Fort Worth Independent School District

222 Clifford Davis Elementary School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

Mission Statement

Mission Statement:

L. Clifford Davis Elementary prioritizes academic excellence and student growth by providing intentional high quality, student-centered, authentic learning experiences.

Vision

Vision: Growing Every Student. Every Day. With Every Opportunity.

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Our current enrollment stands at 560 students, a significant decrease from the 867 students we had the previous year. 77% of our students are emergent bilinguals, highlighting the importance of our language support programs. 37% of our students identify as Black, 22% as Asian, 21% as Hispanic, 18% as White, and 2% as Two or More races.

99% of our student body is economically disadvantaged, which underscores the importance of providing robust support systems and resources to ensure that all students have equal opportunities to succeed academically and personally. The gender distribution among our students is fairly balanced, with 52% male and 48% female. Our special education population is 4%, and we are dedicated to providing tailored support and resources to meet the unique needs of these students, ensuring they have access to a high-quality education. With 6% of our students identified as gifted and talented, we are committed to offering challenging and enriching programs that stimulate their intellectual growth and creativity.

While we maintain a commendable attendance rate of 93.6%, reflecting our students' commitment to their education and the effectiveness of our engagement strategies, our campus mobility rate is 41.2%, while 21.53% of our students were chronically absent. Regular attendance is crucial for academic success, and we continue to strive for even higher rates. Only 3% of our students received out-of-school suspension, indicating our focus on positive behavior interventions and supports to maintain a safe and conducive learning environment.

Our teaching staff consists of 35 dedicated teachers, resulting in a favorable student-to-teacher ratio of 15:1. This ratio allows for more personalized instruction and stronger relationships between students and teachers. We are supported by 7 paraprofessionals who play a crucial role in assisting our teachers and supporting our students, particularly those with additional needs, ensuring that every student receives the attention and support they require.

Demographics Strengths

Our school is a vibrant tapestry of cultures, backgrounds, and languages. This diversity enriches our school community and provides a dynamic environment for learning and cultural exchange. We are dedicated to fostering an environment where language diversity is celebrated and bilingualism is seen as an asset. Our primary languages on campus are English, Spanish, Arabic, Dari, Pashto, Farsi, Swahili, Kinyarwanda, and Burmese. We recruit teachers with their ESL certifications to ensure students receive instruction from staff who are knowledgeable about best practices in ESL settings. Our families care deeply about their students' education and trust the school to provide them with everything they need to succeed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In the 2025-2026 school year, 22% of our students were chronically absent.
Root Cause: The campus lacked a clear system for communicating attendance expectations with families.

Problem Statement 2 (Prioritized): In the 2024-2025 school year, our mobility rate was 41.2%.
Root Cause: The campus's extended F-rated status prompted families to seek alternative educational opportunities for their students.

Student Learning

Student Learning Summary

Our 2025 campus data indicates that only 15% of our students in grades 3 through 5 are performing at grade level in the STAAR reading assessment. This highlights a significant concern that requires immediate attention and intervention to enhance literacy skills and ensure our students are equipped with the reading competencies needed to succeed academically. In mathematics, the situation is similarly challenging, with only 12% of students in grades 3 through 5 achieving grade-level proficiency on the STAAR math assessment. This underscores the need for targeted instructional strategies and resources to help our students build a stronger foundation in mathematical concepts and problem-solving skills. Performance in science is particularly concerning, with only 1% of our 5th-grade students achieving grade-level proficiency on the STAAR science assessment. This calls for a comprehensive review of our science curriculum and teaching methodologies to better engage students and foster a deeper understanding of scientific principles.

On a more positive note, 49% of our 4th and 5th grade students are making expected progress on STAAR reading, indicating that nearly half are advancing in their reading skills. This progress is encouraging and suggests that some of our current strategies are effective, though there is still room for improvement to ensure more students reach their full potential. Similarly, 51% of students in 4th and 5th grades are meeting expected progress in STAAR math. This demonstrates that over half of our students are making strides in their mathematical understanding, yet it also highlights the need for continued support and enhancement of our math instruction to increase the number of students who are making expected progress.

Regarding our English learners, 33% of EB students have improved their English language proficiency on TELPAS, a positive outcome reflecting their hard work and the effectiveness of our language support programs. However, 57% of EB students have remained at the same proficiency level, and 11% have regressed, indicating a need for more differentiated and intensive language instruction to better support these students in advancing their English language skills.

Student Learning Strengths

The campus observed a 7% increase in the number of students meeting grade-level performance in Reading. In Math, we have also seen a positive trend with a 2% increase in students achieving grade-level performance. While this improvement is more modest, it is a step in the right direction and highlights our ongoing commitment to enhancing our math curriculum and instructional strategies. Our focus remains on providing targeted support to ensure that all students can reach their full potential in this critical subject area. Furthermore, the percentage of students meeting their growth goals in STAAR Reading has improved by 9%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 50% of students in 4th and 5th grade met their expected growth goal on STAAR Reading and STAAR Math.
Root Cause: The campus lacks clear, data-driven decision-making processes focused on student performance and on ensuring that teachers make high-leverage instructional decisions that positively impact student learning.

Problem Statement 2 (Prioritized): Less than 15% of students in 3rd-5th grades are performing at grade level on STAAR Reading and STAAR Math.
Root Cause: The campus does not have robust systems for monitoring and ensuring the effective delivery of Tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

As a school, we place a strong emphasis on curriculum and instruction by actively engaging in Professional Learning Communities (PLCs) and conducting lesson rehearsals. These practices allow our educators to collaborate, share insights, and refine their teaching strategies to enhance student learning outcomes. By focusing on these areas, we ensure that our instructional methods are both effective and aligned with our educational goals.

Our commitment to professional development is evident through our participation in district sessions and the implementation of the Jane Schaffer writing system. These opportunities provide our teachers with the tools and knowledge necessary to improve their instructional practices and support student achievement. By investing in our educators' growth, we are fostering a culture of continuous improvement and excellence in teaching.

Leadership and decision-making processes are integral to our school's success. We hold regular leadership meetings and conduct calibration walks to ensure that our administrative team is aligned and making informed decisions. These practices help us maintain a cohesive vision and address any challenges that may arise, ultimately leading to a more effective and efficient school environment.

Effective communication is a cornerstone of our school community, and we achieve this through the distribution of weekly newsletters. These newsletters keep our staff, students, and parents informed about important updates, events, and initiatives. By maintaining open lines of communication, we foster a sense of transparency and trust within our school community.

Our scheduling practices are designed to prioritize instructional needs through the development of a master schedule. This schedule is carefully crafted to ensure that our students receive the necessary instructional time and resources to succeed academically. By focusing on instructional priorities, we are able to create an environment that supports student learning and achievement.

School Processes & Programs Strengths

Our Professional Learning Communities (PLCs) are dedicated to enhancing instructional effectiveness through focused lesson rehearsals and the internalization of instructional materials. This approach allows our educators to collaboratively refine their teaching strategies, ensuring that each lesson is delivered with precision and clarity. By rehearsing lessons, teachers can anticipate potential challenges and adapt their methods to better engage students, ultimately leading to improved learning outcomes.

We are in the initial stages of developing a comprehensive Multi-Tiered System of Supports (MTSS) process, which is crucial for identifying and addressing the diverse learning needs of our students. This framework will enable us to systematically assess and support students at varying levels of need, ensuring that every child receives the appropriate interventions and resources to succeed academically. By establishing a clear MTSS process, we are committed to fostering an inclusive and supportive educational environment where all students can thrive.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus growth in reading is in the 55th percentile, with growth in Kinder, 1st, and 2nd below the campus at 53rd (Kinder), 48th (1st), and 34th (2nd) percentiles.
Root Cause: Campus data indicate inconsistent implementation of the MTSS framework, as evidenced by a high percentage of students in Tier 2 and Tier 3 interventions who did not meet expected growth targets on NWEA MAP Growth, suggesting gaps in progress monitoring, intervention fidelity, and alignment between core instruction and targeted supports.

Problem Statement 2 (Prioritized): Only 18% of students performed at or above grade level in MAP Growth English Reading, and 30% in MAP Growth Math.
Root Cause: Inconsistent high-quality delivery of Tier 1 instruction in lower grades results in few students demonstrating mastery of grade-level skills.

Perceptions

Perceptions Summary

Our school has been fortunate to have the support of volunteers from Catholic Charities, Read2Win, and former staff members who have dedicated their time working with small groups of students. Their efforts have been instrumental in enhancing our students' literacy skills, providing personalized attention, and fostering a love for reading.

The Catch Up and Read program has been a valuable partnership, focusing on equipping our reading teachers with the tools and strategies needed to deliver high-quality, data-driven after-school literacy instruction. This collaboration has significantly contributed to our students' academic growth by ensuring that our teaching methods are both effective and targeted to meet individual students' needs.

Our dedicated teachers led tutoring efforts to prepare students for the State of Texas Assessments of Academic Readiness (STAAR). Their commitment to student success is evident in the tailored support they provide, ensuring that each student is well-prepared and confident in their abilities to excel in these assessments.

Throughout the year, we have hosted several family events that have been both educational and engaging. These events, which include math, literacy, science, and multicultural nights, have provided opportunities for families to engage with the school community, celebrate diversity, and support their children's learning in a collaborative and enjoyable environment.

Perceptions Strengths

Our students have expressed a heightened sense of preparedness for the STAAR assessments, which is a testament to the effectiveness of our academic programs and support systems. They have also shown enthusiasm for the additional opportunities provided to ensure they are performing at grade level, indicating a strong commitment to their educational growth and success.

Families have reported feeling more welcome on our campus, reflecting our ongoing efforts to foster an inclusive and engaging school environment. The positive feedback on family events highlights the success of our initiatives in strengthening the school-community relationship and creating meaningful experiences for all involved.

The unwavering dedication of our volunteers has been a cornerstone of our community engagement, culminating in one of our own being honored as the Fort Worth ISD Volunteer of the Year. This recognition underscores the invaluable contributions our volunteers make to enhance the educational experience for our students.

Feedback from district staff has consistently highlighted the warm and welcoming atmosphere of our campus. This positive climate is a direct result of our staff's professionalism and friendliness, who are committed to creating a supportive and inviting environment for all visitors.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is limited parent volunteering on campus during the year and at special events.
Root Cause: Families are not systematically included in campus planning and events, nor are they presented with a variety of ways to support classrooms and/or their students.

Problem Statement 2 (Prioritized): There is a significant staff turnover due to the campus' extended time as an F rated campus.
Root Cause: The campus has been reconstitued and most staff will not return in the coming school year.

Priority Problem Statements

Problem Statement 1: In the 2025-2026 school year, 22% of our students were chronically absent.

Root Cause 1: The campus lacked a clear system for communicating attendance expectations with families.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In the 2024-2025 school year, our mobility rate was 41.2%.

Root Cause 2: The campus's extended F-rated status prompted families to seek alternative educational opportunities for their students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is limited parent volunteering on campus during the year and at special events.

Root Cause 3: Families are not systematically included in campus planning and events, nor are they presented with a variety of ways to support classrooms and/or their students.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is a significant staff turnover due to the campus' extended time as an F rated campus.

Root Cause 4: The campus has been reconstitued and most staff will not return in the coming school year.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Campus growth in reading is in the 55th percentile, with growth in Kinder, 1st, and 2nd below the campus at 53rd (Kinder), 48th (1st), and 34th (2nd) percentiles.

Root Cause 5: Campus data indicate inconsistent implementation of the MTSS framework, as evidenced by a high percentage of students in Tier 2 and Tier 3 interventions who did not meet expected growth targets on NWEA MAP Growth, suggesting gaps in progress monitoring, intervention fidelity, and alignment between core instruction and targeted supports.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Only 18% of students performed at or above grade level in MAP Growth English Reading, and 30% in MAP Growth Math.

Root Cause 6: Inconsistent high-quality delivery of Tier 1 instruction in lower grades results in few students demonstrating mastery of grade-level skills.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Only 50% of students in 4th and 5th grade met their expected growth goal on STAAR Reading and STAAR Math.

Root Cause 7: The campus lacks clear, data-driven decision-making processes focused on student performance and on ensuring that teachers make high-leverage instructional decisions that positively impact student learning.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Less than 15% of students in 3rd-5th grades are performing at grade level on STAAR Reading and STAAR Math.

Root Cause 8: The campus does not have robust systems for monitoring and ensuring the effective delivery of Tier 1 instruction.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data

- Teacher/Student Ratio
- Campus leadership data
- T-TESS data
- Staff mobility/stability
- Classroom and school walkthrough data

Parent/Community Data

- Community service agencies and support services

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- 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 ELAR on STAAR from 15% to 40% by June 2027.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 15% 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 19% to 40% by June 2027.

High Priority

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Strengthen the daily DOL-to-Reteach cycle by requiring teachers to analyze DOL results immediately, form targeted LEAD groups, and deliver focused reteach aligned to the objective to accelerate mastery for all students.

Strategy's Expected Result/Impact: Strengthening the daily DOL-to-Reteach cycle in RLA will increase students' literacy, comprehension, and problem-solving proficiency by addressing misconceptions immediately and reinforcing grade-level TEKS every day. Targeted LEAD groups will accelerate mastery for all learners--especially African American and other marginalized student groups--resulting in higher performance on RLA benchmarks and MAP Growth Reading.

Staff Responsible for Monitoring: Principal, Assistant Principals

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

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Monitor fidelity through SPOTs by checking alignment between the LO, DOL, and reteach plan during daily walkthroughs. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principals **Date(s) / Timeframe:** July 2026 - June 2027	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Strengthen Tier 1 instruction by using PLCs for collaborative lesson internalization and rehearsal, ensuring teachers practice key lesson components and receive real-time feedback from admin before first teach. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** July 2026 - June 2027	Formative		
	Nov	Jan	Mar

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Elevate student engagement by embedding consistent Multiple Response Strategies, daily writing, and purposeful annotation into every ELAR lesson to deepen comprehension and increase the rigor needed for students to reach Meets.

Strategy's Expected Result/Impact: Strengthening the daily DOL-to-Reteach cycle in RLA will increase students' literacy, comprehension, and problem-solving proficiency by addressing misconceptions immediately and reinforcing grade-level TEKS every day. Targeted LEAD groups will accelerate mastery for all learners--especially African American and other marginalized student groups--resulting in higher performance on RLA benchmarks and MAP Growth Reading.

Staff Responsible for Monitoring: Principal, Assistant Principals

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

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Plan and execute a minimum of 3 Multiple Response Strategies during each block of the ELAR lesson, embedded in their slide deck, and verified through SPOT observations. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principals **Date(s) / Timeframe:** August 2026 - June 2027	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Embed daily writing and purposeful annotation by requiring students to annotate the text multiple times (key ideas, vocabulary, evidence) and produce justified written responses connected to their annotations in every ELAR lesson. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principals **Date(s) / Timeframe:** July 2026 - June 2027	Formative		
	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Less than 15% of students in 3rd-5th grades are performing at grade level on STAAR Reading and STAAR Math. **Root Cause**: The campus does not have robust systems for monitoring and ensuring the effective delivery of Tier 1 instruction.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for ELAR on STAAR from 15% to 40% by June 2027.

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 25% to 40% 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 78% to 100% 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 28% to 40% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Ensure all K-3 teachers implement the campus instructional model with fidelity--45 minutes of Direct Instruction, 10 minutes for a standards-aligned DOL, and 35 minutes of targeted Reteach or Mastery Lab--to increase daily mastery of grade-level TEKS and accelerate MAP Growth outcomes for African American students and marginalized student groups.

Strategy's Expected Result/Impact: Implementing the 45-10-35 instructional model with fidelity in every K-3 reading classroom will increase daily mastery of grade-level TEKS, strengthen reading fluency and comprehension, and accelerate MAP Growth Reading outcomes. Consistent use of standards-aligned DOLs and targeted same-day reteach will close learning gaps more quickly for African American students and marginalized student groups, resulting in measurable gains toward campus math achievement goals.

Staff Responsible for Monitoring: Principal, Assistant Principals

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

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Monitor and Coach Instructional Model Fidelity Through Daily SPOTs and PLC Internalization **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** August 2026 - June 2027			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Use daily DOL data to drive LEAD time by requiring teachers to score DOLs immediately, identify the specific misconception, and assign students to the same-day Reteach or Mastery Lab during the 35-minute LEAD block. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** August 2026 - July 2027			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Ensure all K-3 teachers follow the district curriculum framework with fidelity, including lesson internalization, aligned materials, required language routines, and TEKS-aligned tasks to deliver consistent, high-quality Tier 1 instruction that increases daily mastery of foundational reading skills and accelerates MAP Growth outcomes for African American students and marginalized student groups.

Strategy's Expected Result/Impact: Following the district reading curriculum framework with fidelity will strengthen Tier 1 instruction, increase daily mastery of foundational literacy skills, improve students' reading fluency and comprehension, and support the application of grade-level reading skills. Consistent use of internalized lessons, aligned materials, required literacy language routines, and TEKS-aligned problem-solving tasks will accelerate MAP Growth Reading outcomes for African American students and marginalized student groups.

Staff Responsible for Monitoring: Principal, Assistant Principal

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

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Internalize weekly curriculum components during PLCs by unpacking TEKS, analyzing exemplar tasks, and rehearsing lesson delivery to ensure alignment to the curriculum framework. Teachers will implement required routines exactly as designed, with admin monitoring fidelity through targeted SPOT observations. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principals **Date(s) / Timeframe:** July 2026 - June 2027			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Less than 15% of students in 3rd-5th grades are performing at grade level on STAAR Reading and STAAR Math. **Root Cause**: The campus does not have robust systems for monitoring and ensuring the effective delivery of Tier 1 instruction.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for ELAR on STAAR from 15% to 40% by June 2027.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 24% 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 16% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Use structured data conferencing, student-level data tracking, and intentional parent partnership to ensure that students and families understand performance, goals, and next steps, thereby driving rapid progress toward Meets for all 3rd graders, including African American students.

Strategy's Expected Result/Impact: Ensure stakeholders are informed of goals and know how to support progress to meet campus goals

Staff Responsible for Monitoring: Principal, Assistant Principal

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

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Conduct student data conferences where students review assessment results, identify gaps, and set short-cycle goals aligned to grade level expectations. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers, principal, assistant principal **Date(s) / Timeframe:** August 2026 - June 2027	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Incorporate parents into the data cycle by sending home student data sheets, hosting parent data chats, and providing families with specific at-home actions aligned to their child's goals. **Intended Audience:** Parents/Guardians **Provider / Presenter / Person Responsible:** Teachers, principal, assistant principal **Date(s) / Timeframe:** August 2026 - June 2027	Formative		
	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Strengthen the daily DOL-to-Reteach cycle by requiring teachers to analyze DOL results immediately, form targeted LEAD groups, and deliver focused reteach aligned to the objective to accelerate mastery for all students.

Strategy's Expected Result/Impact: Strengthening the daily DOL-to-Reteach cycle in RLA will increase students' literacy, comprehension, and problem-solving proficiency by addressing misconceptions immediately and reinforcing grade-level TEKS every day. Targeted LEAD groups will accelerate mastery for all learners--especially African American and other marginalized student groups--resulting in higher performance on RLA benchmarks and MAP Growth Reading.

Staff Responsible for Monitoring: Principal, Assistant Principal

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

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Monitor fidelity through SPOTs by checking alignment between the LO, DOL, and reteach plan during daily walkthroughs. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** August 2026 - June 2027			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Strengthen Tier 1 instruction by using PLCs for collaborative lesson internalization and rehearsal, ensuring teachers practice key lesson components and receive real-time feedback from admin before first teach. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principals **Date(s) / Timeframe:** July 2026 - June 2027			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Less than 15% of students in 3rd-5th grades are performing at grade level on STAAR Reading and STAAR Math. **Root Cause**: The campus does not have robust systems for monitoring and ensuring the effective delivery of Tier 1 instruction.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on STAAR from 12% to 40%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 47% to 70% 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 45% to 65% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Strengthen the daily DOL-to-Reteach cycle by requiring teachers to analyze DOL results immediately, form targeted LEAD groups, and deliver focused reteach aligned to the objective to accelerate mastery for all students.

Strategy's Expected Result/Impact: Strengthening the daily DOL-to-Reteach cycle in math will increase students' accuracy, conceptual understanding, and problem-solving proficiency by addressing misconceptions immediately and reinforcing grade-level TEKS every day. Targeted LEAD groups will accelerate mastery for all learners--especially African American and other marginalized student groups--resulting in higher performance on math benchmarks and MAP Growth Mathematics.

Staff Responsible for Monitoring: Principal, Assistant Principal

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

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
Action Step 1: Monitor fidelity through SPOTs by checking alignment between the LO, DOL, and reteach plan during daily walkthroughs. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principals **Date(s) / Timeframe:** July 2026 - June 2027	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
	Formative		
Action Step 2: Strengthen Tier 1 instruction by using PLCs for collaborative lesson internalization and rehearsal, ensuring teachers practice key lesson components and receive real-time feedback from admin before first teach **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** July 2026 - June 2027	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Elevate student engagement by embedding consistent Multiple Response Strategies, daily math reasoning, and purposeful problem annotation into every math lesson to deepen conceptual understanding and increase the rigor needed for students to reach Meets.

Strategy's Expected Result/Impact: Embedding consistent Multiple Response Strategies, daily math reasoning, and purposeful problem annotation will increase students' conceptual understanding, strengthen their ability to explain and justify mathematical thinking, and raise the rigor of daily instruction. As engagement and reasoning improve, more students will demonstrate mastery of grade-level math TEKS and move toward Meets on six-week assessments, with accelerated gains for African American and other marginalized student groups.

Staff Responsible for Monitoring: Principal, Assistant Principals

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

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Plan and execute a minimum of 3 Multiple Response Strategies during each block of the math lesson, embedded in their slide deck, and verified through SPOT observations. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principals **Date(s) / Timeframe:** July 2026 - June 2027			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Embed purposeful annotation of math problems (circling key information, underlining vocabulary, boxing operations, labeling diagrams, and marking steps) to strengthen comprehension and reduce errors. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principals **Date(s) / Timeframe:** July 2026 - June 2027			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Less than 15% of students in 3rd-5th grades are performing at grade level on STAAR Reading and STAAR Math. **Root Cause**: The campus does not have robust systems for monitoring and ensuring the effective delivery of Tier 1 instruction.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on STAAR from 12% to 40%.

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 36% to 60% 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 86% to 100% 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 32% to 50% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Ensure all K-3 teachers implement the campus instructional model with fidelity (45 minutes of Direct Instruction, 10 minutes for a standards-aligned DOL, and 35 minutes of targeted Reteach or Mastery Lab) to increase daily mastery of grade-level TEKS and accelerate MAP Growth outcomes for English, Spanish, and marginalized student groups.

Strategy's Expected Result/Impact: Implementing the 45-10-35 instructional model with fidelity in every K-3 math classroom will increase daily mastery of grade-level TEKS, strengthen conceptual understanding and problem-solving, and accelerate MAP Growth Mathematics outcomes. Consistent use of standards-aligned DOLs and targeted same-day reteaching will close learning gaps more quickly for EB students and marginalized student groups, resulting in measurable gains toward campus math achievement goals.

Staff Responsible for Monitoring: Principal, Assistant Principals

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

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Monitor and Coach Instructional Model Fidelity Through Daily SPOT observations and PLC Internalization **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principals **Date(s) / Timeframe:** July 2026 - June 2027			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Use daily DOL data to drive LEAD time by requiring teachers to score DOLs immediately, identify the specific misconception, and assign students to same-day Reteach or Mastery Lab during the 35-minute LEAD block. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principals **Date(s) / Timeframe:** July 2026 - June 2027			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Ensure all K-3 teachers follow the district math curriculum framework with fidelity, including lesson internalization, aligned materials, required math language routines, and TEKS-aligned problem-solving tasks to deliver consistent, high-quality Tier 1 math instruction that increases daily mastery of foundational numeracy skills and accelerates MAP Growth Mathematics outcomes for English, Spanish, and marginalized student groups.

Strategy's Expected Result/Impact: Following the district math curriculum framework with fidelity will strengthen Tier 1 instruction, increase daily mastery of foundational numeracy skills, and improve students' ability to reason, model, and solve grade-level math problems. Consistent use of internalized lessons, aligned materials, required math language routines, and TEKS-aligned problem-solving tasks will accelerate MAP Growth Mathematics outcomes for African American students and marginalized student groups.

Staff Responsible for Monitoring: Principal, Assistant Principals

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

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Internalize weekly math curriculum components during PLCs by unpacking the math TEKS, analyzing exemplar problem-solving tasks, and rehearsing lesson delivery using the Gradual Release model (I Do- We Do-You Do) to ensure alignment to the district math curriculum framework. Teachers will implement required math language routines and use aligned materials exactly as designed, while administration monitors fidelity through targeted SPOT observations focused on modeling, guided practice, and independent problem-solving. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principals **Date(s) / Timeframe:** July 2026 - June 2027			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Less than 15% of students in 3rd-5th grades are performing at grade level on STAAR Reading and STAAR Math. **Root Cause**: The campus does not have robust systems for monitoring and ensuring the effective delivery of Tier 1 instruction.
School Processes & Programs
Problem Statement 2: Only 18% of students performed at or above grade level in MAP Growth English Reading, and 30% in MAP Growth Math. **Root Cause**: Inconsistent high-quality delivery of Tier 1 instruction in lower grades results in few students demonstrating mastery of grade-level skills.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on STAAR from 12% to 40%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 27% 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 24% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Use structured data conferencing, student-level data tracking, and intentional parent partnership to ensure that students and families understand performance, goals, and next steps, thereby driving rapid progress toward Meets for all 3rd graders, including African American students.

Strategy's Expected Result/Impact: Structured data conferencing, student-level tracking, and intentional parent partnership will increase students' ownership of their math progress, strengthen teachers' ability to quickly target misconceptions, and accelerate progress toward benchmark proficiency. As students and families clearly understand performance, goals, and next steps, 3rd graders, especially African American and marginalized student groups, will demonstrate faster growth in numeracy, improved problem-solving accuracy, and higher achievement on math benchmark assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal

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

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Conduct student data conferences where students review assessment results, identify gaps, and set short-cycle goals aligned to Meets-level expectations. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers, Principal, Assistant Principal **Date(s) / Timeframe:** August 2026 - June 2027			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Incorporate parents into the data cycle by sending home student data sheets, hosting parent data chats, and providing families with specific at-home actions aligned to their child's goals. **Intended Audience:** Parents/Guardians **Provider / Presenter / Person Responsible:** Teachers, Principal, Assistant Principals **Date(s) / Timeframe:** August 2026 - June 2027			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Strengthen the daily DOL-to-Reteach cycle by requiring teachers to analyze DOL results immediately, form targeted LEAD groups, and deliver focused reteach aligned to the objective to accelerate mastery for all students.

Strategy's Expected Result/Impact: Strengthening the daily DOL-to-Reteach cycle will increase the percentage of students who master the math objective each day by ensuring that teachers immediately analyze DOL results, form targeted LEAD groups, and deliver focused reteach aligned with the intended rigor. This tight, responsive cycle will reduce recurring misconceptions, accelerate progress toward grade-level TEKS, and produce measurable gains on math benchmark assessments for all students, especially Hispanic and marginalized student groups.

Staff Responsible for Monitoring: Principal, Assistant Principal

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

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Monitor fidelity through SPOTs by checking alignment between the LO, DOL, and reteach plan during daily walkthroughs. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** August 2026 - June 2027			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Strengthen Tier 1 instruction by using PLCs for collaborative lesson internalization and rehearsal, ensuring teachers practice key lesson components using the Gradual Release model (I Do- We Do-You Do) and receive real-time feedback from admin before first teach. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** July 2026 - June 2027			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Less than 15% of students in 3rd-5th grades are performing at grade level on STAAR Reading and STAAR Math. **Root Cause**: The campus does not have robust systems for monitoring and ensuring the effective delivery of Tier 1 instruction.

Goal 3: Reduce the number of schools that are rated F from 1 to 0.

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 22% 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 31% 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 15% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Ensure every 3rd-5th grade classroom implements the ELEVATE 8/Cowtown 12 instructional practices with fidelity (explicit modeling, Multiple Response Strategies, purposeful annotation, daily writing, checks for understanding, aligned tasks, academic discourse, and exemplars) to deliver consistent, high-quality Tier 1 instruction that increases the percentage of students scoring Meets on ELAR benchmark assessments in English and Spanish.

Strategy's Expected Result/Impact: Implementing the ELEVATE 8/Cowtown 12 instructional practices with fidelity in every 3rd-5th grade classroom, paired with a tight, data-driven instruction cycle using structured data conferencing and student-level tracking, will strengthen Tier 1 instruction, increase daily mastery of ELAR TEKS, and accelerate movement toward benchmark proficiency. As teachers deliver aligned modeling, purposeful annotation, daily writing, and rigorous tasks, more students will reach Meets on English and Spanish ELAR benchmark assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals

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

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: During PLCs, teachers will internalize the weekly ELAR lessons by unpacking the TEKS, analyzing exemplar responses, and rehearsing key components of the lessons. Teachers will practice modeling, purposeful annotation, daily writing routines, and checks for understanding, receiving real-time feedback from admin to ensure alignment with the ELEVATE 8/Cowtown 12 non-negotiables before first teach. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal and Assistant Principals **Date(s) / Timeframe:** July 2026 to June 2027 **Collaborating Departments:** All grade levels **Delivery Method:** Weekly grade level meetings			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers will analyze DOL results daily to identify misconceptions and form targeted LEAD groups. Using ELEVATE 8 routines (explicit modeling, exemplars, guided practice, and academic discourse), teachers will deliver same-day reteach aligned to the intended rigor of the TEKS. Admin will monitor fidelity through targeted SPOT observations focused on alignment, rigor, and the quality of student responses. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal and Assistant Principals **Date(s) / Timeframe:** August 2026 - June 2027			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Use structured data conferencing, student-level tracking, and aligned reteaching using ELEVATE 8 routines to ensure that teachers respond to student needs immediately. Teachers will analyze DOLs and benchmark data, form targeted LEAD groups, and deliver focused reteach using modeling, exemplars, and guided practice to accelerate movement toward Meets for all student groups.

Strategy's Expected Result/Impact: Implementing a tight DOL-to-Reteach cycle, supported by structured analysis of DOLs and benchmark data, targeted LEAD groups, and aligned reteaching using ELEVATE 8 routines, will ensure that teachers respond immediately to student needs with precise, high-quality instruction. As teachers deliver focused reteach using modeling, exemplars, and guided practice, students will correct misconceptions more quickly, strengthen mastery of grade-level TEKS, and demonstrate accelerated movement toward Meets across all student groups, including Hispanic and marginalized learners.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 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 conduct structured data conferencing with students using updated student-level tracking tools to review DOL performance, benchmark trends, and individual goals. Students will identify strengths, name misconceptions, and articulate next steps. Admin will monitor implementation through student trackers, conferencing logs, and SPOT observations focused on student ownership of learning. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers, Principal, Assistant Principal **Date(s) / Timeframe:** August 2026 - June 2027			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers will analyze DOL results daily to form targeted LEAD groups and deliver same-day reteach using ELEVATE 8 routines (explicit modeling, exemplars, guided practice, purposeful annotation, and academic discourse). Reteach will be aligned to the intended rigor of the TEKS and benchmark expectations. Admin will monitor fidelity through SPOT observations focused on alignment, rigor, and the quality of student responses. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** August 2026 - June 2027			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Less than 15% of students in 3rd-5th grades are performing at grade level on STAAR Reading and STAAR Math. **Root Cause**: The campus does not have robust systems for monitoring and ensuring the effective delivery of Tier 1 instruction.

Goal 3: Reduce the number of schools that are rated F from 1 to 0.

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 22% to 40% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in Spanish from 28% to 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 14% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Ensure every 3rd-5th grade classroom implements the ELEVATE 8/Cowtown 12 instructional practices with fidelity (explicit modeling, Multiple Response Strategies, purposeful problem annotation, daily math reasoning, checks for understanding, aligned tasks, academic discourse, and exemplars) to deliver consistent, high-quality Tier 1 math instruction that increases the percentage of students scoring Meets on math benchmark assessments in English and Spanish.

Strategy's Expected Result/Impact: Implementing the ELEVATE 8/Cowtown 12 instructional practices with fidelity in every 3rd-5th grade math classroom will strengthen Tier 1 instruction, increase daily mastery of grade-level math TEKS, and improve students' ability to reason, model, and solve rigorous problems. As teachers consistently use explicit modeling, Multiple Response Strategies, purposeful problem annotation, aligned tasks, exemplars, and academic discourse, more students will reach Meets on math benchmark assessments in both English and Spanish settings.

Staff Responsible for Monitoring: Principal, Assistant Principals

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

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
Action Step 1: During PLCs, teachers will internalize weekly math lessons by unpacking math TEKS, analyzing exemplar problem-solving tasks, and rehearsing key lesson components using the Gradual Release model (I Do - We Do - You Do). Teachers will practice explicit modeling, purposeful problem annotation, Multiple Response Strategies, and checks for understanding, receiving real-time feedback from the admin to ensure alignment with the ELEVATE 8/Cowtown 12 before the first teach. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principals **Date(s) / Timeframe:** July 2026 - August 2027	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
	Formative		
Action Step 2: Teachers will analyze daily math DOL results to identify misconceptions and form targeted LEAD groups. Using ELEVATE 8/Cowtown 12 routines (explicit modeling, exemplars, guided practice, academic discourse, and aligned tasks), teachers will deliver same-day reteach aligned to the intended rigor of the math TEKS. Admin will monitor fidelity through SPOT observations focused on modeling quality, problem-solving reasoning, and student response accuracy. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** August 2026 - June 2027	Nov	Jan	Mar



Strategy 2: Use structured data conferencing, student-level math tracking, and aligned reteaching using ELEVATE 8 routines to ensure that teachers respond to student needs immediately. Teachers will analyze daily math DOLs and benchmark data, form targeted LEAD groups, and deliver focused reteach using explicit modeling, exemplars, guided practice, and purposeful problem annotation within the Gradual Release model (I Do - We Do - You Do) to accelerate movement toward Meets for all student groups.

Strategy's Expected Result/Impact: Implementing structured data conferencing, student-level math tracking, and aligned reteaching using ELEVATE 8 routines will ensure that teachers respond to student needs immediately with precise, high-quality instruction. As teachers analyze daily math DOLs and benchmark data, form targeted LEAD groups, and deliver reteach through explicit modeling, exemplars, guided practice, and purposeful problem annotation within the Gradual Release model (I Do - We Do - You Do), students will correct misconceptions more quickly, strengthen mastery of grade-level math TEKS, and demonstrate accelerated movement toward Meets across all student groups, including Hispanic and other marginalized learners.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 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 conduct structured math data conferencing using updated student-level math trackers to review DOL trends, benchmark performance, and individual numeracy goals. Students will identify strengths, name misconceptions, and articulate next steps. Admin will monitor implementation through trackers, conferencing logs, and SPOT observations focused on student ownership of math learning. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** August 2026 - June 2027			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers will analyze daily math DOL results to form targeted LEAD groups and deliver same-day reteach using ELEVATE 8 routines (explicit modeling, exemplars, guided practice, purposeful problem annotation, aligned tasks, and academic discourse) within the Gradual Release model (I Do- We Do- You Do). Reteach will be aligned to the intended rigor of the math TEKS and benchmark expectations. Admin will monitor fidelity through SPOT observations focused on modeling clarity, guided practice quality, and student reasoning accuracy. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** August 2026 - June 2027			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Less than 15% of students in 3rd-5th grades are performing at grade level on STAAR Reading and STAAR Math. **Root Cause**: The campus does not have robust systems for monitoring and ensuring the effective delivery of Tier 1 instruction.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 21.53% to 18.53%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 22% to 19% 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 27% to 24% by June 2027.

Strategy 1: Implement campuswide systems that ensure every student feels seen, valued, and connected each day through daily positive check-ins, classroom belonging routines, and intentional relationship-building. Teachers and staff will greet students by name, celebrate attendance wins, and create emotionally safe classrooms where students want to be. These proactive practices will increase student motivation to attend school consistently and reduce the need for Branching Minds documentation by addressing disengagement before it becomes a pattern.

Strategy's Expected Result/Impact: Implementing daily belonging and connection systems, rooted in positive check-ins, classroom community routines, and intentional relationship-building, will ensure students feel seen, valued, and emotionally safe every day. As teachers greet students by name, celebrate attendance wins, and create welcoming learning environments, students will be more motivated to attend school consistently. These proactive practices will reduce chronic absenteeism and decrease Branching Minds documentation by addressing disengagement before it escalates into behavior or attendance concerns.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Campus Staff

Title I:
2.51, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers and staff will conduct daily positive check-ins with every student during arrival to ensure each child is greeted by name, affirmed, and emotionally grounded before instruction begins. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers, Counselors, Assistant Principals, Principal, Campus Staff **Date(s) / Timeframe:** August 2026 - June 2027			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers and staff will participate in PBIS training and implement campus-wide PBIS expectations, common language, and positive reinforcement systems. Consistent PBIS routines will create predictable, emotionally safe environments that reduce behavioral incidents, strengthen students' sense of belonging, and support improved attendance by making school a place students want to be. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers, Counselors, Assistant Principals, Principal **Date(s) / Timeframe:** August 2026 - June 2027			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Use structured attendance monitoring and early family partnership to intervene quickly when students show emerging attendance risks. Teachers and administrators will track daily attendance trends, conduct positive family outreach after the third absence, and hold solution-focused attendance conferences to identify barriers and co-create plans. This system will reduce chronic absenteeism and decrease Branching Minds documentation by resolving root causes (transportation, routines, motivation, or belonging) before they escalate.

Strategy's Expected Result/Impact: Implementing structured attendance monitoring and early family partnership will ensure teachers and administrators respond to emerging attendance risks before they escalate. As staff track daily trends, complete positive outreach after the third absence, and hold solution-focused attendance conferences to identify and remove barriers, students will experience stronger belonging, improved routines, and increased motivation to attend school consistently. This proactive system will reduce chronic absenteeism and decrease Branching Minds documentation by addressing root causes (transportation, family routines, motivation, or connection) early and effectively.

Staff Responsible for Monitoring: Principal, Assistant Principals

Title I:
2.51, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers, front office staff, and administrators will use structured attendance monitoring to review daily attendance trends and complete positive family outreach to identify early barriers and reinforce attendance expectations. **Intended Audience:** Parents/Guardians **Provider / Presenter / Person Responsible:** Front Office Staff, Teachers, Assistant Principals, Principal **Date(s) / Timeframe:** August 2026 - June 2027			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: For students with repeated absences, staff will conduct solution-focused attendance conferences to identify root causes (transportation, routines, motivation, or belonging) and co-create actionable plans that prevent escalation and reduce the need for Branching Minds documentation. **Intended Audience:** Parents/Guardians **Provider / Presenter / Person Responsible:** Front Office Staff, Assistant Principals, Teachers, Principal **Date(s) / Timeframe:** August 2026 - June 2027			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 3: Implement a campuswide family engagement system that builds trust, connection, and shared ownership by hosting consistent, high-impact school events that celebrate students, strengthen relationships, and equip families with tools to support learning at home. Through welcoming environments, multilingual communication, and intentional partnership routines, families will feel valued and invested in the school community, leading to increased buy-in, stronger home-school alignment, and decreased absenteeism.

Strategy's Expected Result/Impact: Implementing a consistent system of family engagement events and intentional partnership routines will strengthen trust, connection, and shared ownership between families and the school. As families participate in joyful, culturally responsive events that celebrate students and provide tools to support learning and attendance at home, they will feel more welcome, valued, and invested in the school community. This increased buy-in will lead to stronger home-school alignment, improved daily attendance habits, and reduced absenteeism--especially among students who have historically been marginalized or disengaged. Strengthened family relationships will also decrease the need for Branching Minds documentation by addressing barriers early through partnership rather than reactive intervention.

Staff Responsible for Monitoring: Counselors, Principal, Assistant Principals, Teachers

Title I:
2.51, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The school will host joyful, student-centered, and culturally responsive family engagement events (e.g., Family Math/Reading Nights, Attendance Celebrations, Student Showcases, Coffee with the Principal) once every six weeks. Each event will include opportunities for families to connect with staff, celebrate student success, and learn simple strategies to support attendance and learning at home. Events will be bilingual and intentionally welcoming to increase participation and build trust. **Intended Audience:** Families **Provider / Presenter / Person Responsible:** Counselor, Principal, Assistant Principals, Teachers **Date(s) / Timeframe:** August 2026 - June 2027			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers and administrators will use a consistent family partnership communication system that includes multilingual reminders, personal invitations, and follow-up messages before and after events. Staff will track family participation, celebrate attendance wins publicly, and conduct positive outreach to families of students with emerging attendance concerns. This system will strengthen relationships, increase family buy-in, and reduce absenteeism by ensuring families feel connected, informed, and valued. **Intended Audience:** Families **Provider / Presenter / Person Responsible:** Counselors, Assistant Principals, Principal **Date(s) / Timeframe:** July 2026 - June 2027			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: The school will allocate funds to provide snacks and general supplies for all six-week family engagement events, creating a welcoming, motivating environment for families. Offering refreshments, take-home materials, and simple resources will increase parent participation, strengthen relationships, and build trust--leading to higher family buy-in and improved student attendance. **Intended Audience:** Families **Provider / Presenter / Person Responsible:** Counselors, Assistant Principals, Principal **Date(s) / Timeframe:** July 2026 - June 2027 **Funding Sources:** General supplies for family engagement events - Family Engagement (211) - 211-61-6399-503-222-30-222-101000 - $635, Snacks and refreshments for families at events - Family Engagement (211) - 211-61-6499-503-222-30-222-101000 - $3,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: In the 2025-2026 school year, 22% of our students were chronically absent. **Root Cause**: The campus lacked a clear system for communicating attendance expectations with families.

Perceptions

Problem Statement 1: There is limited parent volunteering on campus during the year and at special events. **Root Cause**: Families are not systematically included in campus planning and events, nor are they presented with a variety of ways to support classrooms and/or their students.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
							$0.00
						Sub-Total	$0.00
						Budgeted Fund Source Amount	$145,411.00
						+/- Difference	$145,411.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	3	3	General supplies for family engagement events	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-222-30-222-101000	$635.00
4	1	3	3	Snacks and refreshments for families at events	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-222-30-222-101000	$3,000.00
						Sub-Total	$3,635.00
						Budgeted Fund Source Amount	$3,635.00
						+/- Difference	$0.00
						Grand Total Budgeted	$149,046.00
						Grand Total Spent	$3,635.00
						+/- Difference	$145,411.00