflection. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators, Demo Teacher, and Teachers **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Math and EB Department **Delivery Method:** In-Person and/or Online			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Deliver structured, ongoing, in the moment instructional coaching that strengthens teachers' content knowledge and math practices through consistent feedback, differentiated modeling, and data-driven refinement, resulting in measurable improvements in student learning. November: Establish a model classroom to serve as an exemplar of all the expected classroom components and participate in a math resource PD to increase the incorporation of math manipulatives to support making connections and student engagement. January: Determine the instructional delivery gaps in math and provide support to the teacher that will increase student engagement, collaboration, and the achievement outcome on the DOLs March: Monitor implementation of targeted math strategies into the instructional delivery process through the conducting of ongoing classroom observations and analyzing walkthrough and student data to determine the lesson quality and improvement in student outcome. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators, Demo Teacher, and Teachers **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Math and EB Departments **Delivery Method:** In-Person and/or Online			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: According to the 2025-2026 3rd - 5th Grade Math Benchmark Assessments data there was decrease of 14% in the Meets category between Dec. to Mar BM (36% to 22%), as well as an inconsistent learning gap amongst the Hispanic students (37% to 18%) and African American students (34% to 29%) when compared to all student group. **Root Cause**: Throughout the 2025-2026 school year, six new teachers joined the campus, of which four are not fully certified therefore they lack the necessary experience, content knowledge, and pedagogical skills to effectively support the diverse needs of the students and community.

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 45%.

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 74% to 75% by June 2027.
Increase the percentage of Kindergarten - Grade 1 students who Meet or Exceed grade level norms on EOY MAP Growth Math in Spanish from 71% to 75% 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 81% to 85% by June 2027.

Evaluation Data Sources: NWEA MAP Growth Data

Strategy 1: Increase the proficiency in utilizing the district's "newly structured" Instructional Practice Curriculum to improve Tier 1 instructional delivery for all students by strengthening teacher capacity and effectiveness through the use of the backward planning model in ongoing professional learning.

Strategy's Expected Result/Impact: An average of 75% of the English and Spanish students in Kinder. through 3rd grade will meet or exceed their targeted growth goals as evident by the NWEA Map Math data.

Staff Responsible for Monitoring: Administrators and Demo. Teacher

Title I:
2.52, 2.53
- **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

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement a structured cycle of professional learning, data analysis, and lesson internalization to strengthen Tier 1 math instruction through the consistent use of backward planning model aligned to the district math curriculum. November: Provide professional learning on the backward planning model and support teachers in using beginning-of-year data to plan Tier 1 instruction aligned to the district math curriculum, while introducing the "The Cowtown 12" strategies and observations tools to establish instructional walkthrough look-fors. January: Facilitate data-driven PLCs and targeted professional learning to refine Tier 1 instruction through deeper analysis of mid-year data, differentiated strategies, and continued coaching and peer observations to strengthen instructional delivery and alignment. March: Lead ongoing data analysis to monitor student progress and support teachers in refining Tier 1 instruction through reteach planning, effective feedback practices, and sustained implementation of high-quality, data-driven instruction. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators and Demo Teacher **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Math and EB Department **Delivery Method:** In-Person and/or Online			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Utilize personnel, supplies, reading materials, equipment, technology, snacks, instructional resources, and professional developments to create and support the learning environment for students of all subgroups. November: 50% of the Local and Title 1 budget is used January: 75% of the Local and Title 1 budget is used March and April: 90% of the Local and Title 1 budget is used June: 100% of the Local and Title 1 budget is used **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators, Librarian, Family Engagement Specialist, Demo Teacher, and Teachers **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Financial and Budgeting Dept., Library Media Services, and Parent Partnership **Delivery Method:** In-Person and/or Online **Funding Sources:** - Title I (211) - 211-11-6329-501-169-30-169-101000 - $3,500, - Title I (211) - 211-11-6399-501-169-30-169-101000 - $6,747			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: According to the 2025-2026 3rd - 5th Grade Math Benchmark Assessments data there was decrease of 14% in the Meets category between Dec. to Mar BM (36% to 22%), as well as an inconsistent learning gap amongst the Hispanic students (37% to 18%) and African American students (34% to 29%) when compared to all student group. **Root Cause**: Throughout the 2025-2026 school year, six new teachers joined the campus, of which four are not fully certified therefore they lack the necessary experience, content knowledge, and pedagogical skills to effectively support the diverse needs of the students and community.

School Processes & Programs

Problem Statement 1: During the 2025-2026, our campus failed to maintain 100% staffing in the core grade levels. Throughout the year four classes had a sub. **Root Cause**: Although Texas has seen a decrease in the number of certified teachers, our campus lacks consistent marketing opportunities to showcase the excellent works that are happening within our school in order to attract highly qualified teachers who are fully certified which impacts the growth and success of the campus.

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 45%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 24% to 40% by June 2027.
Increase the performance of African American students (25%) or the Hispanic students (20%) from (average of Feb. & Mar. BMs) to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Teachers and students in Kinder. - 5th grade will establish an accountability system to ensure all stakeholders are accountable for student progress, growth, and achievement through ongoing data analysis PLCs and self-flections that consist of campus & individual action plans.

Strategy's Expected Result/Impact: 40% of the 3rd - 5th Grade students will Meet or Master the Math Benchmarks

Staff Responsible for Monitoring: Administrators, Demo Teacher, and Teachers

Title I:
2.52, 2.53
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Strengthen K-5 Math outcomes by engaging teachers and students in learning the campus data analysis and tracker protocol to effectively establish a unified accountability system for all stakeholders. November: Implement a unified digital data tracking system and establish clear protocols that support consistent data entry, initial progress monitoring, and shared accountability among teachers and students. January: Refine and consistently utilize the digital data tracking system to analyze student progress, identify trends, and strengthen teacher and student ownership through regular data discussions and self-reflection. March: Sustain and evaluate the effectiveness of the digital data system by monitoring growth, ensuring accountability, and using data-driven self-reflection to inform instructional decisions and measure impact on student achievement. **Intended Audience:** Administrators, Teachers, and Students **Provider / Presenter / Person Responsible:** Administrators and Demo Teacher **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Math and ADQ Department **Delivery Method:** In-Person and Online			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Strengthen Kinder - 5th Grade Math outcomes by engaging teachers in District and Campus Planning PLCs to effectively implement the Instructional Planning Calendar through lesson internalization, preparation, and rehearsal, with November: Establish structured Data Analysis PLCs that engage teachers in collaboratively reviewing baseline student data, building data literacy, and setting clear, measurable goals for student progress. January: Strengthen Data Analysis PLCs by facilitating ongoing, collaborative data discussions that identify trends, refine instructional practices, and increase teacher ownership of student outcomes. March: Sustain and evaluate the impact of Data Analysis PLCs by using collaborative reflection to assess student growth, adjust instruction, and ensure collective accountability for achievement results. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators and Demo Teacher **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Math and ADQ Department **Delivery Method:** In-Person and Online			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: According to the 2025-2026 3rd - 5th Grade Math Benchmark Assessments data there was decrease of 14% in the Meets category between Dec. to Mar BM (36% to 22%), as well as an inconsistent learning gap amongst the Hispanic students (37% to 18%) and African American students (34% to 29%) when compared to all student group. **Root Cause**: Throughout the 2025-2026 school year, six new teachers joined the campus, of which four are not fully certified therefore they lack the necessary experience, content knowledge, and pedagogical skills to effectively support the diverse needs of the students and community.

Goal 3: Reduce the number of schools that are rated F from x% to y%

Performance Objective 1: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in English from 30% to 40% 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 28% to 40% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 30% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement a cohesive literacy framework aligned with district initiatives by integrating explicit reading and writing instruction across all content areas, with a strong emphasis on the Jane Schaffer Writing Program.

Strategy's Expected Result/Impact: 40% of 3rd through 5th Grade African American students will Meet on the Reading Benchmark

Staff Responsible for Monitoring: Administrators, Demo Teacher, and Teachers

Title I:
2.52, 2.53
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Strengthen K-5 literacy outcomes by engaging teachers in District and Campus Planning PLCs to effectively implement the Instructional Planning Calendar through lesson internalization, preparation, rehearsal, and peer feedback. November: Teachers will receive ongoing professional development and coaching to ensure consistent use of structured reading and writing strategies, text-based responses, and critical thinking skills that support reading comprehension. January: Progress monitoring, data-driven instruction, and targeted interventions will be used to address student needs, ensuring all learners develop the analytical reading and writing skills necessary to achieve at higher performance levels. March: Progress monitoring, data-driven instruction, and targeted interventions will be used to address student needs, ensuring all learners develop the analytical reading and writing skills necessary to achieve at higher performance levels. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators, Demo Teacher, and Teachers **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Literacy and EB Department. **Delivery Method:** In-Person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Strengthen accountability for K-5 grade student progress in literacy by implementing a unified digital data tracking system and protocol that promotes ongoing analysis and self-reflection. November: focus on selecting or refining the platform, training teachers and students on data entry and reflection routines, and establishing clear expectations for use; January: emphasize consistent data updates, student goal-setting conferences, and collaborative analysis during PLCs to monitor growth March: Identify data trends to drive targeted interventions, student-led reflection on progress, and adjustments to instruction to maximize achievement outcomes. **Intended Audience:** Teachers and Students **Provider / Presenter / Person Responsible:** Administrators and Demo Teacher **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Literacy and ADQ Department **Delivery Method:** In-Person and Online			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: According to the 2025-2026 Reading assessment data, (MAP Growth (-11%), Quarterly Assessments (-13%), and Benchmarks (-16%), there is a double-digit learning gap amongst the African American students (153 out of 413 PK - 5th grade students) when compared to the other student groups. **Root Cause**: Throughout the 2025-2026 school year, six new teachers joined the campus, of which four are not fully certified therefore they lack the necessary experience, content knowledge, and pedagogical skills to effectively support the diverse needs of the students and community.

School Processes & Programs

Problem Statement 1: During the 2025-2026, our campus failed to maintain 100% staffing in the core grade levels. Throughout the year four classes had a sub. **Root Cause**: Although Texas has seen a decrease in the number of certified teachers, our campus lacks consistent marketing opportunities to showcase the excellent works that are happening within our school in order to attract highly qualified teachers who are fully certified which impacts the growth and success of the campus.

Goal 3: Reduce the number of schools that are rated F from x% to y%

Performance Objective 2: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 31% to 45% 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 28% to 45% 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 34% to 45% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Teachers and students in Kinder. - 5th grade will internalize lessons and establish an accountability system to ensure all stakeholders are accountable for student progress, growth, and achievement through ongoing data analysis PLCs and self-flections that consist of campus & individual action plans.

Strategy's Expected Result/Impact: 45% of the 3rd - 5th Grade students will Meet or Master the Math Benchmarks

Staff Responsible for Monitoring: Administrators, Demo Teacher, and Teachers

Title I:
2.52, 2.53
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Strengthen K-5 math outcomes by engaging teachers in District and Campus Planning PLCs to effectively implement the Instructional Planning Calendar through lesson internalization, preparation, rehearsal, and peer feedback. November: Teachers will receive ongoing professional development and coaching to ensure consistent use of structured mathematical problem-solving strategies, mathematical discourse, and reasoning practices that support conceptual understanding and application. January: Progress monitoring, data-driven instruction, and targeted interventions will be used to address student needs, ensuring all learners develop the computational fluency, problem-solving skills, and mathematical reasoning necessary to achieve at higher performance levels. March: Progress monitoring, data-driven instruction, and targeted interventions will be used to address student needs, ensuring all learners continue to strengthen their conceptual understanding, accuracy, and ability to apply mathematical thinking to complex problems to achieve at higher performance levels. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators and Demo Teacher **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Math and ADQ Department **Delivery Method:** In-Person and Online			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Strengthen K-5 Math outcomes by engaging teachers and students in learning the campus data analysis and tracker protocol to effectively establish a unified accountability system for all stakeholders. November: Implement a unified digital data tracking system and establish clear protocols that support consistent data entry, initial progress monitoring, and shared accountability among teachers and students. January: Refine and consistently utilize the digital data tracking system to analyze student progress, identify trends, and strengthen teacher and student ownership through regular data discussions and self-reflection. March: Sustain and evaluate the effectiveness of the digital data system by monitoring growth, ensuring accountability, and using data-driven self-reflection to inform instructional decisions and measure impact on student achievement. **Intended Audience:** Administrators, Teachers, and Students **Provider / Presenter / Person Responsible:** Administrators and Demo Teacher **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Math and ADQ Department **Delivery Method:** In-Person and Online			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: According to the 2025-2026 3rd - 5th Grade Math Benchmark Assessments data there was decrease of 14% in the Meets category between Dec. to Mar BM (36% to 22%), as well as an inconsistent learning gap amongst the Hispanic students (37% to 18%) and African American students (34% to 29%) when compared to all student group. **Root Cause**: Throughout the 2025-2026 school year, six new teachers joined the campus, of which four are not fully certified therefore they lack the necessary experience, content knowledge, and pedagogical skills to effectively support the diverse needs of the students and community.

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

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 21% to 11% (81/382) by June 2027.
Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 90.13% to 95% by June 2027.

Evaluation Data Sources: Focus Attendance Report and Google Docs Tracking System

Strategy 1: Establish a tiered and differentiated attendance framework that addresses varying student needs, family circumstances, and motivation levels while reinforcing positive attendance behaviors through consistent communication, recognition, and accountability.

Strategy's Expected Result/Impact: 5% or more decrease in absences of identified students with chronic or high absence from the previous year.

Staff Responsible for Monitoring: Teachers, Counselor, Assistant Principal, Data Clerk, Family Engagement Specialist, and CIS Social Worker.

Title I:
2.52
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: November: The campus will implement a structured attendance plan by launching tiered supports, initiating parent communication, and beginning both student goal-setting and recognition systems to establish consistent attendance expectations. January: The campus will strengthen attendance outcomes by reassessing student tiers, re-engaging parents, and reinforcing intrinsic and extrinsic motivation systems through mid-year goal resets and targeted interventions. March: The campus will sustain and maximize attendance gains by maintaining targeted supports, celebrating student progress, and intensifying parent communication to ensure strong attendance through the end of the school year. **Intended Audience:** Teachers and Parents **Provider / Presenter / Person Responsible:** Administrators, Counselor, Data Clerk, and Family Engagement Specialist **Date(s) / Timeframe:** November 2026, January 2027, March 2027, and June 2027 **Collaborating Departments:** Parent Partnership **Delivery Method:** Workshops/Trainings, Conferences/Meeting, School Engagement & Completion, and Parent Portal Communication **Funding Sources:** - Family Engagement (211) - 211-61-6499-503-169-30-169-101000 - $1,731, - Family Engagement (211) - 211-61-6399-503-169-30-169-101000 - $500			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: By integrating community partnerships into each component of the attendance strategy, the campus creates a system of shared accountability that motivates students through meaningful incentives, strengthens their sense of belonging, and equips parents with the knowledge and resources needed to prioritize daily attendance. November: The campus will launch a community-supported attendance initiative by implementing tiered supports, engaging families, and introducing intrinsic and extrinsic motivation systems through student goal-setting, business-sponsored incentives, and consistent data monitoring. January: The campus will strengthen attendance efforts by reassessing student needs, deepening community partnerships, and reinforcing motivation systems through targeted interventions, mentorship opportunities, and enhanced parent engagement. March: The campus will sustain and maximize attendance gains by maintaining tiered supports, leveraging community partners for recognition and resources, and reinforcing student belonging and family commitment through ongoing communication and celebration of progress. **Intended Audience:** Students and Parents/Guardians **Provider / Presenter / Person Responsible:** Administrators, Family Engagement Specialist, Attendance Clerk, Counselor, Stay in School Specialist, and Community Partners **Date(s) / Timeframe:** Monthly **Collaborating Departments:** Parent Partnership **Delivery Method:** In-Person, Online, Phone Calls, and Flyers			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: According to our FOCUS ADA report, our YTD campus daily average attendance indicates that Pre-K through 5th grade attendance rate is 93.6% which is below the campus annual goal of 95%. **Root Cause**: The campus lacked consistency when creating a coherent attendance plan that includes intrinsic and extrinsic student motivation, supportive parental partnership, and home visits that support building relationships.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	2		Fringe	211-XX-614X-501-169-30-169-101000	$14,220.00
1	1	1	2	Demonstration Teacher	Instruction |Demonstration Teacher (11-6119)	211-11-6119-501-169-30-169-101000	$64,780.00
2	2	1	2		Instruction | Other Reading Materials (11-6329)	211-11-6329-501-169-30-169-101000	$3,500.00
2	2	1	2		Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-169-30-169-101000	$6,747.00
						Sub-Total	$89,247.00
						Budgeted Fund Source Amount	$89,247.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1		Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-169-30-169-101000	$1,731.00
4	1	1	1		Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-169-30-169-101000	$500.00
						Sub-Total	$2,231.00
						Budgeted Fund Source Amount	$2,231.00
						+/- Difference	$0.00
						Grand Total Budgeted	$91,478.00
						Grand Total Spent	$91,478.00
						+/- Difference	$0.00