# Fort Worth Independent School District

# 135 Van Zandt-Guinn Elementary School

# 2026-2027 Campus Improvement Plan



**Board Approval Date:** November 10, 2026

# Mission Statement

We will increase ALL student achievement through active student engagement and intentional, quality Tier 1 data-driven instruction.

# Vision

Student success is achieved when school, family, and community work together to support the whole child.

# Value Statement

T.I.G.E.R.S. Core Values

Teamwork

Integrity

Growth-Mindset

Effort

Resilient

Socially-Conscious

VZG Motto: *"I am valued, I am loved, I choose my own attitude and I am choosing to be GREAT!"*

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# Comprehensive Needs Assessment

**Revised/Approved: November 10, 2026**

## Demographics

### Demographics Summary

Van Zandt-Guinn Elementary School is located in the heart of Historic Southside and two miles from Downtown Fort Worth. In 1979, Van Zandt-Guinn Elementary first opened its doors as one of two underground schools in FWISD. The underground building actually replaced the old East Van Zandt Elementary School that was on the southern part of the campus and housed students from the Guinn Elementary School that was closed at that time. In February 2017, the latest new structure was built where the first school building was located, with the underground building demolished after the completion of the new building. The new campus is two stories and has the capacity to accommodate 650 students. It is considerably larger than the old one, and it was designed to handle the students from I.M. Terrell Elementary School, which has been converted to a STEM and VPA Academy.

In 2017-2018, the “new” Van Zandt-Guinn Elementary opened its doors to students from the original building and from I.M. Terrell Elementary. Even with the merger of two campuses, in 2018-2019 student enrollment at Van Zandt-Guinn decreased due to the closing of the Butler Housing Community. In 2020-2021, enrollment decreased to an all time low of 250 students but increased to 329 in 2022-2023. For the 2023-2024 school year, enrollment decreased once again to 309 students, in 2024-2025 enrollment increased to 353 students and currently, enrollment is 310.

| Enrollment by Student Group | Enrollment by Race/Ethnicity |
|---|---|
| Economically Disadvantaged - 96% | Hispanic- 52% |
| Special Education 12% | African American - 43% |
| English Learners - 39% | White - 4% |
| Mobility Rate – 32% | Two or More Races - 2% |
| Homeless - 17% | |

Special programs include;

- Economically Disadvantaged: 96%
- Emergent Bilingual: 38%
- Special Education: 12%
- Gifted and Talented: 9%

Campus Ratings According to STAAR Performance and/or Academic Growth:

- 2018-2019: Improvement Required
- 2019 - 2020: "C" Rating
- 2020-2021: “Not Rated” due to the Covid-19 Pandemic
- 2021-2022: "B" Rating
- 2022 - 2023: “F” Rating
- 2023-2024: “D” Rating
- 2024-2025: “D” Rating

Currently for the 2025-2026 school year, Van Zandt-Guinn Elementary has 18 certified teachers, three paraprofessionals serving in PK, one special education paraprofessional, and three Texas

Tech Student Residents. Classes consist of; 1-PK3, 1-PK4 GP, 1-PK4 DL, 1-Kindergarten GP, 1 Kindergarten DL, 2-1st Grade GP, 1-1st Grade DL, 2-2nd Grade GP, 1-2nd DL, 1-3rd Grade GP, 1-3rd Grade DL, 2-4th Grade GP, 1-4th Grade DL, 1-5th Grade GP, and 1-5th Grade DL.

Van ZandtGuinn has an exceptionally diverse student population, with high representation of both African American and Hispanic students: Diversity supports rich cultural learning experiences. It creates opportunities for bilingual and multicultural programming and it helps students build crosscultural understanding from an early age.

## Demographics Strengths

Van Zandt-Guinn Elementary School is a neighborhood school deeply committed to meeting the academic, socialemotional, and basicneeds of the students and families it serves. As a central hub within the community, the campus provides multiple layers of support that extend well beyond the classroom.

VZG is staffed with 24 highly qualified and certified teachers, representing a strong foundation of instructional expertise. Nearly half of the teaching staff brings extensive experience to the campus:

- 22.6% of teachers have 11–20 years of experience
- 19.8% have 21–30 years of experience
- 7.5% have over 30 years of experience

In total, 49.9% of VZG teachers have 11 or more years of classroom experience. This depth of professional knowledge supports instructional consistency, mentorship for newer teachers, and strong implementation of curriculum and intervention practices. Maintaining and retaining this level of expertise is essential to sustaining highquality instruction and student achievement.

Furthermore, VZG participates as one of the district's campuses that has teamed up with Texas Tech University to support the Teacher Residency Program, providing handson training and mentorship for aspiring educators as they prepare to enter the field of education. This partnership strengthens the campus's capacity to develop future teachers while enriching the instructional environment for students.

Van Zandt-Guinn Elementary School maintains a weekly food pantry that is open to all families in the surrounding neighborhood. This resource has become an essential support for many households, helping to reduce food insecurity and strengthen the school's connection to the community. The consistent operation of the pantry reflects the campus's dedication to addressing barriers that may impact student wellbeing and readiness to learn.

Also, the campus houses a Communities In Schools (CIS) social worker who provides direct services to students with socialemotional, behavioral, and familyrelated needs. Through individualized support, crisis intervention, and ongoing case management, the CIS program plays a critical role in ensuring students have access to the tools and resources necessary for emotional stability and academic success. In addition, the social worker collaborates with families by offering trainings, connecting them to community resources, and helping them navigate challenges that may affect student outcomes.

In addition, the Parent Partnership Department has expanded its outreach this year by implementing a monthly Boys Mentorship Program for uppergrade male students. This initiative focuses on building positive character traits, strengthening peer relationships, and fostering leadership skills. Students have responded enthusiastically to the program, demonstrating increased engagement, confidence, and a sense of belonging. The mentorship sessions have become a valued component of the campus culture and an important avenue for supporting the social development of young men on campus.

In conclusion, VZG has strong, supportive community partnerships that enhance student success, support teachers and families, and create a well-rounded educational experience. Our community partnerships work with students in the area of reading, they serve as mentors for students, teach students about the importance of etiquette and manners, and several partnerships support not only the staff but families, and their well-being. Community partnerships include; White's Chapel Methodist Church, St. Andrew's Methodist Church, Broadway Baptist Church, The Reading Connection (Bookworms Program), Fort Worth Elks Lodge, Strong Castle Outreach, Create + Collaborate, and Cooks Children. Lastly, VZG also supports the community with a food pantry, which provides essential support by ensuring that community members have access to nutritious food when they need it the most.

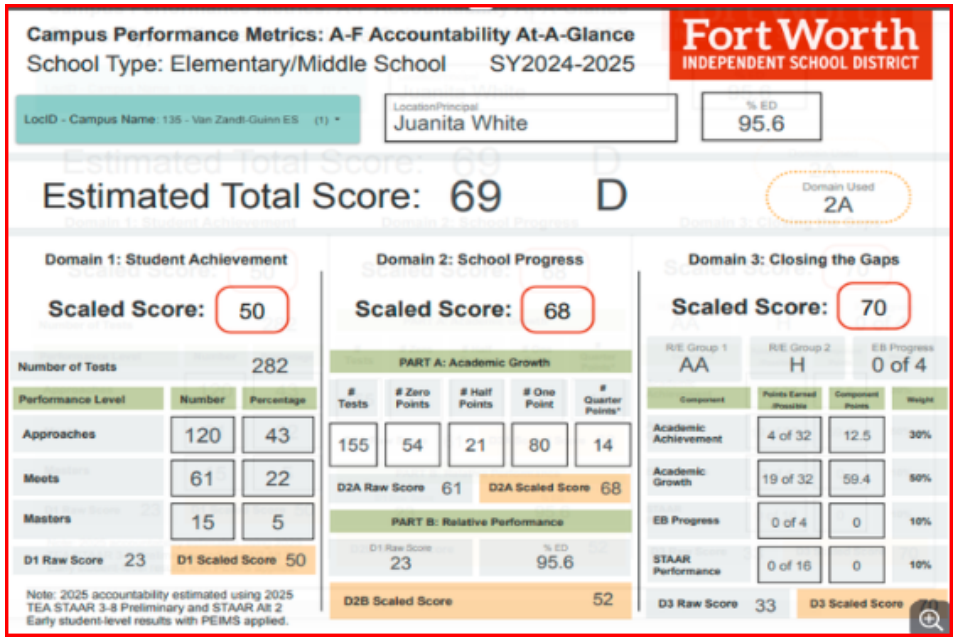
**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Persistent external factors--including students' social-emotional needs, challenges with emotional regulation, limited self-awareness skills, and ongoing behavioral concerns--have contributed to multiple years of low academic performance. Homelessness: 17% Mobility Rate: 32% Economically Disadvantaged: 96%
**Root Cause:** Limited access to early, targeted SEL instruction, inconsistent emotional-regulation skill development, and the need for additional trained personnel have collectively reduced the campus's capacity to address these needs proactively.

**Problem Statement 2:** Van Zandt-Guinn has a mobility rate of 32%, which significantly disrupts instructional continuity and negatively impacts students' academic growth and overall achievement.
**Root Cause:** A high percentage of student homelessness (17%) contributes to frequent school moves and unstable living conditions. These circumstances lead to inconsistent exposure to curriculum standards, interruptions in learning, and difficulty establishing stable relationships with staff.

# Student Learning

## Student Learning Summary




**VZG received an overall rating of D on the Spring 2025 STAAR state assessment**. Campus performance data indicated the following domain outcomes:

- Domain I: Student Achievement – Scaled score of 50
- Domain II: School Progress – Scaled score of 68
- Domain III: Closing the Gaps – Scaled score of 70

These results produced a total scaled score of 69, which corresponds to a D rating for the 2025 accountability cycle.

**For the 2025-2026 school year, 3rd-5th STAAR comparison data indicate the following increase/decreases (in parenthesis) for content areas and performance categories:**

**Reading All Students:**

- 52% Approached Grade Level (-7%)
- 28% Meets GL (+3%)
- 7% Mastered GL (=)

**Math All Students:**

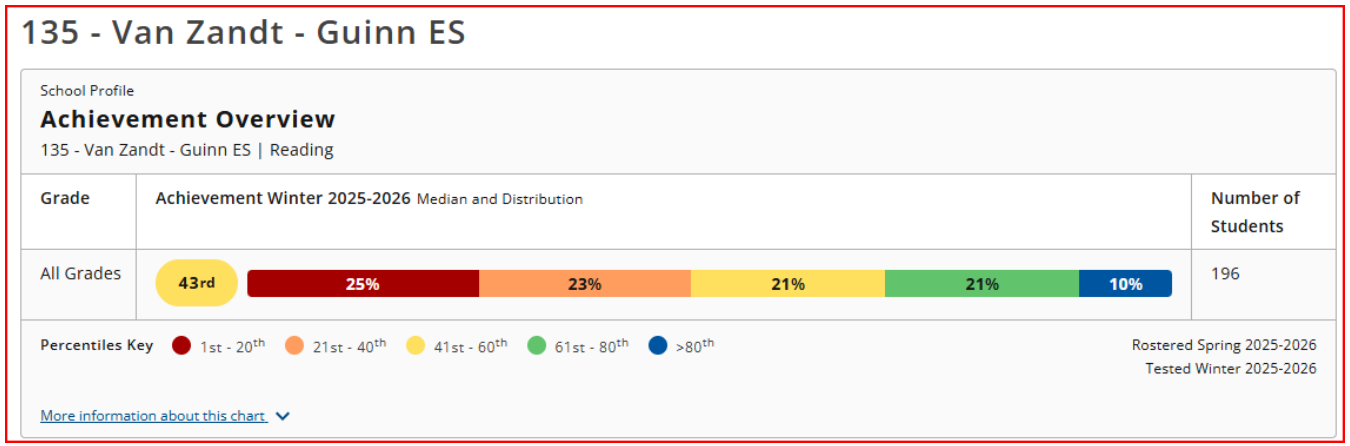
- 41% Approached Grade Level (-3%)
- 20% Meets GL (-2%)
- 5% Mastered GL (+2%)

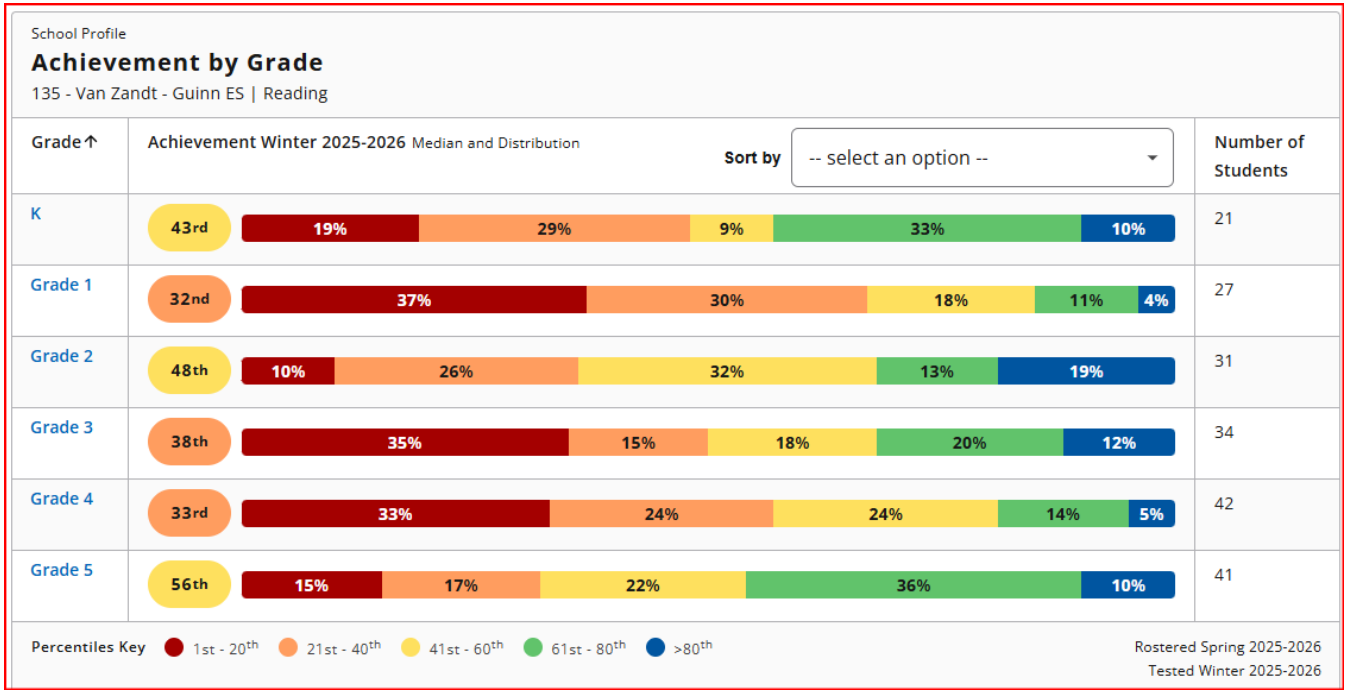
**5th Grade Science:**

- 18% Approached GL (-20%)
- 8% Meets GL (=)
- 0% Mastered GL (=)

**READING MOY MAP Achievement by Grade Data for the 2025-2026 school year indicates the following**:

Overall as a campus, 196 students in grades K-5th were assessed in the area of Reading for the MOY assessment. Overall, VZG performs in the **43rd percentile for student achievement**, and a review of Achievement Winter 2025-2026 by gradelevel data shows the following trends:






- Kinder: 43rd
- 1st: 32th
- 2nd:48th
- 3rd: 38th
- 4th: 33rd
- 5th: 56th

**MATH MOY MAP Growth Achievement Data for the 2025-2026 school year indicates the following**:

Overall as a campus, 196 students in grades K-5th were assessed in the area of Math for the MOY assessment. Overall, VZG performs in the **44th percentile for student achievement**, and a review of Achievement Winter 2025-2026 by gradelevel data shows the following trends:

## 135 - Van Zandt - Guinn ES

School Profile

### Achievement Overview

135 - Van Zandt - Guinn ES | Math K-12

| Grade | Achievement Winter 2025-2026 Median and Distribution | Number of Students |
|---|---|---|
| All Grades | 44th — 22% \| 22% \| 22% \| 24% \| 10% | 243 |

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Spring 2025-2026
Tested Winter 2025-2026

More information about this chart

School Profile

### Achievement by Grade

135 - Van Zandt - Guinn ES | Math K-12

Grade ↑ | Achievement Winter 2025-2026 Median and Distribution | Sort by -- select an option -- | Number of Students

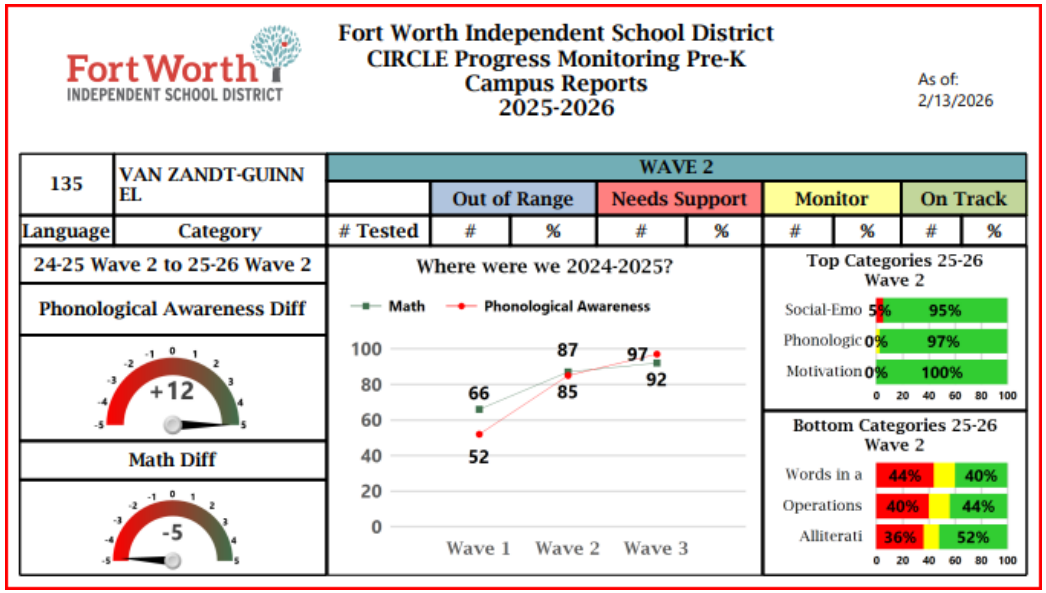
| Grade | | Number of Students |
|---|---|---|
| K | 57th — 13% \| 27% \| 11% \| 27% \| 22% | 37 |
| Grade 1 | 46th — 23% \| 18% \| 26% \| 28% \| 5% | 39 |
| Grade 2 | 42nd — 20% \| 27% \| 29% \| 22% \| 2 | 45 |
| Grade 3 | 56th — 31% \| 6% \| 26% \| 31% \| 6% | 35 |
| Grade 4 | 31st — 33% \| 31% \| 20% \| 11% \| 5% | 45 |
| Grade 5 | 58th — 12% \| 21% \| 19% \| 29% \| 19% | 42 |

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Spring 2025-2026
Tested Winter 2025-2026

- Kinder: 57th
- 1st: 46th
- 2nd:42nd
- 3rd: 56th
- 4th: 31st
- 5th: 58th

## Student Learning Strengths




### PreK Student Learning Strengths

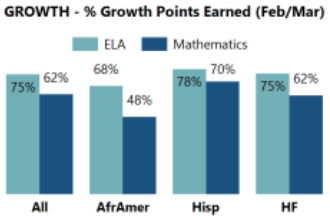
- PreK students are demonstrating strong growth in early literacy skills, particularly in the area of phonological awareness.
- According to **Wave 2 (MOY) CIRCLE assessment data**, the percentage of students performing **"OnTrack"** increased significantly from one year to the next:
    - **2025 Wave 2:** 87% "OnTrack"
    - **2026 Wave 2:** 97% "OnTrack"
- This 10percentagepoint increase reflects effective earlyliteracy instruction, strong foundational skill development, and consistent implementation of PreK instructional routines.

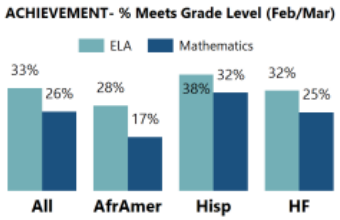
Fort Worth INDEPENDENT SCHOOL DISTRICT

## 25-26 Feb/March Benchmarks - Achievement & Growth

135 - Van Zandt-Guinn ES

### STUDENT GROUP




**Bolded** groups are accountability groups for 25-26

| | Student Group | December Benchmark # Tests | % App GL | % Meets GL | % Mast GL | Avg % Score | % Earn 1 Growth Pt | 2A Growth Pts | Feb/March Benchmark # Tests | % App GL | % Meets GL | % Mast GL | Avg % Score | % Earn 1 Growth Pt | 2A Growth Pts |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| RLA | **All Students** | **118** | **54%** | **28%** | **10%** | **41%** | **48%** | **56%** | **117** | **68%** | **33%** | **15%** | **46%** | **65%** | **75%** |
| | **Hispanic** | **69** | **62%** | **32%** | **12%** | **44%** | **55%** | **62%** | **69** | **71%** | **38%** | **17%** | **49%** | **67%** | **78%** |
| | **Afr American** | **48** | **44%** | **23%** | **8%** | **37%** | **39%** | **48%** | **47** | **62%** | **28%** | **13%** | **42%** | **60%** | **68%** |
| | **High Focus** | **115** | **54%** | **27%** | **10%** | **41%** | **48%** | **56%** | **114** | **68%** | **32%** | **15%** | **46%** | **65%** | **75%** |
| | Spec Ed | 21 | 19% | 5% | 5% | 27% | 33% | 42% | 20 | 30% | 5% | 5% | 30% | 43% | 52% |
| | Emergent Bil | 44 | 73% | 36% | 9% | 46% | 57% | 66% | 44 | 77% | 36% | 14% | 49% | 63% | 79% |
| Math | **All Students** | **118** | **51%** | **29%** | **10%** | **47%** | **53%** | **62%** | **113** | **59%** | **26%** | **7%** | **45%** | **52%** | **62%** |
| | **Hispanic** | **69** | **58%** | **35%** | **13%** | **50%** | **58%** | **67%** | **66** | **70%** | **32%** | **8%** | **48%** | **60%** | **70%** |
| | **Afr American** | **48** | **40%** | **21%** | **6%** | **43%** | **42%** | **54%** | **46** | **43%** | **17%** | **7%** | **39%** | **38%** | **48%** |
| | **High Focus** | **115** | **50%** | **29%** | **10%** | **47%** | **51%** | **61%** | **110** | **59%** | **25%** | **7%** | **44%** | **52%** | **62%** |
| | Spec Ed | 21 | 10% | 5% | 0% | 31% | 20% | 28% | 19 | 26% | 5% | 5% | 32% | 43% | 52% |
| | Emergent Bil | 44 | 64% | 32% | 14% | 51% | 47% | 55% | 44 | 73% | 32% | 9% | 49% | 57% | 66% |

**Campuswide Instructional Strength**

- The campus continues to implement a daily, campuswide intervention block known as W.I.N. (What I Need) Time for students in Kindergarten through 5th grade.
- This dedicated intervention period focuses on targeted TEKS that students have not yet mastered, ensuring instruction is responsive to individual learning needs.
- W.I.N. Time has been in place since the beginning of the school year, with adjustments made as needed to accommodate programs and teacher schedules.
- In addition, daily smallgroup instruction has been implemented in both Math and Reading, allowing teachers to provide differentiated support, reinforce essential skills, and address learning gaps more effectively.
- This structured, consistent intervention model supports academic growth and contributes to the positive gains reflected in benchmark data.

**2025-2026 Benchmark Data: RLA Growth**

Student groups are demonstrating measurable growth in both RLA and Math based on data from the December Benchmark compared to the February/March Benchmarks. Growth in RLA is reflected in the

following increases:

- **All Students:** 56% → 75% earned Growth Points in Domain II: School Progress
- **Hispanic Students:** 62% → 78%
- **African American Students:** 48% → 68%
- **HighFocus Students:** 56% → 75%

These results highlight improving academic progress across multiple student populations and demonstrate the positive impact of targeted instructional supports.

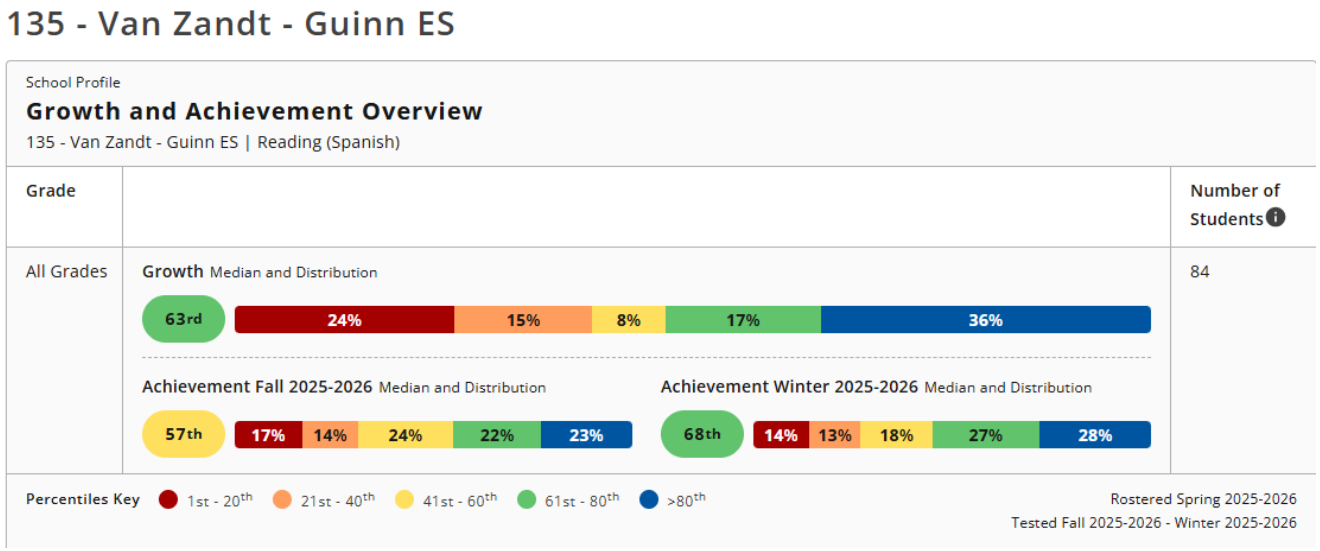
**2025-2026 Benchmark Data: Math Growth**

Math data reflects areas of stability and continued progress, with one subgroup showing a decline:

- **All Students:** 62% → 62% earned Growth Points (maintained performance)
- **Hispanic Students:** 67% → 70%
- **African American Students:** 54% → 48% (decrease in growth)
- **HighFocus Students:** 61% → 62%

These results highlight meaningful academic progress across several student populations and demonstrate the positive impact of targeted instructional supports, while also identifying areas where additional focus may be needed.

**MAP Growth Comparison Data**



**Summary of Strengths: Spanish Reading MOY MAP Growth and Achievement Overview**

Our campus demonstrated notable growth in Achievement in Spanish Reading from BOY to MOY, reflecting strong instructional practices and effective literacy support across grade levels. Overall, Spanish Reading performance for grades K–5 increased from the 57th percentile at BOY to the 68th percentile at MOY, marking a significant upward trend.

Gradelevel data further highlights several areas of strength:

- **Kindergarten:** Increased from the 56th to the 82nd percentile, showing exceptional growth and early literacy acceleration.
- **3rd Grade:** Grew from the 50th to the 71st percentile, indicating strong midelementary reading development.
- **4th Grade:** Improved from the 53rd to the 57th percentile, demonstrating steady progress.
- **5th Grade:** Increased from the 53rd to the 59th percentile, reflecting continued gains in uppergrade literacy.

While 1st and 2nd grade experienced slight decreases, the overall campus trend shows meaningful improvement, with multiple grade levels making substantial gains. This upward trajectory underscores the effectiveness of targeted instruction, smallgroup support, and the commitment of teachers to strengthening Spanish literacy outcomes.

In addition to achievement gains, growth data further highlights the impact of instruction:

- **Kindergarten:** 87th percentile for growth
- **3rd Grade:** 71st percentile for growth
- **5th Grade:** 78th percentile for growth

These results demonstrate that students in key grade levels are not only performing at higher levels but are also making accelerated progress compared to national peers. The combination of strong achievement gains and high growth percentiles underscores the effectiveness of early literacy instruction, smallgroup interventions, and the commitment of teachers to strengthening Spanish reading outcomes across the campus.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Only 28% of 3rd-5th students performed at Met Grade Level on the 2025 Reading STAAR assessment.
**Root Cause:** Students are not consistently demonstrating proficiency in foundational reading and writing skills during the early grades (Kindergarten-2nd). Gaps in early phonological awareness, decoding, fluency, and basic writing conventions limit students' ability to access and master grade-level literacy expectations in upper elementary.

**Problem Statement 2 (Prioritized):** Only 20% of 3rd-5th students performed at Met Grade Level on the 2025 Math STAAR assessment.
**Root Cause:** Students do not have a strong foundation in early numeracy. Students in Kindergarten-2nd grade are not demonstrating mastery of essential number sense and computational skills--such as counting fluency, place value understanding, fact automaticity, and basic problem-solving strategies.

**Problem Statement 3:** Only 8% of 5th grade students performed at Met Grade Level on the 2025 Science STAAR assessment.
**Root Cause:** Students have limited and inconsistent use of hands-on, inquiry-based learning experiences throughout grades Kindergarten-5th and have not been regularly engaged in opportunities to explore scientific concepts through experimentation, observation, and investigation, which are essential for building deep conceptual understanding,.

# School Processes & Programs

**School Processes & Programs Summary**

## School Processes & Programs Summary

Van ZandtGuinn maintains strong organizational structures and a comprehensive set of programs that support highquality instruction, family engagement, and wholechild development. The 2025–2026 Instructional Leadership Team (ILT) consists of the campus principal, assistant principal, and the Data Assessment Analyst/Interventionist. Each grade level is represented by a designated teacher leader, ensuring consistent communication and shared decisionmaking across the campus.

The campus also benefits from a 17member SiteBased Decision Making (SBDM) Committee, which includes school staff, district personnel, parents, and community members. This committee collaborates regularly to review student achievement and growth data, identify factors influencing performance, and develop plans to strengthen academic outcomes and the overall school community.

To maintain strong connections with families, Van ZandtGuinn uses multiple communication tools that promote transparency and engagement:

- Class Dojo: Provides realtime communication between teachers, administrators, and families, including updates on student progress and classroom activities.
- ParentSquare: The principal distributes a weekly newsletter highlighting important events, academic programs, and campus updates.
- ParentTeacher Conferences: Scheduled meetings allow teachers and families to discuss student progress, academic needs, and strategies for support.
- Social Media (Facebook): Used to celebrate achievements, share reminders, and engage families through timely updates.

These communication systems ensure that families remain informed, connected, and actively involved in their child's educational experience.

Van ZandtGuinn also offers a variety of academic programs designed to meet the diverse needs of students:

- Gifted and Talented Program: Provides advanced learning opportunities, enrichment activities, and criticalthinking challenges for highachieving students.
- Special Education Services: Offers individualized support, specialized instruction, and accommodations to ensure students with disabilities receive the services they need to succeed.
- Fort Worth AfterSchool (FWAS) Program: Provides academic support, tutoring, enrichment activities, and supervised recreation beyond the school day.
- Communities In Schools (CIS): Connects students and families with community resources, offering mentorship, counseling, and wraparound support to address academic and nonacademic barriers.

In addition to academic programs, Van ZandtGuinn provides extracurricular opportunities that enrich students' school experience:

- Choir: Builds musical skills, confidence, and teamwork through performances at school and district events.
- Cheerleading: Promotes school spirit, leadership, coordination, and collaboration through performances at campus and community events.

Van ZandtGuinn also prioritizes meeting the basic needs of its students and families. The campus operates a weekly food pantry that provides essential groceries and household items to support families experiencing food insecurity. This resource plays a critical role in ensuring students are ready to learn and families feel supported by their school community.

Together, these processes and programs create a supportive, inclusive, and engaging environment. Van ZandtGuinn's strong leadership structures, effective communication systems, diverse academic offerings, and comprehensive community supports ensure that students receive the guidance, enrichment, and resources necessary for success.

**School Processes & Programs Strengths**

## Summary of Strengths: Processes and Programs

Van ZandtGuinn demonstrates strong organizational capacity and a robust network of programs and partnerships that support both student learning and wholechild development. The campus benefits from a diverse and experienced teaching staff, which enhances instructional quality and contributes to a positive learning environment. Our certified teacher workforce reflects meaningful diversity, with 8.6% African American, 8% Hispanic, and 9.9% White educators. Additionally, the campus is strengthened by a high percentage of veteran teachers: 22.6% have 11–20 years of experience, 19.8% have 21–30 years, and 7.5% have over 30 years of experience. This depth of experience supports instructional consistency and mentorship for earlycareer teachers.

Van ZandtGuinn offers a comprehensive range of academic programs, including PK3–5th grade general education and dual language classes. Our fullday PK3 and PK4 programs are designed to build strong early literacy and numeracy foundations, ensuring students begin school with the skills needed for longterm academic success.

Van Zandt-Guinn's wide network of community partners further strengthens our campus processes and programs. Communities in Schools provides ongoing student support, and a fulltime social worker is available on campus to assist students and families with socialemotional and resource needs. Additional active partners include (but are not limited to):

- Broadway Baptist Church – Reading volunteers who support literacy development
- Saint Andrew Methodist Church – Etiquette classes for 4thgrade students
- White’s Chapel Methodist Church – School supplies for students and teachers, along with ongoing staff appreciation efforts

Looking ahead, Van ZandtGuinn continues to expand its programming. For the 2025–2026 school year, the campus partnered with the Parent Partnerships Department to launch a boys’ mentorship program focused on leadership development and decisionmaking skills.

The campus also provides extensive wraparound services to meet the needs of our community. Van ZandtGuinn serves and supports the 17% of students identified as homeless, ensuring they have access to essential resources. The campus food pantry, open weekly, provides consistent support to families experiencing food insecurity.

Collectively, these strengths highlight Van ZandtGuinn’s commitment to academic excellence, community engagement, and comprehensive student support.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** SpEd. students in 3rd-5th grade receiving services are not making expected academic growth in math & reading according to the 2025 STAAR assessment. RLA: -13% Approached Grade Level Expectations -4% Met Grade Level Expectations -4% Mastered Grade Level Expectations Math: -9% Approached Grade Level Expectations -4% Met Grade Level Expectations -0% Mastered Grade Level Expectations
**Root Cause:** Intervention systems, bilingual supports, and classroom management practices are implemented inconsistently across grade levels. This misalignment limits the school's ability to provide coherent, equitable, and responsive support for students who require targeted academic and behavioral interventions, particularly those in bilingual, at-risk, and high-needs populations.

**Problem Statement 2:** The campus does not have a designated, protected block of instructional time in the master schedule for explicit instruction in grammar, language conventions, and the writing process. As a result, students receive inconsistent and fragmented writing instruction across grade levels, which was evident on the 2025 RLA STAAR Assessment.
**Root Cause:** There is not a structured and protected time for writing, instructional practices vary across classrooms, and students do not receive systematic, standards-aligned writing instruction.

# Perceptions

## Perceptions Summary

Van Zandt-Guinn Elementary School is a neighborhood school and serves a diverse student population. Several of our parents were once students at VZG and still have a connection with staff members that have remained at VZG for most of their educational career. The campus benefits from a diverse and experienced teaching staff, which enhances instructional quality and contributes to a positive learning environment. Our certified teacher workforce reflects meaningful diversity, with 8.6% African American, 8% Hispanic, and 9.9% White educators. Additionally, the campus is strengthened by a high percentage of veteran teachers: 22.6% have 11–20 years of experience, 19.8% have 21–30 years, and 7.5% have over 30 years of experience. This depth of experience supports instructional consistency and mentorship for earlycareer teachers.

Van Zandt-Guinn Elementary School is a neighborhood school deeply committed to meeting the academic, socialemotional, and basicneeds of the students and families it serves. As a central hub within the community, the campus provides multiple layers of support that extend well beyond the classroom.

VZG is staffed with 24 highly qualified and certified teachers, representing a strong foundation of instructional expertise. Nearly half of the teaching staff brings extensive experience to the campus:

- 22.6% of teachers have 11–20 years of experience
- 19.8% have 21–30 years of experience
- 7.5% have over 30 years of experience

In total, 49.9% of VZG teachers have 11 or more years of classroom experience. This depth of professional knowledge supports instructional consistency, mentorship for newer teachers, and strong implementation of curriculum and intervention practices. Maintaining and retaining this level of expertise is essential to sustaining highquality instruction and student achievement. Of the 24 certified teachers, 6 hold Recognized, Exemplar, or Master distinctions through the Teacher Incentive Allotment (TIA).

The VZG PTA is active with minimal members and memberships. The PTA consistently participates and engages in campus events with fundraisers and special events. VZG families and the surrounding community have access to the food pantry and have opportunities one day a week to "shop" for fresh fruits & vegetables, canned goods, and other necessities like toiletries.

Also, VZG participates as one of the district's campuses that has teamed up with Texas Tech University and the University of Texas at Arlington to support the Teacher Residency Program as students prepare to enter the field of education.

VZG has strong, supportive community partnerships that enhance student success, support teachers, and create a well-rounded educational experience. Our community partnerships work with students in the area of reading, they serve as mentors for students, teach students about the importance of etiquette and manners, and several partnerships support the staff and their well-being. Community partnerships include; Fortress, White's Chapel Methodist Church, St. Andrew's Methodist Church, Broadway Baptist Church, Tarrant County Black Historical & Genealogical Society Inc., The Reading Connection (Bookworms Program), Fort Worth Elks Lodge, and Cooks Children.

## Perceptions Strengths

Van ZandtGuinn benefits from an exceptionally diverse student population, with strong representation of both African American and Hispanic students. This diversity enriches the campus culture, supports meaningful multicultural learning experiences, and creates opportunities for bilingual and crosscultural programming. Students develop cultural awareness and understanding from an early age, which strengthens the overall learning environment. Even with academic challenges, the school's climate reflects resilience, cultural richness, and strong relational ties that contribute positively to student and staff experiences.

The campus is supported by 24 highly qualified and certified teachers, providing a strong foundation of instructional expertise. Nearly half of the staff—49.9%—have 11 or more years of classroom experience, contributing to instructional consistency, effective mentoring for newer teachers, and strong implementation of curriculum and intervention practices. Maintaining and retaining this level of professional experience is essential to sustaining highquality instruction and student achievement. VZG teachers demonstrate deep dedication to their students and work tirelessly to support learning, manage behaviors, uphold campus expectations, and remain committed despite the many demands placed on them.

The campus also has a structured behaviorsupport system that allows staff to request assistance efficiently based on three levels of need: Level 1 for minor behaviors, Level 2 for support from the behavior team, and Level 3 when administrative intervention is required. Most staff members carry twoway radios, ensuring timely communication and rapid response to maintain a safe and supportive learning environment.

Community involvement is another significant strength. Volunteers and retired teachers regularly assist in classrooms, and parents actively participate by chaperoning field trips and engaging in school events. Families and community members remain connected through PTA meetings, family nights, festivals, and other schoolwide activities that foster strong relationships.

The school also provides a range of essential services—including a food pantry, vegetable program, backpack club, and afterschool program—that support both students and families. Additional partnerships further strengthen the campus: White's Chapel provides support for teachers and students, and Saint Andrews Methodist Church generously offers its space for 5thgrade graduation ceremonies. The Historic Southside Association and the FWISD H.E.L.P. Department also contributed funding to ensure all 5thgrade students were able to attend the annual class trip to San Antonio.

Communication with families is maintained through ParentSquare, ClassDojo, social media, flyers, and direct communication from teachers and administrators. The parent liaison further enhances engagement by offering activities such as cooking classes and other opportunities that build strong connections between the school and its families.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** According to the 2025 STAAR results, students are not demonstrating on-grade-level achievement on the Reading STAAR assessment. Performance data indicates significant gaps at both the Meets and Masters levels: 3rd Grade RLA: Meets - 18%, Masters - 0% 4th Grade RLA: Meets - 47%, Masters - 16% 5th Grade RLA: Meets - 18%, Masters - 5%
**Root Cause:** Limited opportunities for structured academic discourse reduce students' ability to analyze, infer, and justify their thinking.

**Problem Statement 2 (Prioritized):** According to the 2025 STAAR results, students are not demonstrating on-grade-level achievement on the Math STAAR assessment. Performance data indicates significant gaps at both the Meets and Masters levels: 3rd Grade Math: Meets - 10%, Masters - 3% 4th Grade Math: Meets - 30%, Masters - 9% 5th Grade Math: Meets - 18%, Masters - 3%
**Root Cause:** Instructional pacing is often slowed by the need to reteach prerequisite skills, reducing exposure to on-level content.

**Problem Statement 3:** According to the 2025 STAAR results, students are not demonstrating on-grade-level achievement on the Science STAAR assessment. Performance data indicates significant gaps at both the Meets and Masters levels: 5th Grade Science: Meets - 8%, Masters - 0%
**Root Cause:** Students struggle with applying scientific reasoning and interpreting data because foundational skills in reading and math are weak.

# Priority Problem Statements

**Problem Statement 1**: Persistent external factors--including students' social-emotional needs, challenges with emotional regulation, limited self-awareness skills, and ongoing behavioral concerns--have contributed to multiple years of low academic performance. Homelessness: 17% Mobility Rate: 32% Economically Disadvantaged: 96%

**Root Cause 1**: Limited access to early, targeted SEL instruction, inconsistent emotional-regulation skill development, and the need for additional trained personnel have collectively reduced the campus's capacity to address these needs proactively.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: Only 20% of 3rd-5th students performed at Met Grade Level on the 2025 Math STAAR assessment.

**Root Cause 2**: Students do not have a strong foundation in early numeracy. Students in Kindergarten-2nd grade are not demonstrating mastery of essential number sense and computational skills--such as counting fluency, place value understanding, fact automaticity, and basic problem-solving strategies.

**Problem Statement 2 Areas**: Student Learning

**Problem Statement 3**: According to the 2025 STAAR results, students are not demonstrating on-grade-level achievement on the Math STAAR assessment. Performance data indicates significant gaps at both the Meets and Masters levels: 3rd Grade Math: Meets - 10%, Masters - 3% 4th Grade Math: Meets - 30%, Masters - 9% 5th Grade Math: Meets - 18%, Masters - 3%

**Root Cause 3**: Instructional pacing is often slowed by the need to reteach prerequisite skills, reducing exposure to on-level content.

**Problem Statement 3 Areas**: Perceptions

**Problem Statement 4**: Only 28% of 3rd-5th students performed at Met Grade Level on the 2025 Reading STAAR assessment.

**Root Cause 4**: Students are not consistently demonstrating proficiency in foundational reading and writing skills during the early grades (Kindergarten-2nd). Gaps in early phonological awareness, decoding, fluency, and basic writing conventions limit students' ability to access and master grade-level literacy expectations in upper elementary.

**Problem Statement 4 Areas**: Student Learning

**Problem Statement 5**: According to the 2025 STAAR results, students are not demonstrating on-grade-level achievement on the Reading STAAR assessment. Performance data indicates significant gaps at both the Meets and Masters levels: 3rd Grade RLA: Meets - 18%, Masters - 0% 4th Grade RLA: Meets - 47%, Masters - 16% 5th Grade RLA: Meets - 18%, Masters - 5%

**Root Cause 5**: Limited opportunities for structured academic discourse reduce students' ability to analyze, infer, and justify their thinking.

**Problem Statement 5 Areas**: Perceptions

**Problem Statement 6**: SpEd. students in 3rd-5th grade receiving services are not making expected academic growth in math & reading according to the 2025 STAAR assessment. RLA: -13% Approached Grade Level Expectations -4% Met Grade Level Expectations -4% Mastered Grade Level Expectations Math: -9% Approached Grade Level Expectations -4% Met Grade Level Expectations -0% Mastered Grade Level Expectations

**Root Cause 6**: Intervention systems, bilingual supports, and classroom management practices are implemented inconsistently across grade levels. This misalignment limits the school's ability to provide coherent, equitable, and responsive support for students who require targeted academic and behavioral interventions, particularly those in bilingual, at-risk,

and high-needs populations.

**Problem Statement 6 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Other
    - NWEA: MAP Growth
    - CLI Engage PK3/PK4

**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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Homeless data
- Gifted and talented data

**Student Data: Behavior and Other Indicators**

- Mobility/stability rate, including longitudinal data
- Discipline records
- Mobility/stability rate, including longitudinal data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Classroom and school walkthrough data

**Parent/Community Data**

- Community service agencies and support services

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Horizontal and vertical team alignments processes

# 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 22% to 32%.

**Performance Objective 1:** Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 26% to 36% 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 20% to 30% by June 2027.

**Evaluation Data Sources:** Six Weeks Assessments

**Strategy 1:** Teachers will improve their instructional practice through intentional lesson internalization, lesson design, and instructional delivery resulting in consistent and effective classroom instruction during weekly PLCs and Demo Days.

**Strategy's Expected Result/Impact:** Increase Grade 3 Reading Performance to "Meets Grade Level" on May 2027 STAAR assessment.

**Staff Responsible for Monitoring:** Campus Administrators

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

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** Teachers will engage in weekly Professional Learning Communities (PLCs) to strengthen lesson internalization to prioritize planning by collaboratively unpacking TEKS standards, analyzing high-quality instructional materials, and to identify what matters most during instruction.<br>**Intended Audience:** Classroom Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** School Leadership<br>**Delivery Method:** In-Person | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 2:** Campus administrators will cultivate a strong coaching culture by conducting regular classroom observations using the FWISD Cowtown 12 observation tool to ensure effective instruction is evident on a consistent basis in every classroom.

**Strategy's Expected Result/Impact:** Increase Grade 3 Reading performance to "Meets Grade Level" on the May 2027 STAAR assessment.

**Staff Responsible for Monitoring:** Campus Administrators

**Title I:**
2.51, 2.52
**- TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
**- ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

**Problem Statements:** Perceptions 1, 2

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** Campus administrators will provide timely, in-the-moment coaching and feedback to teachers to strengthen daily instructional effectiveness, with a focus to ensure meaningful learning occurs every day.<br>**Intended Audience:** Classroom Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - May 2027<br>**Collaborating Departments:** School Leadership<br>**Delivery Method:** In-Person | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** Teachers will consistently implement high-impact instructional strategies to strengthen student learning outcomes. Instructional delivery will include appropriate pacing, explicit modeling of skills and concepts, a minimum of three writing opportunities per content area, student engagement, and frequent checks for understanding.<br>**Intended Audience:** Classroom Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - May 2027<br>**Collaborating Departments:** School Leadership<br>**Delivery Method:** In-Person | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 3:** Implement a Learning Facilitator (LF) to provide structured academic support within the Mastery Lab.

**Strategy's Expected Result/Impact:** Increase the percentage of grade 3 students reaching "Meets Grade Level."

**Staff Responsible for Monitoring:** Campus Administrators, Campus Teachers, and Learning Facilitators

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

**Problem Statements:** Student Learning 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** Teachers will use daily DOLs to identify students for Mastery Lab support and establish weekly progress monitoring cycles.<br>**Intended Audience:** Campus Teachers and Learning Faciliators<br>**Provider / Presenter / Person Responsible:** Campus Teachers and Learning Faciliators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** N/A<br>**Delivery Method:** In-Person<br><br>**Funding Sources:** Scaffolded practice materials for differentiated instruction - Title I (211) - 211-13-6119-501-135-30-135-101000 - $58,000, - Title I (211) - 211-XX-614X-501-135-30-135-101000 - $10,440 | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** The Learning Facilitator will collaborate and plan with teachers during PLCs to ensure consistency of support.<br>**Intended Audience:** Campus Teachers and Learning Faciliators<br>**Provider / Presenter / Person Responsible:** Campus Teachers and Learning Faciliators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** N/A<br>**Delivery Method:** In-Person | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 1**: Only 28% of 3rd-5th students performed at Met Grade Level on the 2025 Reading STAAR assessment. **Root Cause**: Students are not consistently demonstrating proficiency in foundational reading and writing skills during the early grades (Kindergarten-2nd). Gaps in early phonological awareness, decoding, fluency, and basic writing conventions limit students' ability to access and master grade-level literacy expectations in upper elementary. |

| Perceptions |
|---|
| **Problem Statement 1**: According to the 2025 STAAR results, students are not demonstrating on-grade-level achievement on the Reading STAAR assessment. Performance data indicates significant gaps at both the Meets and Masters levels: 3rd Grade RLA: Meets - 18%, Masters - 0% 4th Grade RLA: Meets - 47%, Masters - 16% 5th Grade RLA: Meets - 18%, Masters - 5% **Root Cause**: Limited opportunities for structured academic discourse reduce students' ability to analyze, infer, and justify their thinking. |
| **Problem Statement 2**: According to the 2025 STAAR results, students are not demonstrating on-grade-level achievement on the Math STAAR assessment. Performance data indicates significant gaps at both the Meets and Masters levels: 3rd Grade Math: Meets - 10%, Masters - 3% 4th Grade Math: Meets - 30%, Masters - 9% 5th Grade Math: Meets - 18%, Masters - 3% **Root Cause**: Instructional pacing is often slowed by the need to reteach prerequisite skills, reducing exposure to on-level content. |

**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 22% to 32%.

**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 38% to 48% 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 81% to 91% 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 15% to 25% by June 2027.

**Evaluation Data Sources:** MAP

**Strategy 1:** Campus administrators and teachers will collaboratively analyze student data after each assessment cycle during PLCs to identify students at risk of not meeting their projected RIT scores and those performing below the 45th percentile in achievement in order to adjust and target Tier II instruction to address specific learning gaps.

**Strategy's Expected Result/Impact:** By MOY and EOY, 65% of all students will meet their expected growth targets, and 45% of students will achieve at or above the 60th percentile in reading, as measured by the MAP Growth Reading assessment.

**Staff Responsible for Monitoring:** Campus Administrators

**Title I:**
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 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:** Campus administrators and teachers will monitor student progress in PLC data trackers and adjust student groups and strategies every 3-4 weeks based on student response data.<br>**Intended Audience:** Classroom Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** School Leadership<br>**Delivery Method:** In-Person | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** Leadership will review implementation during data meetings, with overall success measured by at least 60% of students meeting their expected Reading MAP Growth targets by MOY and EOY.<br>**Intended Audience:** Classroom Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** School Leadership<br>**Delivery Method:** In-Person | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 2 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 1**: SpEd. students in 3rd-5th grade receiving services are not making expected academic growth in math & reading according to the 2025 STAAR assessment. RLA: -13% Approached Grade Level Expectations -4% Met Grade Level Expectations -4% Mastered Grade Level Expectations Math: -9% Approached Grade Level Expectations -4% Met Grade Level Expectations -0% Mastered Grade Level Expectations **Root Cause**: Intervention systems, bilingual supports, and classroom management practices are implemented inconsistently across grade levels. This misalignment limits the school's ability to provide coherent, equitable, and responsive support for students who require targeted academic and behavioral interventions, particularly those in bilingual, at-risk, and high-needs populations. |

**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 22% to 32%.

**Performance Objective 3:** Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 24% to 34% 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 13% to 23% by June 2027.

**High Priority**

**Evaluation Data Sources:** Benchmark Assessments

**Strategy 1:** Examine student performance on daily DOLs to identify targeted areas to drive data-informed interventions and reteach lessons to ensure all students achieve mastery of learning objectives.

**Strategy's Expected Result/Impact:** Increased student performance on TEKS identified as areas of need based on benchmark data.

**Staff Responsible for Monitoring:** Campus Administrators and Teachers

**Title I:**
2.51, 2.52
**- TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
**- ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

**Problem Statements:** Perceptions 1, 2

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** 1. Adhere to the VZG Data Protocol<br>2. Examine Trends at the Question Level<br>3. Determine Priority TEKs and Key Skills<br>4. Organize Students Based on Identified Needs<br>5. Design Targeted Instruction with Clear Timelines<br>6. Monitor Implementation and Provide Ongoing Follow-Up<br>**Intended Audience:** Classroom Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** None<br>**Delivery Method:** In-Person | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 3 Problem Statements:

| Perceptions |
|---|
| **Problem Statement 1**: According to the 2025 STAAR results, students are not demonstrating on-grade-level achievement on the Reading STAAR assessment. Performance data indicates significant gaps at both the Meets and Masters levels: 3rd Grade RLA: Meets - 18%, Masters - 0% 4th Grade RLA: Meets - 47%, Masters - 16% 5th Grade RLA: Meets - 18%, Masters - 5% **Root Cause**: Limited opportunities for structured academic discourse reduce students' ability to analyze, infer, and justify their thinking. |
| **Problem Statement 2**: According to the 2025 STAAR results, students are not demonstrating on-grade-level achievement on the Math STAAR assessment. Performance data indicates significant gaps at both the Meets and Masters levels: 3rd Grade Math: Meets - 10%, Masters - 3% 4th Grade Math: Meets - 30%, Masters - 9% 5th Grade Math: Meets - 18%, Masters - 3% **Root Cause**: Instructional pacing is often slowed by the need to reteach prerequisite skills, reducing exposure to on-level content. |

**Goal 2:** Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 25% 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 17% to 27% 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 13% to 23% by June 2027.

**Evaluation Data Sources:** Six Weeks Assessments

**Strategy 1:** Teachers will engage in weekly Professional Learning Communities (PLCs) to strengthen lesson internalization to prioritize planning by collaboratively unpacking TEKS standards, analyzing high-quality instructional materials, and to identify what matters most during instruction.

**Strategy's Expected Result/Impact:** Increase Grade 3 Math Performance to "Meets Grade Level" on May 2027 STAAR.

**Staff Responsible for Monitoring:** Campus Administrators

**Title I:**
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 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:** Teachers will participate in weekly Professional Learning Communities (PLCs) to deepen lesson internalization, prioritizing collaborative planning. This will include unpacking TEKS standards, analyzing high-quality instructional materials, ensuring appropriate lesson pacing, and incorporating multiple at-bat opportunities with the targeted skill.<br>**Intended Audience:** Campus Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** School Leadership<br>**Delivery Method:** In-Person | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 2:** Implement a Learning Facilitator (LF) to provide structured academic support within the Mastery Lab.

**Strategy's Expected Result/Impact:** Increase the percentage of grade 3 students reaching "Meets Grade Level."

**Staff Responsible for Monitoring:** Campus Administrators, Campus Teachers, and Learning Facilitators

**Title I:**
2.51, 2.52
- **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:** Student Learning 1, 2

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| **Action Step 1:** Teachers will use daily DOLs to identify students for Mastery Lab support and establish weekly progress monitoring cycles.<br>**Intended Audience:** Campus Teachers and Learning Facilitators<br>**Provider / Presenter / Person Responsible:** Campus Teachers and Learning Facilitators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** N/A<br>**Delivery Method:** In-Person | Nov | Jan | Mar |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| **Action Step 2:** The Learning Facilitator will collaborate and plan with teachers during PLCs to ensure consistency of support.<br>**Intended Audience:** Campus Teachers and Learning Facilitators<br>**Provider / Presenter / Person Responsible:** Campus Teachers and Learning Facilitators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** N/A<br>**Delivery Method:** In-Person | Nov | Jan | Mar |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

| Student Learning |
| --- |
| **Problem Statement 1**: Only 28% of 3rd-5th students performed at Met Grade Level on the 2025 Reading STAAR assessment. **Root Cause**: Students are not consistently demonstrating proficiency in foundational reading and writing skills during the early grades (Kindergarten-2nd). Gaps in early phonological awareness, decoding, fluency, and basic writing conventions limit students' ability to access and master grade-level literacy expectations in upper elementary. |
| **Problem Statement 2**: Only 20% of 3rd-5th students performed at Met Grade Level on the 2025 Math STAAR assessment. **Root Cause**: Students do not have a strong foundation in early numeracy. Students in Kindergarten-2nd grade are not demonstrating mastery of essential number sense and computational skills--such as counting fluency, place value understanding, fact automaticity, and basic problem-solving strategies. |

**Goal 2:** Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 25% 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 53% to 65% 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 79% to 90% 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 26% to 36% by June 2027.

**High Priority**

**Evaluation Data Sources:** MAP

**Strategy 1:** Campus administrators and teachers will collaboratively analyze student data during PLCs to identify students at risk of not meeting their projected RIT scores and those performing below the 65th percentile in achievement in order to adjust and target Tier II instruction to address specific learning gaps.

**Strategy's Expected Result/Impact:** By MOY and EOY 65% of all students will reach their expected growth targets in math as measured by the MAP Math Growth assessment.

**Staff Responsible for Monitoring:** Campus Administrators and Campus Teachers

**Title I:**
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

**Problem Statements:** Perceptions 2

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 1:** Campus administrators and teachers will monitor student progress in PLC data trackers and adjust student groups and strategies every 3-4 weeks based on student response data.<br>**Intended Audience:** Campus Administrators and Campus Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** School Leadership<br>**Delivery Method:** In-Person | Formative | | |
| | Nov | Jan | Mar |
| | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 2:** Leadership will review implementation during data meetings, with overall success measured by at least 65% of students meeting their expected Math MAP Growth targets by MOY and EOY.<br>**Intended Audience:** Campus Administrators and Campus Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** School Leadership<br>**Delivery Method:** In-Person | Formative | | |
| | Nov | Jan | Mar |
| | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 2 Problem Statements:

| Perceptions |
|---|
| **Problem Statement 2**: According to the 2025 STAAR results, students are not demonstrating on-grade-level achievement on the Math STAAR assessment. Performance data indicates significant gaps at both the Meets and Masters levels: 3rd Grade Math: Meets - 10%, Masters - 3% 4th Grade Math: Meets - 30%, Masters - 9% 5th Grade Math: Meets - 18%, Masters - 3% **Root Cause**: Instructional pacing is often slowed by the need to reteach prerequisite skills, reducing exposure to on-level content. |

**Goal 2:** Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 25% 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 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 22% to 32% by June 2027.

**Evaluation Data Sources:** Benchmark Assessments

**Strategy 1:** Conduct data meetings to examine student performance at the question level to identify specific areas of need and inform targeted instruction.

**Strategy's Expected Result/Impact:** By MOY and EOY 65% of all students will reach their expected growth targets in math as measured by the MAP Math Growth assessment.

**Staff Responsible for Monitoring:** Campus Administrators and Campus Teachers

**Title I:**
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

**Problem Statements:** Student Learning 2 - Perceptions 2

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** 1. Adhere to the VZG Data Protocol<br>2. Examine Trends at the Question Level<br>3. Determine Priority TEKs and Key Skills<br>4. Organize Students Based on Identified Needs<br>5. Design Targeted Instruction with Clear Timelines<br>6. Monitor Implementation and Provide Ongoing Follow-Up<br>**Intended Audience:** Campus Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** School Leadership<br>**Delivery Method:** In-Person | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 3 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 2**: Only 20% of 3rd-5th students performed at Met Grade Level on the 2025 Math STAAR assessment. **Root Cause**: Students do not have a strong foundation in early numeracy. Students in Kindergarten-2nd grade are not demonstrating mastery of essential number sense and computational skills--such as counting fluency, place value understanding, fact automaticity, and basic problem-solving strategies. |
| **Perceptions** |
| **Problem Statement 2**: According to the 2025 STAAR results, students are not demonstrating on-grade-level achievement on the Math STAAR assessment. Performance data indicates significant gaps at both the Meets and Masters levels: 3rd Grade Math: Meets - 10%, Masters - 3% 4th Grade Math: Meets - 30%, Masters - 9% 5th Grade Math: Meets - 18%, Masters - 3% **Root Cause**: Instructional pacing is often slowed by the need to reteach prerequisite skills, reducing exposure to on-level content. |

**Goal 2:** Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 25% to 35%.

**Performance Objective 4:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 38% to 48% 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 81% to 91% by June 2027.
Increase the performance of Special Education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 15% to 25% by June 2027.

**Evaluation Data Sources:** MAP

**Strategy 1:** Implement a comprehensive, data-driven literacy framework aligned to the district's IPC that focuses on strengthening Tier I instruction, ensuring targeted interventions, and monitoring student progress consistently.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten-Grade 3 students meeting or exceeding grade-level norms on the EOY MAP Growth Reading assessment.

**Staff Responsible for Monitoring:** Campus Administrators and Campus Teachers

**Title I:**
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 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:** During PLCs, administrators and teachers will analyze assessment data, ensure standard alignment in lessons & activities, plan for explicit modeling, breadth & depth of practice and checks for understanding.<br>**Intended Audience:** Classroom Teachers<br>**Provider / Presenter / Person Responsible:** Campus Adminstrators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** N/A<br>**Delivery Method:** In-Person | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** Provide students in Special Populations (GT, Bilingual, Special Education, and At-Risk) with opportunities for accelerated learning by integrating higher-order thinking tasks and delivering differentiated instruction, which includes the intentional use of language scaffolds, structured supports, visual aids, and explicit academic vocabulary development to meet individual learning needs and promote academic growth for all students.<br>**Intended Audience:** Classroom Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** N/A<br>**Delivery Method:** In-Person<br><br>**Funding Sources:** General supplies for planning and instruction - Title I (211) - 211-11-6399-501-135-30-135-101000 - $4,768 | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 4 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 1**: Only 28% of 3rd-5th students performed at Met Grade Level on the 2025 Reading STAAR assessment. **Root Cause**: Students are not consistently demonstrating proficiency in foundational reading and writing skills during the early grades (Kindergarten-2nd). Gaps in early phonological awareness, decoding, fluency, and basic writing conventions limit students' ability to access and master grade-level literacy expectations in upper elementary. |

**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 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 0% to 10% 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.

**High Priority**

**Evaluation Data Sources:** Benchmark Assessments

**Strategy 1:** Conduct data meetings that examine student performance at the question level to identify specific areas of need and inform targeted instruction.

**Strategy's Expected Result/Impact:** Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessment.

**Staff Responsible for Monitoring:** Campus Administrators and Campus 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 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

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** 1. Adhere to the VZG Data Protocol<br>2. Examine Trends at the Question Level<br>3. Determine Priority TEKs and Key Skills<br>4. Organize Students Based on Identified Needs<br>5. Design Targeted Instruction with Clear Timelines<br>6. Monitor Implementation and Provide Ongoing Follow-Up<br>**Intended Audience:** Campus Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** School Leadership<br>**Delivery Method:** In-Person | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** After School Tutoring<br>1. Analyze campus data to identify students for after school tutoring by Oct. 9, 2026<br>2. Recruit teachers for tutoring by Oct. 16, 2026<br>3. Create tutoring groups and schedules by Oct. 23, 2026<br>4. Provide tutoring information/schedule to parents by Oct. 26, 2026 and begin tutoring schedule by week of Nov. 2, 2026<br>5. Tutoring groups will be amended after analyzing MOY MAP and District Benchmark Data<br>**Intended Audience:** Classroom Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** School Leadership<br>**Delivery Method:** In-Person | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 2:** Implement a systematic instructional walkthrough process to monitor the quality of instruction, identify trends in teaching and learning, and provide timely feedback that improves instructional effectiveness and student outcomes.

**Strategy's Expected Result/Impact:** Increased instructional effectiveness as measured by scores on the Countdown 12 document which will result in an increase in the percentage of students who achieve Meets on ELAR benchmark/state assessments.

**Staff Responsible for Monitoring:** Campus Administration

**Title I:**

2.51, 2.52

**- TEA Priorities:**

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

**- ESF Levers:**

Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, 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:** Each campus administrator will conduct a minimum of nine instructional walkthroughs per week to monitor implementation of campus instructional expectations, including lesson pacing, student engagement, aggressive monitoring, and checks for understanding. Administrators will provide real-time feedback to teachers and utilize walkthrough data to identify trends, inform coaching conversations, and support continuous improvement in instructional effectiveness.<br>**Intended Audience:** Campus Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** N/A<br>**Delivery Method:** In-Person | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 1**: Only 28% of 3rd-5th students performed at Met Grade Level on the 2025 Reading STAAR assessment. **Root Cause**: Students are not consistently demonstrating proficiency in foundational reading and writing skills during the early grades (Kindergarten-2nd). Gaps in early phonological awareness, decoding, fluency, and basic writing conventions limit students' ability to access and master grade-level literacy expectations in upper elementary. |
| **School Processes & Programs** |
| **Problem Statement 1**: SpEd. students in 3rd-5th grade receiving services are not making expected academic growth in math & reading according to the 2025 STAAR assessment. RLA: -13% Approached Grade Level Expectations -4% Met Grade Level Expectations -4% Mastered Grade Level Expectations Math: -9% Approached Grade Level Expectations -4% Met Grade Level Expectations -0% Mastered Grade Level Expectations **Root Cause**: Intervention systems, bilingual supports, and classroom management practices are implemented inconsistently across grade levels. This misalignment limits the school's ability to provide coherent, equitable, and responsive support for students who require targeted academic and behavioral interventions, particularly those in bilingual, at-risk, and high-needs populations. |

**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 26% to 36% 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 0% to 10% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 16% to 26% by June 2027.

**High Priority**

**Evaluation Data Sources:** Benchmark Assessments

**Strategy 1:** Conduct data meetings that examine student performance at the question level to identify specific areas of need and inform targeted instruction.

**Strategy's Expected Result/Impact:** Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessment.

**Staff Responsible for Monitoring:** Campus Administrators and Campus Teachers

**Title I:**
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 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:** 1. Adhere to the VZG Data Protocol<br>2. Examine Trends at the Question Level<br>3. Determine Priority TEKs and Key Skills<br>4. Organize Students Based on Identified Needs<br>5. Design Targeted Instruction with Clear Timelines<br>6. Monitor Implementation and Provide Ongoing Follow-Up<br>**Intended Audience:** Campus Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** School Leadership<br>**Delivery Method:** In-Person | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** After School Tutoring<br>1. Analyze campus data to identify students for after school tutoring by Oct. 9, 2026<br>2. Recruit teachers for tutoring by Oct. 16, 2026<br>3. Create tutoring groups and schedules by Oct. 23, 2026<br>4. Provide tutoring information/schedule to parents by Oct. 26, 2026 and begin tutoring schedule by week of Nov. 2, 2026<br>5. Tutoring groups will be amended after analyzing MOY MAP and District Benchmark Data<br>**Intended Audience:** Classroom Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** School Leadership<br>**Delivery Method:** In-Person | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 2:** Implement a systematic instructional walkthrough process to monitor the quality of instruction, identify trends in teaching and learning, and provide timely feedback that improves instructional effectiveness and student outcomes.

**Strategy's Expected Result/Impact:** Increased instructional effectiveness as measured by scores on the Countdown 12 document which will result in an increase in the percentage of students who achieve Meets on Math benchmark/state assessments.

**Staff Responsible for Monitoring:** Campus Administrators

**Title I:**

2.51, 2.52

- **TEA Priorities:**

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

- **ESF Levers:**

Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, 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:** Each campus administrator will conduct a minimum of nine instructional walkthroughs per week to monitor implementation of campus instructional expectations, including lesson pacing, student engagement, aggressive monitoring, and checks for understanding. Administrators will provide real-time feedback to teachers and utilize walkthrough data to identify trends, inform coaching conversations, and support continuous improvement in instructional effectiveness.<br>**Intended Audience:** Campus Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** N/A<br>**Delivery Method:** In-Person | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 2 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 1**: SpEd. students in 3rd-5th grade receiving services are not making expected academic growth in math & reading according to the 2025 STAAR assessment. RLA: -13% Approached Grade Level Expectations -4% Met Grade Level Expectations -4% Mastered Grade Level Expectations Math: -9% Approached Grade Level Expectations -4% Met Grade Level Expectations -0% Mastered Grade Level Expectations **Root Cause**: Intervention systems, bilingual supports, and classroom management practices are implemented inconsistently across grade levels. This misalignment limits the school's ability to provide coherent, equitable, and responsive support for students who require targeted academic and behavioral interventions, particularly those in bilingual, at-risk, and high-needs populations. |

**Goal 4:** Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 17% to 10%.

**Performance Objective 1:** Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 17% to 10% 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 93.2% to 95% by June 2027.

**High Priority**

**Evaluation Data Sources:** Absence Reports

**Strategy 1:** Establish a strong school-wide attendance culture to improve student attendance through a tiered system of support which will include consistent monitoring of daily attendance data, proactive communication with families, the implementation of attendance incentives, and targeted interventions to address and reduce chronic absenteeism.

**Strategy's Expected Result/Impact:** Reduce the percentage of students chronically absent

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Family Engagement Specialist (FES) Attendance Committee, Teachers, and Counselor

**Title I:**
2.51, 2.52, 2.53
- **TEA Priorities:**
Improve low-performing schools
- **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:** 1. Develop a plan for student-centered attendance initiatives aligned to campus goals.<br>2. Establish an attendance committee to lead and monitor efforts.<br>3. Create and implement attendance incentives (daily, weekly, monthly rewards).<br>4. Launch recognition programs to celebrate individual and group attendance improvements.<br>5. Facilitate student goal-setting for attendance and track progress regularly.<br>6. Implement school-wide awareness campaigns promoting the importance of daily attendance.<br>7. Provide opportunities for student voice (surveys, student leaders, announcements).<br>8. Publicly celebrate attendance successes (assemblies, bulletin boards, announcements).<br>9. Monitor participation and impact of initiatives and adjust as needed.<br>**Intended Audience:** Family Engagement Specialist (FES)/Office Staff, Campus Administrators, and Teachers<br>**Provider / Presenter / Person Responsible:** Family Engagement Specialist (FES)/Office Staff, Campus Administrators, and Teachers<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** H.E.L.P. Department<br>**Delivery Method:** In-Person<br><br>**Funding Sources:** Student attendance incentives (prizes, celebrations, etc,) - Family Engagement (211) - 211-61-6399-503-135-30-135-101000 - $915 | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** 1. Make daily phone calls to parents/guardians of absent students to notify and problem-solve barriers.<br>2. Conduct administrator phone calls or conferences for repeated absences or concerns.<br>3. Schedule parent meetings to create attendance improvement plans.<br>4. Complete home visits for students with chronic absenteeism to build relationships and identify needs.<br>5. Provide weekly attendance reports to families highlighting student progress.<br>6. Implement Attendance Restoration for students with ongoing attendance issues.<br>7. Connect families to community resources (transportation, health services, counseling) to remove barriers.<br>8. Monitor attendance data daily/weekly and adjust interventions as needed.<br>**Intended Audience:** Family Engagement Specialist (FES)/Office Staff, Campus Administrators, and Teachers<br>**Provider / Presenter / Person Responsible:** Family Engagement Specialist (FES)/Office Staff, Campus Administrators, and Teachers<br>**Date(s) / Timeframe:** Sept. 2026 - June 2027<br>**Collaborating Departments:** H.E.L.P. Department<br>**Delivery Method:** In-Person<br><br>**Funding Sources:** - Family Engagement (211) - 211-61-6399-503-135-30-135-101000 - $915 | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

## Demographics

**Problem Statement 1**: Persistent external factors--including students' social-emotional needs, challenges with emotional regulation, limited self-awareness skills, and ongoing behavioral concerns--have contributed to multiple years of low academic performance. Homelessness: 17% Mobility Rate: 32% Economically Disadvantaged: 96% **Root Cause**: Limited access to early, targeted SEL instruction, inconsistent emotional-regulation skill development, and the need for additional trained personnel have collectively reduced the campus's capacity to address these needs proactively.

**Goal 5:** Accelerate academic achievement and close identified performance gaps for students receiving special education services through high-quality Tier 1 instruction, targeted intervention, frequent data analysis, and timely instructional support.

**Performance Objective 1:** Special Education: By May 2027, achievement for students receiving special education services will increase in RLA from 10% to 38%, mathematics achievement will increase from 10% to 41%, and student success will increase from 11% to 33%, as measured by STAAR, district assessment, and campus progress-monitoring data. Progress will be reviewed at the end of each six-weeks grading cycle, and instructional and intervention supports will be adjusted based on student-level evidence.

**High Priority**

**Evaluation Data Sources:** Increase academic achievement for students receiving special education services.

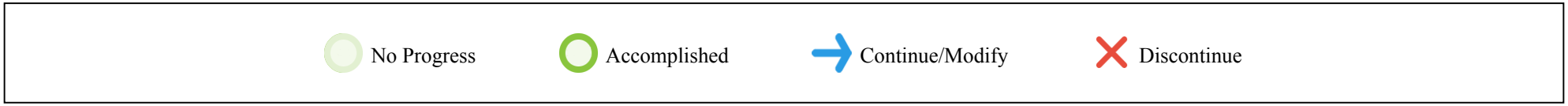
**Strategy 1:** Create a progress monitoring system with classroom teachers and the special education team to review end of six weeks grades and assessments to review instructional and intervention supports.

**Strategy's Expected Result/Impact:** Increase academic achievement for students receiving special education services.

**Staff Responsible for Monitoring:** School administrators, teachers, and special education teachers.

**Title I:**
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials
- **Targeted Support Strategy - Additional Targeted Support Strategy**

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** Track and Monitor Student Progress Through Goal Setting: Establish individual growth targets for each special education student and maintain a campus tracking system. Review progress with teachers, interventionists, and support staff to celebrate gains and quickly address students who are off-track toward achievement goals.<br>**Intended Audience:** Campus Administrators and Teachers<br>**Provider / Presenter / Person Responsible:** Campus Administrators and Teachers<br>**Date(s) / Timeframe:** October 2026 - May 2027<br>**Collaborating Departments:** Special Education Dept.<br>**Delivery Method:** In-Person | | | |


No Progress
Accomplished
Continue/Modify
Discontinue

# Campus Funding Summary

| Title I (211) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Goal** | **Performance Objective** | **Strategy** | **Action Step** | **Resources Needed** | **Description** | **Account Code** | **Amount** |
| 1 | 1 | 3 | 1 | | Fringe | 211-XX-614X-501-135-30-135-101000 | $10,440.00 |
| 1 | 1 | 3 | 1 | Scaffolded practice materials for differentiated instruction | Elevate Campus \| Learning Facilitator (13-6119) | 211-13-6119-501-135-30-135-101000 | $58,000.00 |
| 2 | 4 | 1 | 2 | General supplies for planning and instruction | Instruction \| General Supplies and Technology (11-6399) | 211-11-6399-501-135-30-135-101000 | $4,768.00 |
| | | | | | | **Sub-Total** | $73,208.00 |
| | | | | | | **Budgeted Fund Source Amount** | $73,208.00 |
| | | | | | | **+/- Difference** | $0.00 |

| Family Engagement (211) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Goal** | **Performance Objective** | **Strategy** | **Action Step** | **Resources Needed** | **Description** | **Account Code** | **Amount** |
| 4 | 1 | 1 | 1 | Student attendance incentives (prizes, celebrations, etc,) | Family Engagement \| General Supplies and Technology (61-6399) | 211-61-6399-503-135-30-135-101000 | $915.00 |
| 4 | 1 | 1 | 2 | | Family Engagement \| General Supplies and Technology (61-6399) | 211-61-6399-503-135-30-135-101000 | $915.00 |
| | | | | | | **Sub-Total** | $1,830.00 |
| | | | | | | **Budgeted Fund Source Amount** | $1,830.00 |
| | | | | | | **+/- Difference** | $0.00 |
| | | | | | | **Grand Total Budgeted** | $75,038.00 |
| | | | | | | **Grand Total Spent** | $75,038.00 |
| | | | | | | **+/- Difference** | $0.00 |