Fort Worth Independent School District

159 Versia Williams Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

VERSIA WILLIAMS
ELEMENTARY

Board Approval Date: November 10, 2026

Mission Statement



Vision



Value Statement

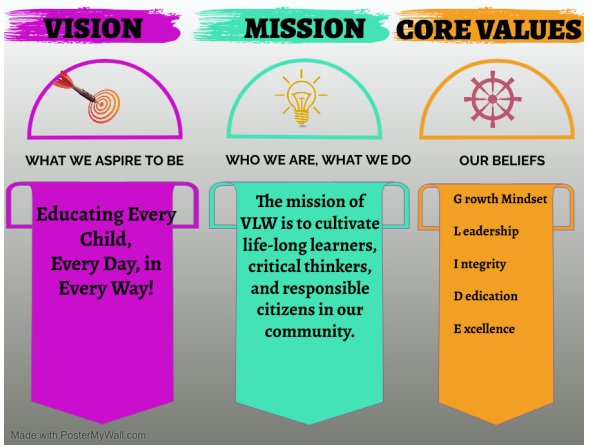

VISION
MISSION
CORE VALUES
WHAT WE ASPIRE TO BE
WHO WE ARE, WHAT WE DO
OUR BELIEFS
Educating Every Child, Every Day, in Every Way!
The mission of VLW is to cultivate life-long learners, critical thinkers, and responsible citizens in our community.
G rowth Mindset
L eadership
I ntegrity
D edication
E xcellence
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Table of Contents

Comprehensive Needs Assessment 5
Demographics 5
Comprehensive Student Programs 6
Stable Enrollment and Strong Feeder Collaboration 7
Positive School Culture and Discipline Practices 7
Intentional Support for Student Needs 7
Commitment to Equity and Access 7
Student Learning 9
School Processes & Programs 12
Perceptions 14
Priority Problem Statements 15
Comprehensive Needs Assessment Data Documentation 17
Goals 19
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 33% to 43%. 19
Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 38% to 50%. 25
Goal 3: Reduce the number of schools that are rated F. 31
Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 11.5% to 8.5%. 35
Campus Funding Summary 37

Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Versia L. Williams was originally named Riverside Public School. It was relocated in 1954 to Baurline Street and renamed in honor of a long-time educator and principal. Versia L. Williams is a Title I Dual Language campus in the heart of the Carter Riverside Pyramid. Our enrollment consists of 300 Pre-K through 5th grade and two ECSE (Early Childhood Student Education) classes with a diverse student population of 86% Hispanic, 10% African American, 3% White, and 1% other. Our campus promotes a sense of community connection by promoting a nurturing environment. Many of our students come from multi-generational households whose parents also attended Versia L. Williams.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	92.8%	**95.4%**	90.1%	95.8%	92.9%	-	*	-	*	95.5%	95.4%	96.3%
2022-23	93.3%	92.5%	**95.0%**	93.3%	95.2%	94.3%	-	-	-	*	94.6%	95.0%	96.1%
Chronic Absenteeism													
2023-24	19.0%	23.0%	**15.7%**	63.2%	9.9%	50.0%	-	*	-	*	11.5%	15.1%	6.5%
2022-23	20.3%	25.6%	**15.1%**	18.8%	14.4%	20.0%	-	-	-	*	20.0%	15.0%	6.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	**302**	**100.0%**	**70,184**	**5,530,499**	**307**	**100.0%**	**70,405**	**5,544,255**
Students by Grade								
Early Childhood Education	9	3.0%	0.3%	0.3%	14	4.6%	0.5%	0.5%
Pre-Kindergarten	34	11.3%	6.2%	4.5%	34	11.1%	6.2%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.6%	0.8%	0	0.0%	0.6%	0.8%
Pre-Kindergarten: 4-year Old	34	11.3%	5.6%	3.7%	34	11.1%	5.6%	3.7%
Kindergarten	45	14.9%	6.7%	6.5%	45	14.7%	6.7%	6.5%
Grade 1	44	14.6%	7.0%	6.8%	44	14.3%	7.0%	6.8%
Grade 2	34	11.3%	6.9%	7.0%	34	11.1%	6.9%	7.0%
Grade 3	41	13.6%	7.3%	7.3%	41	13.4%	7.2%	7.3%
Grade 4	52	17.2%	7.2%	7.3%	52	16.9%	7.2%	7.3%
Grade 5	43	14.2%	7.2%	7.3%	43	14.0%	7.2%	7.3%
Ethnic Distribution								
African American	22	7.3%	18.6%	12.8%	23	7.5%	18.6%	12.8%
Hispanic	269	89.1%	66.2%	53.5%	273	88.9%	66.2%	53.5%
White	5	1.7%	11.3%	24.4%	5	1.6%	11.3%	24.4%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	0.3%	1.7%	5.6%	1	0.3%	1.7%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	5	1.7%	2.1%	3.3%	5	1.6%	2.1%	3.3%
Sex								
Female	152	50.3%	49.0%	48.9%	153	49.8%	49.0%	48.8%
Male	150	49.7%	51.0%	51.1%	154	50.2%	51.0%	51.2%

Mobility (2023-24)				
Total Mobile Students	**76**	**29.0%**	**22.5%**	**16.4%**
African American	12	4.6%	7.5%	3.3%
Hispanic	53	20.2%	11.4%	8.9%
White	8	3.1%	2.3%	2.9%
American Indian	0	0.0%	0.1%	0.1%
Asian	0	0.0%	0.4%	0.5%
Pacific Islander	0	0.0%	0.0%	0.0%
Two or More Races	3	1.1%	0.7%	0.6%
Special Ed Students who are Mobile	13	21.0%	19.6%	17.3%
Count and Percent of EB Students/EL who are Mobile	33	21.6%	19.3%	17.9%
Count and Percent of Econ Dis Students who are Mobile	68	27.8%	22.8%	19.0%

Demographics Strengths

Comprehensive Student Programs

Versia L. Williams offers a wide range of programs designed to meet the diverse academic, social, and emotional needs of its students. These include bilingual/ESL, gifted and talented, special education, dyslexia services, intervention, tutorials, counseling, and fine arts. These programs reflect the campus belief that all students can learn when instruction is responsive to their individual needs and interests.

Stable Enrollment and Strong Feeder Collaboration

The campus has maintained a stable enrollment of approximately 280–300 students over the past two years. Versia L. Williams benefits from strong collaboration with its feeder pattern, Carter Riverside, and neighboring elementary schools, fostering continuity, shared expectations, and a close-knit educational community.

Positive School Culture and Discipline Practices

Teachers at Versia L. Williams are trained in Positive Behavioral Interventions and Supports (PBIS) and approach classroom management through the pillars of connection, consistency, and compassion. As a result, the campus experiences minimal discipline referrals, contributing to a safe, supportive, and student-centered learning environment.

Intentional Support for Student Needs

The campus effectively identifies and supports students with varying academic needs through targeted programs and interventions. Data indicates that students who are failing or at risk of failing are often chronically absent, highlighting the campus's awareness of attendance as a key factor impacting student success and its commitment to addressing barriers to learning.

Commitment to Equity and Access

Through its diverse program offerings and student-centered practices, Versia L. Williams demonstrates a strong commitment to equity, ensuring students receive appropriate supports while maintaining high expectations for learning and growth.

Grade Attendance Rates- 2025-2026 (According to 25-2026 ADQ Cycle Report)

See Addendums

Other Student Cohorts								
Economically Disadvantaged	288	95.4%	83.1%	60.5%	293	95.4%	83.0%	60.4%
Non-Educationally Disadvantaged	14	4.6%	16.9%	39.5%	14	4.6%	17.0%	39.6%
Section 504 Students	7	2.3%	5.6%	6.8%	7	2.3%	5.5%	6.8%
EB Students/EL	191	63.2%	42.1%	24.3%	195	63.5%	42.1%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	1.4%	2.1%				
Students w/ Dyslexia	18	6.0%	6.0%	6.4%	18	5.9%	6.0%	6.4%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	15	5.0%	2.7%	1.4%	15	4.9%	2.7%	1.4%
Immigrant	22	7.3%	7.7%	3.5%	22	7.2%	7.7%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	302	100.0%	96.1%	66.6%	307	100.0%	96.0%	66.5%
Military Connected	2	0.7%	1.0%	4.1%	2	0.7%	1.0%	4.1%
At-Risk	267	88.4%	73.6%	53.5%	271	88.3%	73.5%	53.5%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
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2022-23	93.3%	92.5%	**95.0%**	93.3%	95.2%	94.3%	-	-	-	*	94.6%	95.0%	96.1%
Chronic Absenteeism													
2023-24	19.0%	23.0%	**15.7%**	63.2%	9.9%	50.0%	-	*	-	*	11.5%	15.1%	6.5%
2022-23	20.3%	25.6%	**15.1%**	18.8%	14.4%	20.0%	-	-	-	*	20.0%	15.0%	6.7%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): VLW serves a high-need student population with high rates of economic disadvantage, Emergent Bilingual/EL, at-risk status, student mobility, and chronic absenteeism, which limits consistent access to instruction and contributes to ongoing achievement gaps.
Root Cause: Inconsistent implementation and monitoring of student groups to ensure equitable Tier1 instruction and interventions.

Problem Statement 2 (Prioritized): Despite established instructional structures and interventions, inconsistencies in Tier 1 instructional rigor, language supports, and progress monitoring result in uneven academic growth and limit acceleration for high-need student groups.
Root Cause: There are lack of supplemental resources to tailor intervention/enrichment to meet student's individualized needs.

Student Learning

Student Learning Summary

Versia L. Williams was originally named Riverside Public School. It was relocated in 1954 to Baurline Street and renamed in honor of a long-time educator and principal. Versia L. Williams is a Title I Dual Language campus in the heart of the Carter Riverside Pyramid. Our enrollment consists of 300 Pre-K through 5th grade and two ECSE (Early Childhood Student Education) classes with a diverse student population of 86% Hispanic, 10% African American, 3% White, and 1% other. Our campus promotes a sense of community connection by promoting a nurturing environment. Many of our students come from multi-generational households whose parents also attended Versia L. Williams.

Programs: Versia L. Williams has various programs at our school that meet the varying needs of our students. We provide services in bilingual/ESL, gifted and talented, special education, dyslexia, intervention, tutorials, counseling, and fine arts. The programs align with our belief that all students can learn when their differentiating needs and interests are considered. VLW has maintained an average enrollment of 280-300 in the past two years. We are a close-knit community with our feeder, Carter Riverside Pyramid, and neighboring elementary schools.

Discipline: Versia L. Williams teachers are trained in PBIS, which leads to having an approach to classroom management through the lens of these three areas: **connection, consistency, and compassion**. Therefore, we have minimal discipline referrals.

Grade Attendance Rates- 2025-2026 (According to 25-2026 ADQ Cycle Report)

See Addendums

Student Breakdown: Student needs VLW has various programs at our school that meet the varying needs of our students. We provide services in bilingual/ESL, gifted and talented, special education, dyslexia, and fine arts. These programs align with our belief that all students can learn when their differentiating needs and interests are considered. The students who are failing or at risk of failing tend to be chronically absent.

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**36.9**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	32.0	86.7%	69.6%	63.8%
Teachers	22.2	60.1%	50.3%	48.3%
Professional Support	6.8	18.5%	13.9%	10.8%
Campus Administration (School Leadership)	3.0	8.1%	4.5%	3.4%
Educational Aides	4.9	13.3%	8.0%	10.7%

Ethnic Distribution			
African American	22	7.3%	18.6%
Hispanic	269	89.1%	66.2%
White	5	1.7%	11.3%
American Indian	0	0.0%	0.1%
Asian	1	0.3%	1.7%
Pacific Islander	0	0.0%	0.0%
Two or More Races	5	1.7%	2.1%
Sex			
Female	152	50.3%	49.0%
Male	150	49.7%	51.0%

Student Learning Strengths

- Students demonstrated strong academic growth in reading and mathematics, earning Top 25% distinctions in Comparative Academic Growth and Closing the Gaps.
- The campus earned a Distinction in Academic Achievement in Science, reflecting effective instruction and student mastery.
- Emergent Bilingual students showed measurable growth, indicating successful language and instructional supports.
- High STAAR participation rates ensured accurate data and accountability for student learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Despite strong overall growth, a significant percentage of students are not meeting the Meets and Masters performance levels, indicating a need to increase instructional rigor and acceleration across grade levels.
Root Cause: Instructional rigor and intentional acceleration strategies are not consistently implemented or monitored across classrooms to move students beyond Approaches to higher performance levels.

Problem Statement 2 (Prioritized): Despite overall MAP growth, grade-level proficiency remains low, particularly in the primary grades. Only 47% of students met Math grade-level norms at MOY, with Grade 1 (33%) and Grade 2 (24%) well below expectations, and Grade 2 showing a decline in average RIT. February benchmark results further indicate limited readiness for grade-level problem solving, with only 33% meeting and 12% mastering
Root Cause: Inconsistent protection of K-2 math instructional time and uneven use of high-leverage number sense and fluency routines have resulted in weak foundational numeracy, contributing to low K-2 grade-level norm attainment, a Grade 2 RIT decline, and low Meets/Masters benchmark performance.

Problem Statement 3 (Prioritized): Reading proficiency is low, with only 37% of students at MAP grade-level norms and 30% Meets / 8% Masters on the benchmark. Grade 3 shows the most decline, with GL norms dropping 31% - 25% and Avg RIT falling 186 - 182.
Root Cause: Inconsistent implementation of the instructional pathway that bridges decoding/fluency to grade-level comprehension, especially in Grades 2-3. Students have limited

exposure to complex texts and evidence-based comprehension tasks, resulting in weak performance on grade-level reading demands.

School Processes & Programs

School Processes & Programs Summary

The campus prioritizes the development of instructional leaders by fostering a culture of continuous learning and professional growth. Several staff members are currently enrolled in doctoral programs, reflecting a strong commitment to professional advancement. Campus administrators maintain an open-door policy, providing teachers with consistent access to leadership for support, collaboration, and discussions related to instructional improvement. Instructional leadership roles and responsibilities are clearly defined, and campus committees are led by staff members with oversight from grade-level leads, promoting shared leadership and accountability.

To support staff new to the campus, all new hires are paired with a mentor teacher to provide guidance, campus support, and instructional assistance. Monthly mentor meetings are scheduled throughout the year and include professional development aligned to campus needs and teacher-requested topics. While these systems are in place, continued monitoring is needed to ensure mentoring structures consistently address instructional effectiveness and retention.

Weekly content-area PLCs are scheduled for all teachers and focus on data analysis, instructional planning, and best practices. PLCs emphasize Tier 1 instruction, acceleration, and internalization of district-adopted curricula, including Bluebonnett reading and math, as well as DDI planning and data-driven decision-making. Continued focus is needed to ensure PLCs consistently translate into effective classroom implementation and measurable student outcomes.

Overall, while the campus has established strong structures for leadership development, coaching, mentoring, and collaborative planning, ongoing attention is needed to strengthen instructional coherence, monitor the effectiveness of professional learning systems, and ensure that all instructional practices result in improved student achievement.

School Processes & Programs Strengths

Versia L. Williams has established strong and effective school processes that support collaborative planning, high-quality instruction, and student achievement. The master schedule is intentionally designed to allow simultaneous planning for K–2 and 3–5 grade levels, enabling meaningful collaboration and common planning. Teachers participate in weekly PLCs focused on planning, instruction, data analysis, student work, and lesson internalization using DDI, which strengthens instructional alignment and best practices across grade levels.

The campus provides multiple opportunities for student intervention, including during the school day and after school. The after-school program offers both intervention and enrichment for Tier 2 and Tier 3 students, ensuring targeted academic support. Additionally, summer school is offered annually to students in the lowest 25% for intervention or enrichment, demonstrating a proactive commitment to student growth. Systems are also in place to minimize instructional interruptions, protecting instructional time and promoting consistency.

Versia L. Williams has implemented one-to-one technology for elementary students, which is fully integrated into daily instruction for research, intervention, and enrichment. Lesson plans and instructional objectives are data-driven and aligned to district-adopted curricula, including Bluebonnet Reading and Math, with supplemental resources used to support students across all tiers.

The campus maintains high expectations for instructional planning and implementation. Teachers are held to a consistent instructional schedule, with lesson plans maintained in binders, Google Drive, and Canva for accessibility and accountability. Learning objectives are posted in all classrooms, include a clear “by” statement, and are monitored daily to ensure instructional focus and student understanding.

Instructional quality is further supported through regular monitoring of T-TESS focus areas, with walkthrough feedback documented weekly in Strive. These practices reflect a culture of continuous improvement, accountability, and shared ownership for instructional excellence.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus is experiencing inconsistent and limited coverage for scheduled PLCs because the current master schedule relies on a vacant position for release time, and the designated PLC start time overlaps with required morning duties. As a result, teachers cannot be consistently released, causing delays, interruptions, or reduced PLC minutes.
Root Cause: PLC coverage issue is that the master schedule was designed without dedicated, protected staffing for PLC release, relying instead on a position that is currently unfilled. Additionally, the PLC start time coincides with morning duty responsibilities, creating unavoidable conflicts for instructional staff.

Problem Statement 2 (Prioritized): Despite having a consistent intervention framework and MTSS process in place, the campus is experiencing significant delays in completing special education evaluations. The evaluation team often requires several months to obtain parent consent, resulting in prolonged timelines for students who may need targeted services.
Root Cause: Inefficient communication and follow-up systems for securing parent consent, combined with high evaluation caseloads and limited assessment personnel, are contributing to these delays.

Perceptions

Perceptions Summary

Versia L. Williams is often perceived externally as a low-income campus serving students with high academic and social-emotional needs. At the same time, the campus is recognized as a neighboring school with a cohesive and committed staff that works collaboratively to support student success.

Internally, Versia L. Williams maintains a strong belief that all students can and will achieve high levels of academic success, and the campus is committed to closing achievement gaps through intentional instruction and support. Students who experience academic challenges are provided with targeted interventions and social-emotional supports to ensure they feel successful, confident, and motivated to learn.

Perceptions Strengths

Parent involvement at Versia L. Williams continues to grow, strengthening partnerships between home and school. Increased family engagement has supported supplemental activities and enhanced opportunities for meaningful parent participation as recorded in sign-in sheets.

Additionally, the campus master schedule and master calendar are designed to maximize instructional time and ensure teachers and students remain focused on grade-level expectations. These structures allow ample time for teaching and learning aligned to the appropriate TEKS, supporting consistency, efficiency, and academic progress.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Four of nine family events show inconsistent planning and follow-through, resulting in missed deadlines, fragmented communication, and uneven event execution, which negatively impacts event quality, staff workload, and the family experience.
Root Cause: Inconsistent preparedness is the absence of structured committee processes and a family engagement specialist.

Problem Statement 2 (Prioritized): Campus feedback indicates that parent-communication entries in Branching Minds lack consistency and clarity. As a result, staff members report difficulty using prior-year documentation to understand parent concerns, previous interventions, or next steps, limiting effective student support.
Root Cause: Campus staff lack a training and enforced documentation process for Branching Minds (BRM), including clear field-level guidelines, exemplars, and accountability checks.

Priority Problem Statements

Problem Statement 1: VLW serves a high-need student population with high rates of economic disadvantage, Emergent Bilingual/EL, at-risk status, student mobility, and chronic absenteeism, which limits consistent access to instruction and contributes to ongoing achievement gaps.

Root Cause 1: Inconsistent implementation and monitoring of student groups to ensure equitable Tier1 instruction and interventions.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Despite established instructional structures and interventions, inconsistencies in Tier 1 instructional rigor, language supports, and progress monitoring result in uneven academic growth and limit acceleration for high-need student groups.

Root Cause 2: There are lack of supplemental resources to tailor intervention/enrichment to meet student's individualized needs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Despite strong overall growth, a significant percentage of students are not meeting the Meets and Masters performance levels, indicating a need to increase instructional rigor and acceleration across grade levels.

Root Cause 3: Instructional rigor and intentional acceleration strategies are not consistently implemented or monitored across classrooms to move students beyond Approaches to higher performance levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Despite overall MAP growth, grade-level proficiency remains low, particularly in the primary grades. Only 47% of students met Math grade-level norms at MOY, with Grade 1 (33%) and Grade 2 (24%) well below expectations, and Grade 2 showing a decline in average RIT. February benchmark results further indicate limited readiness for grade-level problem solving, with only 33% meeting and 12% mastering

Root Cause 4: Inconsistent protection of K-2 math instructional time and uneven use of high-leverage number sense and fluency routines have resulted in weak foundational numeracy, contributing to low K-2 grade-level norm attainment, a Grade 2 RIT decline, and low Meets/Masters benchmark performance.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Reading proficiency is low, with only 37% of students at MAP grade-level norms and 30% Meets / 8% Masters on the benchmark. Grade 3 shows the most decline, with GL norms dropping 31% - 25% and Avg RIT falling 186 - 182.

Root Cause 5: Inconsistent implementation of the instructional pathway that bridges decoding/fluency to grade-level comprehension, especially in Grades 2-3. Students have limited exposure to complex texts and evidence-based comprehension tasks, resulting in weak performance on grade-level reading demands.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The campus is experiencing inconsistent and limited coverage for scheduled PLCs because the current master schedule relies on a vacant position for release time, and the designated PLC start time overlaps with required morning duties. As a result, teachers cannot be consistently released, causing delays, interruptions, or reduced PLC minutes.

Root Cause 6: PLC coverage issue is that the master schedule was designed without dedicated, protected staffing for PLC release, relying instead on a position that is currently

unfilled. Additionally, the PLC start time coincides with morning duty responsibilities, creating unavoidable conflicts for instructional staff.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Despite having a consistent intervention framework and MTSS process in place, the campus is experiencing significant delays in completing special education evaluations. The evaluation team often requires several months to obtain parent consent, resulting in prolonged timelines for students who may need targeted services.

Root Cause 7: Inefficient communication and follow-up systems for securing parent consent, combined with high evaluation caseloads and limited assessment personnel, are contributing to these delays.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Campus feedback indicates that parent-communication entries in Branching Minds lack consistency and clarity. As a result, staff members report difficulty using prior-year documentation to understand parent concerns, previous interventions, or next steps, limiting effective student support.

Root Cause 8: Campus staff lack a training and enforced documentation process for Branching Minds (BRM), including clear field-level guidelines, exemplars, and accountability checks.

Problem Statement 8 Areas: Perceptions

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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- T-TESS data

Parent/Community Data

- Parent and community partnership data

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 33% to 43%.

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 43% by June 2027.
Increase the performance of Economically Disadvantaged from 10% to 25% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Develop teacher capacity in the area of Tier I 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 Economically Disadvantaged 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
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implements 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.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Despite established instructional structures and interventions, inconsistencies in Tier 1 instructional rigor, language supports, and progress monitoring result in uneven academic growth and limit acceleration for high-need student groups. **Root Cause**: There are lack of supplemental resources to tailor intervention/enrichment to meet student's individualized needs.

Student Learning
Problem Statement 1: Despite strong overall growth, a significant percentage of students are not meeting the Meets and Masters performance levels, indicating a need to increase instructional rigor and acceleration across grade levels. **Root Cause**: Instructional rigor and intentional acceleration strategies are not consistently implemented or monitored across classrooms to move students beyond Approaches to higher performance levels.

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 33% to 43%.

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 65% to 70% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 72% to 77% by June 2027.
Increase the performance of Hispanic students from 38% to 43% 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, African American, 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 65% to 70% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 72% to 77% by June 2027.
Increase the performance of Hispanic students from 38% to 43% 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

Problem Statements: Student Learning 2, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Designs 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:** Tutoring - Title I (211) - 211-11-6116-501-159-30-159-101000 - $8,000, Fringe - Title I (211) - 211-XX-614X-501-159-30-159-101000 - $1,440			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Despite overall MAP growth, grade-level proficiency remains low, particularly in the primary grades. Only 47% of students met Math grade-level norms at MOY, with Grade 1 (33%) and Grade 2 (24%) well below expectations, and Grade 2 showing a decline in average RIT. February benchmark results further indicate limited readiness for grade-level problem solving, with only 33% meeting and 12% mastering **Root Cause**: Inconsistent protection of K-2 math instructional time and uneven use of high-leverage number sense and fluency routines have resulted in weak foundational numeracy, contributing to low K-2 grade-level norm attainment, a Grade 2 RIT decline, and low Meets/Masters benchmark performance.
Problem Statement 3: Reading proficiency is low, with only 37% of students at MAP grade-level norms and 30% Meets / 8% Masters on the benchmark. Grade 3 shows the most decline, with GL norms dropping 31% - 25% and Avg RIT falling 186 - 182. **Root Cause**: Inconsistent implementation of the instructional pathway that bridges decoding/fluency to grade-level comprehension, especially in Grades 2-3. Students have limited exposure to complex texts and evidence-based comprehension tasks, resulting in weak performance on grade-level reading demands.

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 33% to 43%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 17% to 43% by June 2027.
Increase the performance of Hispanic students from 24% to 35% 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 17% to 25% by June 2027.
Increase the performance of Hispanic students from 24% to 35% by June 2027.

Staff Responsible for Monitoring: Teachers, Admin. 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Builds 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) - 211-13-6399-501-159-30-159-101000 - $3,000			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Develops teacher capacity in Tier I 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:** Teacher **Provider / Presenter / Person Responsible:** Leadership **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Leadership **Delivery Method:** Inperson			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Despite established instructional structures and interventions, inconsistencies in Tier 1 instructional rigor, language supports, and progress monitoring result in uneven academic growth and limit acceleration for high-need student groups. **Root Cause**: There are lack of supplemental resources to tailor intervention/enrichment to meet student's individualized needs.
Student Learning
Problem Statement 1: Despite strong overall growth, a significant percentage of students are not meeting the Meets and Masters performance levels, indicating a need to increase instructional rigor and acceleration across grade levels. **Root Cause**: Instructional rigor and intentional acceleration strategies are not consistently implemented or monitored across classrooms to move students beyond Approaches to higher performance levels.
School Processes & Programs
Problem Statement 2: Despite having a consistent intervention framework and MTSS process in place, the campus is experiencing significant delays in completing special education evaluations. The evaluation team often requires several months to obtain parent consent, resulting in prolonged timelines for students who may need targeted services. **Root Cause**: Inefficient communication and follow-up systems for securing parent consent, combined with high evaluation caseloads and limited assessment personnel, are contributing to these delays.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 38% to 50%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 45% to 50% by June 2027.
Increase the performance of Hispanic Students from 43% to 48% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Develop teacher capacity in the area of Tier I 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 45% to 50% by June 2027.
Increase the performance of HIspanic Students from 43% to 48% by June 2027.

Staff Responsible for Monitoring: Teacher, Admin, 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

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Designs 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:** Leadership **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Leadership **Delivery Method:** Inperson **Funding Sources:** Supplies - Title I (211) - 211-11-6399-501-159-30-159-101000 - $5,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Despite strong overall growth, a significant percentage of students are not meeting the Meets and Masters performance levels, indicating a need to increase instructional rigor and acceleration across grade levels. **Root Cause**: Instructional rigor and intentional acceleration strategies are not consistently implemented or monitored across classrooms to move students beyond Approaches to higher performance levels.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 38% to 50%.

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 51% to 56% 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 78% to 83% by June 2027.
Increase the performance of Economically Disadvantaged students from 74% to 80% 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, African American, 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 72% to 80% 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 81% to 85% by June 2027.
Increase the performance of Hispanic students from 74% to 80% by June 2027.

Staff Responsible for Monitoring: Teachers and Admin.

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

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implements 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 I 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:** Inperson **Funding Sources:** Subs - Title I (211) - 211-11-6112-501-159-30-159-101000 - $12,000, Fringe - Title I (211) - 211-XX-614X-501-159-30-159-101000 - $2,160			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Despite overall MAP growth, grade-level proficiency remains low, particularly in the primary grades. Only 47% of students met Math grade-level norms at MOY, with Grade 1 (33%) and Grade 2 (24%) well below expectations, and Grade 2 showing a decline in average RIT. February benchmark results further indicate limited readiness for grade-level problem solving, with only 33% meeting and 12% mastering **Root Cause**: Inconsistent protection of K-2 math instructional time and uneven use of high-leverage number sense and fluency routines have resulted in weak foundational numeracy, contributing to low K-2 grade-level norm attainment, a Grade 2 RIT decline, and low Meets/Masters benchmark performance.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 38% to 50%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 7% to 50% by June 2027.
Increase the performance of Hispanic student group that is most marginalized by instruction on our campus from 7% 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: IIncrease the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 7% to 15% by June 2027.
Increase the performance of Hispanic student group that is most marginalized by instruction on our campus from 7% to 15% by June 2027.

Staff Responsible for Monitoring: Teachers and Admin.

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

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Builds 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:** Inperson			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: VLW serves a high-need student population with high rates of economic disadvantage, Emergent Bilingual/EL, at-risk status, student mobility, and chronic absenteeism, which limits consistent access to instruction and contributes to ongoing achievement gaps. **Root Cause**: Inconsistent implementation and monitoring of student groups to ensure equitable Tier1 instruction and interventions.
Student Learning
Problem Statement 1: Despite strong overall growth, a significant percentage of students are not meeting the Meets and Masters performance levels, indicating a need to increase instructional rigor and acceleration across grade levels. **Root Cause**: Instructional rigor and intentional acceleration strategies are not consistently implemented or monitored across classrooms to move students beyond Approaches to higher performance levels.

Goal 3: Reduce the number of schools that are rated F.

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 40% to 45% by June 2027.
Increase the performance of Hispanic 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 African American 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 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 40% to 45% by June 2027.
Increase the performance of Hispanic student group that is most marginalized by instruction on our campus (gender, race, program, other) from 32% to 40% by June 2027.

Staff Responsible for Monitoring: Teachers, students, admin.

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

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implements 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:** Inperson **Funding Sources:** Supplies - Title I (211) - 211-11-6399-501-159-30-159-101000 - $12,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: VLW serves a high-need student population with high rates of economic disadvantage, Emergent Bilingual/EL, at-risk status, student mobility, and chronic absenteeism, which limits consistent access to instruction and contributes to ongoing achievement gaps. **Root Cause**: Inconsistent implementation and monitoring of student groups to ensure equitable Tier1 instruction and interventions.
Student Learning
Problem Statement 1: Despite strong overall growth, a significant percentage of students are not meeting the Meets and Masters performance levels, indicating a need to increase instructional rigor and acceleration across grade levels. **Root Cause**: Instructional rigor and intentional acceleration strategies are not consistently implemented or monitored across classrooms to move students beyond Approaches to higher performance levels.
School Processes & Programs
Problem Statement 1: The campus is experiencing inconsistent and limited coverage for scheduled PLCs because the current master schedule relies on a vacant position for release time, and the designated PLC start time overlaps with required morning duties. As a result, teachers cannot be consistently released, causing delays, interruptions, or reduced PLC minutes. **Root Cause**: PLC coverage issue is that the master schedule was designed without dedicated, protected staffing for PLC release, relying instead on a position that is currently unfilled. Additionally, the PLC start time coincides with morning duty responsibilities, creating unavoidable conflicts for instructional staff.

Goal 3: Reduce the number of schools that are rated F.

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 24% to 50% by June 2027.

Increase the performance of Hispanic students most marginalized by instruction on our campus from 24% 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: IIncrease the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 24% to 35% by June 2027.

Increase the performance of Hispanic students most marginalized by instruction on our campus from 24% to 35% by June 2027.

Staff Responsible for Monitoring: Teachers, Admin.

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Establishes a 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:** Teacher **Provider / Presenter / Person Responsible:** Leadership **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Leadership **Delivery Method:** Ongoing **Funding Sources:** Supplies - Title I (211) - 211-11-6399-501-159-30-159-101000 - $11,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The campus is experiencing inconsistent and limited coverage for scheduled PLCs because the current master schedule relies on a vacant position for release time, and the designated PLC start time overlaps with required morning duties. As a result, teachers cannot be consistently released, causing delays, interruptions, or reduced PLC minutes. **Root Cause**: PLC coverage issue is that the master schedule was designed without dedicated, protected staffing for PLC release, relying instead on a position that is currently unfilled. Additionally, the PLC start time coincides with morning duty responsibilities, creating unavoidable conflicts for instructional staff.
Problem Statement 2: Despite having a consistent intervention framework and MTSS process in place, the campus is experiencing significant delays in completing special education evaluations. The evaluation team often requires several months to obtain parent consent, resulting in prolonged timelines for students who may need targeted services. **Root Cause**: Inefficient communication and follow-up systems for securing parent consent, combined with high evaluation caseloads and limited assessment personnel, are contributing to these delays.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 11.5% to 8.5%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 11.5% to 8.5% by June 2027.
Decrease the number and percentage of special education students from 5% to 3% by June 2027.

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 African American and other marginalized student groups.

Strategy's Expected Result/Impact: 1. Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 11.5% to 8.5% by June 2027.

2. Decrease the number and percentage of special education students from 5% to 3% by June 2027.

Staff Responsible for Monitoring: Admin, Teachers, Data 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: Demographics 1 - 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/Leaderhip **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** Leadership **Delivery Method:** Inperson **Funding Sources:** Incentives - Title I (211) - 211-11-6399-501-159-30-159-101000 - $4,522, Family Engagement Events - Title I (211) - 211-11-6399-501-159-30-159-101000 - $4,000, Parent Engagement - Family Engagement (211) - 211-61-6399-503-159-30-159-101000 - $1,637, Extra Duty- Office Staff and Assistants - Title I (211) - 211-61-6121-503-159-30-159-101000 - $2,000, Fringe - Title I (211) - 211-XX-614X-501-159-30-159-101000 - $360			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: VLW serves a high-need student population with high rates of economic disadvantage, Emergent Bilingual/EL, at-risk status, student mobility, and chronic absenteeism, which limits consistent access to instruction and contributes to ongoing achievement gaps. **Root Cause**: Inconsistent implementation and monitoring of student groups to ensure equitable Tier1 instruction and interventions.
Perceptions
Problem Statement 2: Campus feedback indicates that parent-communication entries in Branching Minds lack consistency and clarity. As a result, staff members report difficulty using prior-year documentation to understand parent concerns, previous interventions, or next steps, limiting effective student support. **Root Cause**: Campus staff lack a training and enforced documentation process for Branching Minds (BRM), including clear field-level guidelines, exemplars, and accountability checks.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	1	1	Fringe	Fringe	211-XX-614X-501-159-30-159-101000	$1,440.00
1	2	1	1	Tutoring	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-159-30-159-101000	$8,000.00
1	3	1	1	Supplies	Staff Development | General Supplies and Technology (13-6399)	211-13-6399-501-159-30-159-101000	$3,000.00
2	1	1	1	Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-159-30-159-101000	$5,000.00
2	2	1	1	Fringe	Fringe	211-XX-614X-501-159-30-159-101000	$2,160.00
2	2	1	1	Subs	Instruction | Subs - Professional (11-6112)	211-11-6112-501-159-30-159-101000	$12,000.00
3	1	1	1	Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-159-30-159-101000	$12,000.00
3	2	1	1	Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-159-30-159-101000	$11,000.00
4	1	1	1	Fringe	Fringe	211-XX-614X-501-159-30-159-101000	$360.00
4	1	1	1	Family Engagement Events	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-159-30-159-101000	$4,000.00
4	1	1	1	Incentives	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-159-30-159-101000	$4,522.00
4	1	1	1	Extra Duty- Office Staff and Assistants	Family Engagement | Extra Duty/Ot - Support (61-6121)	211-61-6121-503-159-30-159-101000	$2,000.00
						Sub-Total	$65,482.00
						Budgeted Fund Source Amount	$65,482.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Parent Engagement	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-159-30-159-101000	$1,637.00
						Sub-Total	$1,637.00
						Budgeted Fund Source Amount	$1,637.00
						+/- Difference	$0.00
						Grand Total Budgeted	$67,119.00
						Grand Total Spent	$67,119.00
						+/- Difference	$0.00