Fort Worth Independent School District

172 W.J. Turner Elementary School

2026-2027 Campus Improvement Plan

Board Approval Date: November 10, 2026

Mission Statement

To empower all **Turner Tigers** with high quality instruction that fosters lifelong learning.

Vision

Learning Today

Leading Tomorrow

Value Statement

I am responsible

I am respectful

I am prepared

I am safe

I am a Turner Tiger

ROAR!

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

At W.J. Turner Elementary School, our diverse and vibrant community is at the heart of everything we do. Our student population reflects a rich cultural landscape, with 94.1% of students identifying as Hispanic, 3.2% as African American, 2.1% as White, and 0.6% as two or more races. This diversity is a source of strength and pride, shaping the inclusive environment we work diligently to cultivate each day. With 93.8% of our students identified as Economically Disadvantaged, 84.7% as At-Risk, and 58.5% as Emergent Bilingual, we understand the importance of providing targeted supports that meet the needs of the whole child.

Our educators play a vital role in this work. With 34% of our teachers bringing 11–20 years of experience, our campus benefits from a strong core of seasoned professionals who possess deep instructional knowledge and a passion for supporting students from all backgrounds. Their stability and expertise help anchor the nurturing, student-centered environment that defines W.J. Turner.

At W.J. Turner Elementary School, we remain committed to ensuring every student feels secure, valued, and supported. Our staff works tirelessly to foster a culture where diversity is celebrated, respect is fundamental, and every child has the opportunity to thrive. By prioritizing both academic growth and social-emotional development, we strive to equip our students with the confidence, resilience, and skills necessary to succeed in school and beyond.

Demographics Strengths

- W.J. Turner Elementary fosters a strong, inclusive school community that celebrates cultural diversity.
- The campus benefits from an experienced and dedicated staff, with many teachers bringing 11–20 years of expertise.
- The school demonstrates a strong commitment to whole-child development, supporting students' academic and social-emotional needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Middle of the Year MAP Growth Math data shows that 59% of K-5 students met growth and 44% met grade level norm in math English and 76% of K-1 students met growth and 65% met grade level norm in math Spanish.
Root Cause: Students needing special education are not being identified in the primary grades.

Problem Statement 2 (Prioritized): Middle of the Year MAP Growth Reading data shows that 60% of K-5 students met growth and 35% met grade level norm in reading English and 57% of K-5 students met growth and 65% met grade level norm in reading Spanish.
Root Cause: Students needing special education are not being identified in the primary grades.

Problem Statement 3 (Prioritized): TELPAS data from 2024 shows 33% improved, 50% same, and 16% regressed while in 2025 30% improved, 64% same, and 7% regressed.
Root Cause: Emergent Bilingual students need more opportunities to speak in English during instruction.

Student Learning

Student Learning Summary

Over the past year, student performance trends across multiple assessments reveal several areas of academic concern alongside pockets of promising growth. In STAAR outcomes, performance declined in both reading and math for grades 3–5. Reading scores at the *Meets Grade Level or Above* standard dropped from **27% in 2024 to 25% in 2025**, while math declined more sharply from **33% to 29%** during the same period. These decreases indicate a need to strengthen Tier 1 instruction, alignment to standards, and targeted interventions, particularly as students advance into upper elementary grades.

Middle of the Year (MOY) MAP Growth data presents a more nuanced picture. In math, **59% of K–5 students met their growth goals**, but only **44% met grade-level norms** in English, highlighting a gap between growth and proficiency. In contrast, early grade Spanish math performance is stronger, with **76% of K–1 students meeting growth** and **65% meeting grade-level norms**, suggesting early numeracy in the bilingual program is progressing at a healthier rate.

Reading MAP data shows similar trends. For K–5 English reading, **60% met growth**, yet only **35% met grade-level norms**, pointing to significant gaps in foundational literacy skills. However, Spanish reading outcomes show higher proficiency, with **65% meeting grade-level norms**, though growth sits at **57%**, slightly lower than English growth rates. These patterns indicate that while Spanish literacy remains comparatively strong, both English and Spanish programs require attention to accelerate learning and close proficiency gaps.

Pre-K CLI middle-of-year data highlights both progress and persistent challenges. Alliteration in Spanish saw a substantial improvement from **19% in 2025 to 60% in 2026**, demonstrating the impact of targeted early literacy support. Despite this growth, alliteration remains the lowest-performing domain within CLI, and continued emphasis on phonological awareness is essential. In math, Pre-K students performed better in Number Naming, with **75% proficiency**, though the remaining **25% still need support** to meet expectations in early numeracy.

TELPAS data reflects incremental improvement in English language acquisition. In 2024, **33% of students improved**, **50% remained the same**, and **16% regressed**. By 2025, the percentage of students who improved shifted slightly to **30%**, but those who stayed at the same level increased to **64%**, and regression decreased significantly to **7%**. While more students maintained proficiency levels and fewer regressed, the decline in the percentage of students showing growth indicates a need for increased emphasis on language development, especially for students already at intermediate and advanced proficiency levels.

Collectively, the data suggests that while there are bright spots—particularly in early bilingual Spanish literacy and Pre-K growth—there are also clear areas requiring targeted action. Strengthening core instruction, enhancing progress monitoring systems, and providing focused intervention in both literacy and math across grade levels will be essential to reversing downward trends and ensuring all students make meaningful academic progress.

Student Learning Strengths

- Early bilingual Spanish instruction is a clear strength, with K–1 students showing strong growth and proficiency in both math and reading.
- Pre-K programs demonstrate significant success, evidenced by substantial gains in alliteration and strong performance in early numeracy.
- K–5 students show solid progress toward individual learning goals, with 59–60% meeting growth targets in both math and reading on the MAP assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3rd-5th grade STAAR reading at Meets grade level or Above dropped from 27% in 2024 to 25% in 2025.
Root Cause: There was a higher focus on remediation instead of acceleration in the 2024-2025 school year.

Problem Statement 2 (Prioritized): 3rd-5th grade STAAR math at Meets grade level or Above dropped from 33% in 2024 to 29% in 2025.
Root Cause: There was a higher focus on remediation instead of acceleration in the 2024-2025 school year.

Problem Statement 3 (Prioritized): PK CLI middle of the year data shows an increase in Alliteration in Spanish from 19% in 2025 to 60% in 2026. Alliteration continues to be the lowest tested area from CLI.
Root Cause: Not enough alliteration activities in interest areas.

Problem Statement 4 (Prioritized): PK CLI middle of the year math data shows Number Naming at 75% with 25% of students needing support in this area.
Root Cause: Not enough number naming activities in interest areas.

Problem Statement 5 (Prioritized): Middle of the Year MAP Growth Math data shows that 59% of K-5 students met growth and 44% met grade level norm in math English and 76% of K-1 students met growth and 65% met grade level norm in math Spanish.
Root Cause: Students needing special education are not being identified in the primary grades.

Problem Statement 6 (Prioritized): Middle of the Year MAP Growth Reading data shows that 60% of K-5 students met growth and 35% met grade level norm in reading English and 57% of K-5 students met growth and 65% met grade level norm in reading Spanish.
Root Cause: Students needing special education are not being identified in the primary grades.

Problem Statement 7 (Prioritized): TELPAS data from 2024 shows 33% improved, 50% same, and 16% regressed while in 2025 30% improved, 64% same, and 7% regressed.
Root Cause: Emergent Bilingual students need more opportunities to speak in English during instruction.

School Processes & Programs

School Processes & Programs Summary

At W.J. Turner, we believe that no program or resource can replace the impact of a highly effective teacher, and we are proud that all our teachers are certified by the Texas State Board of Education. Each year, our staff engages in ongoing professional development offered both on campus and through district-led sessions to strengthen instructional practices and ensure alignment to rigorous expectations. Teachers and administrators collaborate consistently through Weekly Planning and Data-Driven Instruction meetings, a critical structure that supports alignment to high-leverage TEKS standards and promotes intentional lesson design focused on student mastery.

As a Title I campus, we serve students with diverse needs, including many who are performing below grade level and require targeted interventions. To address these challenges, we provide a variety of supports such as our after-school program, tutoring sessions, and attendance recovery opportunities to ensure students gain the time and assistance needed to succeed. We have also developed a strong Multi-Tiered System of Support (MTSS) that enables teachers to conduct daily small-group instruction aimed at closing achievement gaps. Teachers document student progress in Branching Minds, allowing our team to monitor growth closely and identify when additional support or problem-solving is needed. When concerns arise, established systems guide staff in analyzing root causes and determining the most effective interventions.

Through these intentional structures—high-quality teaching, collaborative planning, data-driven practices, and robust intervention systems—W.J. Turner remains committed to fostering academic growth and ensuring that every student receives the support needed to thrive.

School Processes & Programs Strengths

- W.J. Turner maintains a highly qualified teaching staff, with all teachers certified and engaged in ongoing professional development to strengthen instructional rigor.
- The campus implements strong collaborative structures through Weekly Planning and Data-Driven Instruction meetings to ensure alignment to TEKS and intentional lesson design.
- A comprehensive Multi-Tiered System of Support (MTSS) is in place, providing targeted small-group instruction and individualized interventions supported by consistent progress monitoring.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Despite a positive shift in Tier 1 from 55% to 64% (Sep 2025 - Feb 2026), 35% of students (Tier 2 = 15%, Tier 3 = 20%) still require supplemental or intensive math intervention as recorded in Branching Minds.
Root Cause: Not enough interventions based on MAP Growth Math data.

Problem Statement 2 (Prioritized): Reading Tier 1 positively increased from 58% to 66% (Sep 2025 - Feb 2026), however 34% of students (Tier 2 = 18%, Tier 3 = 16%) continue to need targeted or intensive reading support as recorded in Branching Minds.

Root Cause: Not enough interventions focused on reading fluency and comprehension guided and independently in students' instructional level.

Perceptions

Perceptions Summary

W.J. Turner is a school community defined by deep pride, strong traditions, and meaningful connections among students, families, and staff. Each morning, students recite the campus vision, mission, and chant, reinforcing a shared sense of purpose and belonging, while music classes extend this culture by teaching the alma mater song. Many of our students come from multigenerational Turner families, reflecting a longstanding commitment to the school and a strong sense of continuity. Families consistently express that they feel their children are safe and well cared for, contributing to a culture and climate that closely resembles that of a supportive, tightknit family.

Students at Turner benefit from a wide array of enrichment opportunities that cultivate curiosity, confidence, and leadership. Activities such as the spelling bee, math bee, history fair, science fair, Battle of the Books, and UIL events provide authentic platforms for students to explore interests and showcase their talents beyond the classroom.

Family and community engagement remain central to the school's identity and success. Our dedicated Family Engagement Specialist plays a vital role in maintaining clear and ongoing communication with families and the broader community while recruiting parent volunteers to support school initiatives. Throughout the year, Turner hosts principal meetings, parent classes, student performances, AllPro Dads events, and the Zero to Five program for families with young children, all designed to strengthen the partnership between home and school. These efforts ensure that families feel welcomed, informed, and actively involved in their children's educational journeys, reinforcing the warm and connected culture that defines W.J. Turner.

Our commitment to student well-being and academic success is reflected in our ongoing efforts to monitor and improve attendance. While our attendance rate remained relatively stable—from 93.8% in 2023–2024 to 93.6% in 2024–2025—we have seen a slight increase in chronic absenteeism, rising from 16.7% to 18%. This data drives our continued focus on family engagement, early intervention, and building strong relationships that encourage daily attendance and consistent learning.

Perceptions Strengths

- W.J. Turner fosters a strong sense of pride and belonging through daily recitations of the vision, mission, and chant, along with traditions that connect multiple generations of families to the school.
- The campus provides rich enrichment opportunities—including academic competitions and fine arts events—that support student engagement and showcase diverse talents.
- A highly effective family engagement system strengthens school–community connections through consistent communication, parent involvement, and a variety of family-centered programs and events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Attendance rate declined slightly from 93.8% in school year 2023-2024 to 93.6% in school year 2024-2025.
Root Cause: Not enough home visits after 7 or more absences.

Problem Statement 2 (Prioritized): Chronic absenteeism increased from 16.7% in school year 2023-2024 to 18% in school year 2024-2025.
Root Cause: Not knowing the reason for repeated absences to refer families for help.

Priority Problem Statements

Problem Statement 1: Middle of the Year MAP Growth Math data shows that 59% of K-5 students met growth and 44% met grade level norm in math English and 76% of K-1 students met growth and 65% met grade level norm in math Spanish.

Root Cause 1: Students needing special education are not being identified in the primary grades.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Middle of the Year MAP Growth Reading data shows that 60% of K-5 students met growth and 35% met grade level norm in reading English and 57% of K-5 students met growth and 65% met grade level norm in reading Spanish.

Root Cause 2: Students needing special education are not being identified in the primary grades.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: TELPAS data from 2024 shows 33% improved, 50% same, and 16% regressed while in 2025 30% improved, 64% same, and 7% regressed.

Root Cause 3: Emergent Bilingual students need more opportunities to speak in English during instruction.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: 3rd-5th grade STAAR reading at Meets grade level or Above dropped from 27% in 2024 to 25% in 2025.

Root Cause 4: There was a higher focus on remediation instead of acceleration in the 2024-2025 school year.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 3rd-5th grade STAAR math at Meets grade level or Above dropped from 33% in 2024 to 29% in 2025.

Root Cause 5: There was a higher focus on remediation instead of acceleration in the 2024-2025 school year.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: PK CLI middle of the year data shows an increase in Alliteration in Spanish from 19% in 2025 to 60% in 2026. Alliteration continues to be the lowest tested area from CLI.

Root Cause 6: Not enough alliteration activities in interest areas.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: PK CLI middle of the year math data shows Number Naming at 75% with 25% of students needing support in this area.

Root Cause 7: Not enough number naming activities in interest areas.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Despite a positive shift in Tier 1 from 55% to 64% (Sep 2025 - Feb 2026), 35% of students (Tier 2 = 15%, Tier 3 = 20%) still require supplemental or intensive math intervention as recorded in Branching Minds.

Root Cause 8: Not enough interventions based on MAP Growth Math data.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Reading Tier 1 positively increased from 58% to 66% (Sep 2025 - Feb 2026), however 34% of students (Tier 2 = 18%, Tier 3 = 16%) continue to need targeted or intensive reading support as recorded in Branching Minds.

Root Cause 9: Not enough interventions focused on reading fluency and comprehension guided and independently in students' instructional level.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Chronic absenteeism increased from 16.7% in school year 2023-2024 to 18% in school year 2024-2025.

Root Cause 10: Not knowing the reason for repeated absences to refer families for help.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Attendance rate declined slightly from 93.8% in school year 2023-2024 to 93.6% in school year 2024-2025.

Root Cause 11: Not enough home visits after 7 or more absences.

Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS
- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher recruitment/retention rates and other data

Parent/Community Data

- Parent engagement rate
- Parent and community partnership data
- Parent activity evaluations and feedback data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 36% to 41%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 11% to 16% by June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 10% to 15% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Develop teacher capacity in the area of Tier 1 instruction, standards-aligned internalization, small group instruction, and tailoring instruction to meet the needs of all student groups through research-based instructional strategies in an uninterrupted 90-minute block.

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 11% to 16% by June 2027. Increase the performance of Hispanic students from 10% to 15% by June 2027.

Staff Responsible for Monitoring: Administration and Teachers

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

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement actionable next steps through real-time coaching and guided walkthroughs, while continuously calibrating practices and outcomes in alignment with leadership priorities. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Leadership **Delivery Method:** On the spot coaching utilizing Strive tools for documentation.	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 3rd-5th grade STAAR reading at Meets grade level or Above dropped from 27% in 2024 to 25% in 2025. **Root Cause**: There was a higher focus on remediation instead of acceleration in the 2024-2025 school year.

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 36% to 41%.

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 31% to 36% 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 70% to 75% by June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 49% to 54% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Establish a systematic data analysis and instructional response cycle that uses MAP Growth Reading data (English and Spanish), formative assessments, and student group disaggregation to drive targeted Tier 1 and intervention instruction, ensuring accelerated growth for all students and closing achievement gaps for Special Education and Hispanic.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 31% to 36% 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 70% to 75% by June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 49% to 54% by June 2027.

Staff Responsible for Monitoring: 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Demographics 2 - Student Learning 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Design targeted enrichment for student subgroups that accelerates academic growth through structured after-school tutorials, incorporating goal sheets to monitor progress and inform ongoing instructional adjustments. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers, Leadership **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Leadership **Delivery Method:** In person **Funding Sources:** General Supplies - Title I (211) - 211-11-6399-501-172-30-172-101000 - $5,319	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Middle of the Year MAP Growth Reading data shows that 60% of K-5 students met growth and 35% met grade level norm in reading English and 57% of K-5 students met growth and 65% met grade level norm in reading Spanish. **Root Cause**: Students needing special education are not being identified in the primary grades.
Student Learning
Problem Statement 6: Middle of the Year MAP Growth Reading data shows that 60% of K-5 students met growth and 35% met grade level norm in reading English and 57% of K-5 students met growth and 65% met grade level norm in reading Spanish. **Root Cause**: Students needing special education are not being identified in the primary grades.

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 36% to 41%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 23% to 28% by June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 31% to 36% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Develop teacher capacity to deliver real-time, data-informed instruction using a clearly defined gradual release model (I Do, We Do, You Do), enabling immediate reteach and intervention during daily instruction to reduce the number of TEKS not meeting mastery and increase the percentage of 3rd grade students meeting or exceeding benchmark expectations, with targeted acceleration for marginalized student groups.

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 23% to 28% by June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 31% to 36% by June 2027.

Staff Responsible for Monitoring: Teachers, Administrators, and Support Staff

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

Problem Statements: Demographics 3 - Student Learning 1, 7

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Build teacher capacity to deliver real-time, data-informed instruction through PLC structures that emphasize lesson internalization, rehearsal, and ongoing data meetings, while systematically tracking student progress to drive targeted acceleration for marginalized student groups. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Leadership **Delivery Method:** In person **Funding Sources:** Supplies - Title I (211) - 211-13-6399-501-172-30-172-101000 - $8,000	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Develop teacher capacity in Tier 1 math instruction through PLCs that prioritize lesson internalization and rehearsal, supported by real-time coaching and continuous calibration with school leadership, while ensuring tailored, research-based instructional strategies are effectively implemented within a 90-minute instructional block. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Leadership **Delivery Method:** In person	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: TELPAS data from 2024 shows 33% improved, 50% same, and 16% regressed while in 2025 30% improved, 64% same, and 7% regressed. **Root Cause**: Emergent Bilingual students need more opportunities to speak in English during instruction.

Student Learning
Problem Statement 1: 3rd-5th grade STAAR reading at Meets grade level or Above dropped from 27% in 2024 to 25% in 2025. **Root Cause**: There was a higher focus on remediation instead of acceleration in the 2024-2025 school year.
Problem Statement 7: TELPAS data from 2024 shows 33% improved, 50% same, and 16% regressed while in 2025 30% improved, 64% same, and 7% regressed. **Root Cause**: Emergent Bilingual students need more opportunities to speak in English during instruction.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 17% to 22%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 10% to 60% by June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 5% to 40% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Develop teacher capacity in the area of Tier 1 instruction in math, standards-aligned internalization, small group instruction, and tailoring instruction to meet the needs of all student groups through research-based instructional strategies in an uninterrupted 90-minute block.

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from X% to Y% by June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from X% to Y% by June 2027.

Staff Responsible for Monitoring: Teachers, Administrators, and Support Staff

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
- **Targeted Support Strategy**

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Design targeted enrichment for student subgroups that accelerate academic growth through structured after-school tutorials, incorporating goal sheets to monitor progress and inform ongoing instructional adjustments. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Leadership **Delivery Method:** In person **Funding Sources:** Supplies - Title I (211) - 211-11-6399-501-172-30-172-101000 - $10,000	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Despite a positive shift in Tier 1 from 55% to 64% (Sep 2025 - Feb 2026), 35% of students (Tier 2 = 15%, Tier 3 = 20%) still require supplemental or intensive math intervention as recorded in Branching Minds. **Root Cause**: Not enough interventions based on MAP Growth Math data.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 17% to 22%.

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 44.5% to 49.5% by June 2027.
Increase the percentage of Kindergarten - Grade 1 students who Meet or Exceed grade level norms on EOY MAP Growth Math in Spanish from 77.5% to 82.5% by June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 63.5% to 68.5% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Establish a systematic data analysis and instructional response cycle that uses MAP Growth Math, formative assessments, and student group disaggregation to drive targeted Tier 1 and intervention instruction, ensuring accelerated growth for all students and closing achievement gaps for Special Education and Hispanic.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in English from 44.5% to 49.5% by June 2027.
Increase the percentage of Kindergarten - Grade 1 students who Meet or Exceed grade level norms on EOY MAP Growth Math in Spanish from 77.5% to 82.5% by June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 63.5% to 68.5% by June 2027.

Staff Responsible for Monitoring: Teachers and Administrators

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

Problem Statements: Demographics 1 - Student Learning 5

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement bi-weekly individualized data meetings to drive a systematic cycle of data analysis and instructional response, utilizing MAP and formative assessment data disaggregated by student groups to strengthen Tier 1 instruction. Facilitates six-week MTSS meetings to review student tiers, ensuring data-driven decisions that align targeted supports with identified student needs. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Leadership **Delivery Method:** In person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Middle of the Year MAP Growth Math data shows that 59% of K-5 students met growth and 44% met grade level norm in math English and 76% of K-1 students met growth and 65% met grade level norm in math Spanish. **Root Cause**: Students needing special education are not being identified in the primary grades.

Student Learning
Problem Statement 5: Middle of the Year MAP Growth Math data shows that 59% of K-5 students met growth and 44% met grade level norm in math English and 76% of K-1 students met growth and 65% met grade level norm in math Spanish. **Root Cause**: Students needing special education are not being identified in the primary grades.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 17% to 22%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 7% to 12% by June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 20% to 25% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Develop teacher capacity to deliver real-time, data-informed instruction using a clearly defined gradual release model (I Do, We Do, You Do), enabling immediate reteach and intervention during daily instruction to reduce the number of TEKS not meeting mastery and increase the percentage of 3rd grade students meeting or exceeding benchmark expectations, with targeted acceleration for marginalized student groups.

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 7% to 12% by June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 20% to 25% by June 2027.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Build teacher capacity to deliver real-time, data-informed instruction through PLC structures that emphasize lesson internalization, rehearsal, and ongoing data meetings, while systematically tracking student progress to drive targeted acceleration for marginalized student groups. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Leadership **Delivery Method:** In person	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Learning Facilitors will follow the LEAD model to provide students with differentiated instruction based on their DOL's. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Learning Facilitator **Date(s) / Timeframe:** August 2026- May 2026 **Delivery Method:** In Person **Funding Sources:** Learning Facilitator - Title I (211) - 211-13-6119-501-172-30-172-101000 - $64,000	 Considerable		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: 3rd-5th grade STAAR math at Meets grade level or Above dropped from 33% in 2024 to 29% in 2025. **Root Cause**: There was a higher focus on remediation instead of acceleration in the 2024-2025 school year.

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 31% to 40% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in Spanish from 47% to 53% by June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 32% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Develop and implement a structured student data ownership system in which students track their own reading performance, set measurable goals, and monitor progress toward mastery. This system will increase student engagement, accountability, and achievement in reading, resulting in higher percentages of students meeting or exceeding expectations and improved outcomes for Hispanic and other marginalized student groups.

Strategy's Expected Result/Impact: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in English from X% to Y% 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 X% to Y% by June 2027.
Increase the performance of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from X% to Y% by June 2027.

Staff Responsible for Monitoring: Teachers, students, administration

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 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems
- **Targeted Support Strategy**

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement a student data ownership system that empowers students to track their progress using data sheets, monitor growth toward mastery, and set meaningful academic goals, fostering accountability and ownership of learning. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Leadership **Delivery Method:** In person **Funding Sources:** Supplies - Title I (211) - 211-11-6399-501-172-30-172-101000 - $2,000	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 3rd-5th grade STAAR reading at Meets grade level or Above dropped from 27% in 2024 to 25% in 2025. **Root Cause**: There was a higher focus on remediation instead of acceleration in the 2024-2025 school year.
School Processes & Programs
Problem Statement 2: Reading Tier 1 positively increased from 58% to 66% (Sep 2025 - Feb 2026), however 34% of students (Tier 2 = 18%, Tier 3 = 16%) continue to need targeted or intensive reading support as recorded in Branching Minds. **Root Cause**: Not enough interventions focused on reading fluency and comprehension guided and independently in students' instructional level.

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 35% by June 2027.
Increase the performance of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 35% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Create and maintain a centralized data room and implement consistent, structured data conferences with teachers to analyze student performance, identify instructional gaps, and drive immediate instructional adjustments. This system will ensure teachers are both data-informed and data-responsive, resulting in increased student achievement and improved outcomes for marginalized student groups.

Strategy's Expected Result/Impact: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from X% to Y% 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 X% to Y% 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 X% to Y% by June 2027.

Staff Responsible for Monitoring: Teachers and 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 3: Integrated Student Support Systems
- **Targeted Support Strategy**

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Establish comprehensive data wall and teacher data binders that organize individual student, grade-level, and campus-wide data, enabling real-time analysis and driving immediate, targeted instructional adjustments to improve student outcomes. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Leadership **Delivery Method:** In person **Funding Sources:** Supplies - Title I (211) - 211-11-6399-501-172-30-172-101000 - $2,000	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 3rd-5th grade STAAR math at Meets grade level or Above dropped from 33% in 2024 to 29% in 2025. **Root Cause**: There was a higher focus on remediation instead of acceleration in the 2024-2025 school year.
School Processes & Programs
Problem Statement 1: Despite a positive shift in Tier 1 from 55% to 64% (Sep 2025 - Feb 2026), 35% of students (Tier 2 = 15%, Tier 3 = 20%) still require supplemental or intensive math intervention as recorded in Branching Minds. **Root Cause**: Not enough interventions based on MAP Growth Math data.

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

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 16% to 12% by June 20272
Decrease the number and percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 13% to 10% by June 2027.

Evaluation Data Sources: Focus

Strategy 1: Establish a comprehensive attendance system that includes real-time data monitoring, targeted interventions, family engagement, and student accountability to reduce chronic absenteeism and increase daily attendance rates. This system will ensure early identification of at-risk students and provide equitable, responsive supports to improve outcomes for all students, particularly Hispanic and other marginalized student groups.

Strategy's Expected Result/Impact: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 14% to 10% by June 2027.
Decrease the number and percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from X% to Y% by June 2027.

Staff Responsible for Monitoring: Administrators, Teachers, Clerk, SART Officer

Title I:
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 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Develop and implement a comprehensive attendance monitoring system that tracks trends, identifies at-risk students, and drives targeted interventions, while strengthening family engagement and promoting student accountability to improve overall attendance outcomes. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers and Leadership **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Leadership **Delivery Method:** In person **Funding Sources:** Supplies - Family Engagement (211) - 211-61-6399-503-172-30-172-101000 - $1,000, Snacks for family engagement - Family Engagement (211) - 211-61-6399-503-172-30-172-101000 - $350, Family Engagement - Family Engagement (211) - 211-61-6399-503-172-30-172-101000 - $933	 Considerable		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Chronic absenteeism increased from 16.7% in school year 2023-2024 to 18% in school year 2024-2025. **Root Cause**: Not knowing the reason for repeated absences to refer families for help.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	1	1	General Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-172-30-172-101000	$5,319.00
1	3	1	1	Supplies	Staff Development | General Supplies and Technology (13-6399)	211-13-6399-501-172-30-172-101000	$8,000.00
2	1	1	1	Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-172-30-172-101000	$10,000.00
2	3	1	2	Learning Facilitator	Elevate Campus | Learning Facilitator (13-6119)	211-13-6119-501-172-30-172-101000	$64,000.00
3	1	1	1	Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-172-30-172-101000	$2,000.00
3	2	1	1	Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-172-30-172-101000	$2,000.00
						Sub-Total	$91,319.00
						Budgeted Fund Source Amount	$91,319.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Snacks for family engagement	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-172-30-172-101000	$350.00
4	1	1	1	Supplies	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-172-30-172-101000	$1,000.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Family Engagement	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-172-30-172-101000	$933.00
						Sub-Total	$2,283.00
						Budgeted Fund Source Amount	$2,283.00
						+/- Difference	$0.00
						Grand Total Budgeted	$93,602.00
						Grand Total Spent	$93,602.00
						+/- Difference	$0.00