Fort Worth Independent School District

225 Bonnie Brae Elementary School

2026-2027 Campus Improvement Plan

Board Approval Date: November 10, 2026

Mission Statement

We are evolving professionals, committed to changing our practice and fully implementing our learning to increase student achievement.

Somos profesionales en evolución, comprometidos a cambiar nuestra práctica e implementar completamente nuestro aprendizaje para aumentar el rendimiento de los estudiantes.

Vision

Our campus will house an uplifting community that values unique experiences and is dedicated to empowering students to be lifelong learners. Our students will exhibit a growth mindset and be changemakers.

Nuestro campus albergará una comunidad edificante que valora las experiencias únicas y se dedica a capacitar a los estudiantes para que sean aprendices de por vida. Nuestros estudiantes exhibirán una mentalidad de crecimiento y serán agentes de cambio.

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Student Information	Count	Percent	District
Total Students	**326**	**100.0%**	**70,184**
Students by Grade			
Pre-Kindergarten	43	13.2%	6.2%
Kindergarten	46	14.1%	6.7%
Grade 1	41	12.6%	7.0%
Grade 2	42	12.9%	6.9%
Grade 3	51	15.6%	7.3%
Grade 4	59	18.1%	7.2%
Grade 5	44	13.5%	7.2%
Ethnic Distribution			
African American	6	1.8%	18.6%
Hispanic	295	90.5%	66.2%
White	19	5.8%	11.3%
American Indian	0	0.0%	0.1%
Asian	4	1.2%	1.7%
Pacific Islander	0	0.0%	0.0%
Two or More Races	2	0.6%	2.1%
Sex			
Female	167	51.2%	49.0%
Male	159	48.8%	51.0%
Other Student Cohorts			
Economically Disadvantaged	302	92.6%	83.1%
Non-Educationally Disadvantaged	24	7.4%	16.9%
Section 504 Students	4	1.2%	5.6%

Student Information	Count	Percent	District
EB Students/EL	179	54.9%	42.1%
Students w/ Disciplinary Placements (2023-24)	1	0.3%	1.4%
Students w/ Dyslexia	16	4.9%	6.0%
Foster Care	0	0.0%	0.0%
Homeless	16	4.9%	2.7%
Immigrant	21	6.4%	7.7%
Migrant	0	0.0%	0.0%
Title I	326	100.0%	96.1%
Military Connected	1	0.3%	1.0%
At-Risk	259	79.4%	73.6%
Students by Instructional Program			
Bilingual/ESL Education	172	52.8%	41.2%
Career and Technical Education	0	0.0%	28.0%
Career and Technical Education (9-12 grades only)	0	0.0%	68.4%
Gifted and Talented Education	34	10.4%	13.3%
Special Education	66	20.2%	14.1%
Students with Disabilities by Type of Primary Disability			
Total Students with Disabilities	**66**		
Students with Intellectual Disabilities	18	27.3%	45.1%
Students with Physical Disabilities	21	31.8%	21.5%
Students with Autism	20	30.3%	21.2%
Students with Behavioral Disabilities	7	10.6%	11.3%
Students with Non-Categorical Early Childhood	0	0.0%	0.8%
Mobility (2023-24)			
Total Mobile Students	**37**	**13.3%**	**22.5%**
African American	3	1.1%	7.5%
Hispanic	26	9.3%	11.4%
White	8	2.9%	2.3%
American Indian	0	0.0%	0.1%
Asian	0	0.0%	0.4%
Pacific Islander	0	0.0%	0.0%
Two or More Races	0	0.0%	0.7%
Special Ed Students who are Mobile	11	12.8%	19.6%

Student Information	Count	Percent	District
Count and Percent of EB Students/EL who are Mobile	15	10.7%	19.3%
Count and Percent of Econ Dis Students who are Mobile	33	14.1%	22.8%
Student Attrition (2023-24)			
Total Student Attrition	**56**	**19.6%**	**22.2%**

Staff Information	Count/Average	Percent	District	State
Total Staff	35.1	100.0%	100.0%	100.0%
Professional Staff	29.5	84.1%	69.6%	63.8%
Teachers	23.5	67.0%	50.3%	48.3%
Professional Support	4	11.4%	13.9%	10.8%
Campus Administration (School Leadership)	2	5.7%	4.5%	3.4%
Educational Aides	5.6	15.9%	8.0%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1	n/a	109	4,125.0
Full-time Counselors	1	n/a	194	13,704.0
Total Minority Staff	21.9	62.4%	64.6%	55.3%
Teachers by Ethnicity				
African American	3.2	13.7%	21.6%	12.8%
Hispanic	10	42.5%	29.6%	31.0%
White	8.3	35.3%	45.6%	52.2%
American Indian	0	0.0%	0.3%	0.3%
Asian	2	8.5%	1.9%	2.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	2	8.5%	28.9%	24.6%
Females	21.5	91.5%	71.1%	75.4%
Teachers by Highest Degree Held				
No Degree	0	0.0%	1.2%	2.4%
Bachelors	18.4	78.2%	67.3%	71.4%

Staff Information	Count/Average	Percent	District	State
Masters	5.1	21.8%	30.0%	25.4%
Doctorate	0	0.0%	1.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.8	3.6%	6.3%	7.3%
1-5 Years Experience	6.8	28.7%	25.5%	28.3%
6-10 Years Experience	2	8.5%	19.8%	19.7%
11-20 Years Experience	5.7	24.2%	28.5%	27.6%
21-30 Years Experience	7.2	30.7%	15.8%	14.1%
Over 30 Years Experience	1	4.2%	4.1%	3.0%
Number of Students per Teacher	13.8	n/a	14.9	15
Staff Information	Campus	District	State	
Experience of Campus Leadership				
Average Years Experience of Principals	7	7.3	6	
Average Years Experience of Principals with District	5	6.5	5.1	
Average Years Experience of Assistant Principals	0	6.9	5.1	
Average Years Experience of Assistant Principals with District	0	6.4	4.3	
Average Years Experience of Teachers	14.1	12.2	11.2	
Average Years Experience of Teachers with District	10.9	9	7	
Average Teacher Salary by Years of Experience (regular duties only)				
Beginning Teachers	$66,946	$51,483	$55,689	
1-5 Years Experience	$63,983	$65,113	$59,266	
6-10 Years Experience	$66,665	$67,747	$62,607	
11-20 Years Experience	$70,386	$71,211	$66,353	
21-30 Years Experience	$73,746	$75,801	$70,976	
Over 30 Years Experience	$98,400	$87,127	$75,042	
Average Actual Salaries (regular duties only)				
Teachers	$70,331	$69,118	$63,751	
Professional Support	$75,983	$79,971	$75,909	
Campus Administration (School Leadership)	$95,654	$94,487	$88,786	
Instructional Staff Percent	n/a	65.5%	64.8%	
Contracted Instructional Staff (not incl. above)	0	0	1,637.7	

Staff Information	Count/Average	Percent	District	State
	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	4.7	20.1%	16.7%	6.3%
Career and Technical Education	0	0.0%	4.8%	5.5%
Compensatory Education	2	8.5%	6.6%	2.6%
Gifted and Talented Education	0	0.0%	0.4%	1.6%
Regular Education	13.2	55.9%	51.3%	69.0%
Special Education	3.7	15.5%	11.5%	11.4%
Other	0	0.0%	8.6%	3.6%

Demographics Strengths

Our campus serves a diverse group of students that provides students opportunities to develop empathy, communications skills, and awareness of others. Our mobility rate is significantly lower than the district which supports a strong community vertical alignment of learning. We have had a continued focus on representation in both years of service and backgrounds of our faculty and staff. Nine out of 16 teachers are TIA rated by the Texas Education Agency. Over twenty percent of teachers hold advanced degrees, 68% of our teachers at least 6 years of teaching experience with the majority having 11-20 years experience. We have a higher percentage of teachers that represent our student body compared to our district and state and higher average years of experience than the district and state. We have retained all teachers from the prior year and are set to maintain over 90% of current staff while adding in a new campus for the 26-27 school year. The last two years, we have made incremental improvements to hit our ADA goals from 94.3 to 94.7 to 95% for the 25-26 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): High level of Branching Minds incidents for students in special education which is 20% of our student population and that size will double for the upcoming school year.
Root Cause: We need streamlined proactive supports for students with behavioral needs in special education.

Student Learning

Student Learning Summary

Significant gains were made for the 2A growth measure in 2024-25 moving our TEA rating up two grade levels to a C. The gains were achieved by teachers and staff collaborating to provide support with curriculum in PLCs and vertical planning days, supporting students early in the year with tutoring and effective use of the IXL platform for personalized support. More emphasis was put on data driven instruction to support learning and enhance lessons. This year we have continued work in our PLCs to deepen understanding of the content, increase vertical alignment, and use DDI. Our students are also utilizing iReady with increased fidelity, reading more with AR quizzes, and have had subtantialy more time with a focus on writing. A review of both the district benchmarks and MAP data will reveal the effects our efforts with significant gains from December to February as well as current MOY growth and achievement compared to last year's data.

Fall to Spring Benchmark Comparison

Significant increases demonstrated for both math and RLA 2A growth and signficant gains for most grade levels for meets achievement. Increase of 25% for 4th grade RLA, increase of 28% for 5th RLA, 16% increase for 4th math. 5th grade math 2A percentage decreased but is at 70% overall which is the highest 2A performance for all grades and contents. 4th math and RLA meets performance almost doubled and 5th grade RLA also had a significant increase from 21-35% at the meets level. RLA performance increased for meets and 2A growth for all populations at both meets performance and 2A, math performance had slight dips in all groups but maintained at the 2A level near or slightly above 60%.

MOY MAP data Comparison

K-5 demonstrated 59% of students met or exceeded their growth goal in math with every group except one making double digit gains for meeting goals and grade level performance. 65% of K-5 RLA students meet or exceeded their growth goals and every group and grade level except one had double digit gains in meeting goals and in grade level performance.

EOY MAP Data Comparison

K-5 demonstrated 74% of students met or exceeded growth goals and 58% of students met their growth norms for mathematics. 86% of students met or exceeded their growth goals for mathematics in Spanish and 63% of students met grade level norms. 72% of students met or exceeded their growth goals with 51% of students meeting grade level norms.

Early STAAR Results

Content	Approaches	Meets	Masters
3rd RLA	60	34	14
4th RLA	56	30	4
5th RLA	63	45	20
RLA Total	60	37	14
3rd Math	66	37	14
4th Math	54	40	15
5th Math	70	38	16
Math Total	63	38	15

Student Learning Strengths

Outstanding gains in Kindergarten at 14% increase of students MEETING GRADE LEVEL NORMS on MAP, first grade had an increase of 38% , third grade was a 28% increase, 4th and 5th had 14% and 26% increase respectively. Third grade is on track to meet the district's growth goals for student achievement on STAAR. Student benchmark data show a significant number of students fall in the "bubble" category with less than 7 points difference from meeting their EOY STAAR growth goal.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students performance on grade level is less than 50% in all areas on the STAAR.
Root Cause: The need to increase the efficiency and efficacy of MTSS protocols.

Problem Statement 2 (Prioritized): Students performance on grade level is less than 50% in all areas on the STAAR.
Root Cause: Tier II students need more opportunities to read student-selected text to increase fluency, vocabulary, and comprehension.

Problem Statement 3 (Prioritized): Lack of consistent materials for every classroom creates barriers to student accessibility.
Root Cause: Student performance is limited to accessibility to support materials such as headphones, whisper phones, whiteboards.

Problem Statement 4 (Prioritized): Students performance on grade level is less than 50% in all areas on the STAAR.
Root Cause: Parents and community need opportunities to engage with their child academically.

School Processes & Programs

School Processes & Programs Summary

Bonnie Brae currently supports 323 students in grades K-5. Our vision to uplift, empower, and grow has continued to be a driver for the school year as we faced adjustments to lesson materials, new lesson structures, and a new writing strategy. Bonnie Brae students and staff have demonstrated resilience and a desire to improve. We utilize district provided HQIM planning documents, slides, and support materials. Teachers in grades 3-5 loop with consideration to newly moved teachers and certifications which supports knowing our students well, facilitates parent communication, and higher achievement.

Communication has been a continuous growth opportunity and with the upgrades of campus wide Class Dojo usage, more focus on the use of campus calendars, and student driven activities.

Our students have participated in the RCA House system for 4 years and continue to enjoy the events, activities, and connection with peers and staff. The house system has supported an increase in teacher collaboration across grade levels more student driven planning of events occurred this year with positive results. The system has provided a student incentive to gain points for their house with excellent behavior and/or academics. Students step up to be leaders, show more confidence, and have experiences learning new skills with their peers.

For the 2025-26 school year, we have provided after school ballet, soccer, running club, STEAM club, and tutoring starting in the first six weeks. Through collaborations initiatied by our art teacher, students experience "The Amazing Shake", Race Street Coffee Gallery Night, and Kimball Art collaboration to paint a mural they helped to design with a local artist. Our third grade teachers sponsored the running club and 7 of our students participated in the Cowtown 5K with staff. We are continuing to use our garden for student learning and beautifying our campus. This year we have added a hydroponic plant system for our students to utilize through a wellness grant from Texas Health.

School Processes & Programs Strengths

We have had consistent participation from staff with our house system and our program has improved each year. Our staff has become more accustomed to continuous improvement and have taken on their own upgrades for campus wide systems. We have increased connections with businesses, community, and families through events, grants, and activities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Current systems are based on our campus size and will need to be adjusted for additional students.
Root Cause: Systems will need to be re-evaluated and adjusted for increase in students

Problem Statement 2 (Prioritized): New programming and staff will require resetting vertical alignment of content.
Root Cause: Need for initial and ongoing professional development for applied learning and vertical alignment.

Perceptions

Perceptions Summary

PTO has been consistently involved in supporting student celebrations for attendance and meeting growth goals. We have experienced more involvement with parents at family events that support academics that included a parent literacy workshop, family breakfasts to review MAP and STAAR data, and STEAM night. Our staff has demonstrated their leadership by supporting improvements with arrival, dismissal and K-1 transitions.

This year our art students participated in the Carter Collab to plan and execute a mural for our campus to support our garden and campus vision. We were also able to establish connections through our Amazing Shake event that provided students an opportunity to connect with community members to practice communication skills and challenge their speaking skills.

Perceptions Strengths

We have retained all teachers from the prior year and are set to maintain current staff while adding in a new campus for the 26-27 school year. Through communication and support systems, our ADA has continued to improve from 94.3 to 95.0 in the last two years.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: High turn-over of parent involvement in PTO
Root Cause: Lack of systems to support long-term involvement.

Problem Statement 2 (Prioritized): 57% of students with chronic absenteeism have had multiple years with chronic absenteeism.
Root Cause: Parents of students with multiple year of chronic absenteeism need increased communication at the local and state level consequences.

Priority Problem Statements

Problem Statement 1: High level of Branching Minds incidents for students in special education which is 20% of our student population and that size will double for the upcoming school year.

Root Cause 1: We need streamlined proactive supports for students with behavioral needs in special education.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students performance on grade level is less than 50% in all areas on the STAAR.

Root Cause 2: The need to increase the efficiency and efficacy of MTSS protocols.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students performance on grade level is less than 50% in all areas on the STAAR.

Root Cause 3: Tier II students need more opportunities to read student-selected text to increase fluency, vocabulary, and comprehension.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 57% of students with chronic absenteeism have had multiple years with chronic absenteeism.

Root Cause 4: Parents of students with multiple year of chronic absenteeism need increased communication at the local and state level consequences.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Lack of consistent materials for every classroom creates barriers to student accessibility.

Root Cause 5: Student performance is limited to accessibility to support materials such as headphones, whisper phones, whiteboards.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: New programming and staff will require resetting vertical alignment of content.

Root Cause 6: Need for initial and ongoing professional development for applied learning and vertical alignment.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Students performance on grade level is less than 50% in all areas on the STAAR.

Root Cause 7: Parents and community need opportunities to engage with their child academically.

Problem Statement 7 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)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other
    - MAP assessment 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
- 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
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

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

- Mobility/stability rate, including longitudinal data

Employee Data

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent and community partnership data

Support Systems and Other Data

- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 44% to 54%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 34% to 46% by June 2027.
Increase the performance of Emergent Bilingual students from 30% to 46% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Every 3rd grade tier II and tier III based on Branching Minds RLA student will be assessed by their teacher in the first 10 days of school with the goal of creating an intervention plan for each student to begin on week three of instruction.

Strategy's Expected Result/Impact: Ensure the teacher of record and support staff will be knowledgeable of each tier II and tier III student so they are able to create personalized intervention plans.

Staff Responsible for Monitoring: Admin, Lead teacher, and classroom teacher

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Use Branching Minds to determine 3rd grade tier II and III RLA students in order for teachers to assess each students for phonological and phonemic awareness, phonics, and fluency to determine an intervention plan for the next 6 weeks for any student demonstrates the need. **Intended Audience:** Teachers, admin **Date(s) / Timeframe:** Run report 1st day of school.	 Some Progress		

Action Step 2 Details	Formative Reviews		
Action Step 2: Assess students to determine level of support needed and starting point for 6 week intervention plans. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers/admin **Date(s) / Timeframe:** First 10 days of school. **Delivery Method:** Intervention time	**Formative**		
	Nov	**Jan**	**Mar**
	 Some Progress		

Action Step 3 Details	Formative Reviews		
Action Step 3: Have MTSS meeting to monitor intervention every six weeks and to determine next steps of support. **Intended Audience:** Parents, teachers, admin **Provider / Presenter / Person Responsible:** Teacher, admin, counselor **Date(s) / Timeframe:** Every six weeks	**Formative**		
	Nov	**Jan**	**Mar**
	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students performance on grade level is less than 50% in all areas on the STAAR. **Root Cause**: The need to increase the efficiency and efficacy of MTSS protocols.

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 44% to 54%.

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 67% to 75% 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 59% to 70% by June 2027.
Increase the performance of students in special education from 34% to 50% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Provide intervention support through tutoring for students each six weeks based on BOY performance at less than 50 percentile in achievement for 1st-3rd grade students.

Strategy's Expected Result/Impact: Reduce gaps in students foundational skills.

Staff Responsible for Monitoring: Teachers, admin

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Utilize BOY MAP data to determine which students will attend tutoring based on their achievement percentile.	 Some Progress		

Action Step 2 Details	Formative Reviews		
Action Step 2: Send parents notice home for tutoring support needed with a copy of an intervention plan based on the suggested area of focus or the lowest instructional area on the student profile report. **Intended Audience:** Parents, students **Provider / Presenter / Person Responsible:** Teachers, admin **Date(s) / Timeframe:** Week after the BOY MAP assessment	Formative		
	Nov	Jan	Mar
	 No Progress		

Action Step 3 Details	Formative Reviews		
Action Step 3: Hold MTSS meeting after six weeks of tutoring starting week three of the school year to determine next steps for support and parent communication. **Intended Audience:** Parent, student **Provider / Presenter / Person Responsible:** teacher, admin, counselor **Date(s) / Timeframe:** End of six weeks of tutoring	Formative		
	Nov	Jan	Mar
	 Some Progress		

Action Step 4 Details	Formative Reviews		
Action Step 4: Students attend tutoring once per week starting the third week of school 1st-5th. PK teachers, TAs and kindergarten teachers will support tutoring as needed to keep tutoring groups small. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Once a week, every six weeks.	Formative		
	Nov	Jan	Mar
	 No Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: PK-3rd grade teachers will hold reading skills workshop to discuss grade level expectations for phonemic and phonological awareness as well as strategies to support reading at home.

Strategy's Expected Result/Impact: Increase parent awareness and involvement in developing literacy skills to increase student achivement.

Staff Responsible for Monitoring: Teachers, admin

Title I:
2.51, 2.52

- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Teachers prepare script, agenda, and set up for event. **Intended Audience:** Families **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Fall **Collaborating Departments:** Early Learning-request support	**Formative**		
	Nov	**Jan**	**Mar**
	No Progress		

Action Step 2 Details	Formative Reviews		
Action Step 2: Teachers present to families key ways to support developing reading skills at home and parents engage in reading with their child using strategies and resources. **Intended Audience:** Families **Provider / Presenter / Person Responsible:** Teachers, admin **Date(s) / Timeframe:** Fall	**Formative**		
	Nov	**Jan**	**Mar**
	No Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 3: Ensure all students have access to instructional support and testing materials.

Strategy's Expected Result/Impact: Reduce all barriers to best performance on assessments

Staff Responsible for Monitoring: admin

Title I:
2.51
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Student Learning 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Purchase headphones to support testing and technology support programs such as iReady and STAR-AR **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** Fall	 Considerable		

No Progress | Accomplished | Continue/Modify | Discontinue

Strategy 4: Create a school-wide lesson delivery model to support RBIS that include: systematic and explicit instruction, balance of conceptual and procedural practice, depth of key concepts, and coherence of key concepts through professional development.

Strategy's Expected Result/Impact: Synchronization of lesson delivery and support

Staff Responsible for Monitoring: Admin, teachers

Title I:
2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide vertically aligned professional development to synchronize key foundational skills, vocabulary, and supplemental materials for K-5 RLA. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin, teachers **Date(s) / Timeframe:** Start of year PD, every six weeks	 Some Progress		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students performance on grade level is less than 50% in all areas on the STAAR. **Root Cause**: The need to increase the efficiency and efficacy of MTSS protocols.
Problem Statement 2: Students performance on grade level is less than 50% in all areas on the STAAR. **Root Cause**: Tier II students need more opportunities to read student-selected text to increase fluency, vocabulary, and comprehension.
Problem Statement 3: Lack of consistent materials for every classroom creates barriers to student accessibility. **Root Cause**: Student performance is limited to accessibility to support materials such as headphones, whisper phones, whiteboards.
School Processes & Programs
Problem Statement 2: New programming and staff will require resetting vertical alignment of content. **Root Cause**: Need for initial and ongoing professional development for applied learning and vertical alignment.

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 44% to 54%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR spring benchmark assessments from 42% to 46% by June 2027.
Increase the performance of students in special education in grades 3-5 from 19% to 46% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Utilize STAR-AR to support reading comprehension and tracking of student progress of student selected text based on students' most current reading levels to be reviewed each six weeks.

Strategy's Expected Result/Impact: Increased performance on reading assessments

Staff Responsible for Monitoring: Librarian, Teacher, TAs

Title I:
2.52
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Purchase STAR-AR for 1st-5th	Formative		
	Nov	Jan	Mar
	Discontinue	Discontinue	Discontinue

Action Step 2 Details	Formative Reviews		
Action Step 2: Classroom tracker will be used to monitor student weekly progress. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Weekly for the year	Formative		
	Nov	Jan	Mar
	Considerable		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Teachers will utilize data to support progress monitoring each six weeks for MTSS. **Intended Audience:** parents, students **Provider / Presenter / Person Responsible:** Teacher, librarian **Date(s) / Timeframe:** Every six weeks-starting at the end of the first six weeks.	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Provide intervention support through tutoring for students each six weeks based on BOY performance at less than 50 percentile in achievement for 1st-3rd grade students.

Strategy's Expected Result/Impact: Reduce gaps in students foundational skills.

Staff Responsible for Monitoring: Teachers, admin

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Utilize BOY MAP data to determine which students will attend tutoring based on their achievement percentile. **Intended Audience:** parents, students **Provider / Presenter / Person Responsible:** Teacher/admin **Date(s) / Timeframe:** BOY MAP	 Some Progress		

Action Step 2 Details	Formative Reviews		
Action Step 2: Send parents notice home for tutoring support needed with a copy of an intervention plan based on the suggested area of focus or the lowest instructional area on the student profile report. **Intended Audience:** Parents, students **Provider / Presenter / Person Responsible:** Teachers, admin **Date(s) / Timeframe:** Week after the BOY MAP assessment	Formative		
	Nov	Jan	Mar
	 Some Progress		

Action Step 3 Details	Formative Reviews		
Action Step 3: Hold MTSS meeting after six weeks of tutoring starting week three of the school year to determine next steps for support and parent communication. **Intended Audience:** Parent, student **Provider / Presenter / Person Responsible:** teacher, admin, counselor **Date(s) / Timeframe:** End of six weeks of tutoring	Formative		
	Nov	Jan	Mar
	 Some Progress		

Action Step 4 Details	Formative Reviews		
Action Step 4: Students attend tutoring once per week starting the third week of school 1st-5th. PK teachers, TAs and kindergarten teachers will support tutoring as needed to keep tutoring groups small. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Once a week, every six weeks.	Formative		
	Nov	Jan	Mar
	 No Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning	
Problem Statement 1: Students performance on grade level is less than 50% in all areas on the STAAR.	**Root Cause**: The need to increase the efficiency and efficacy of MTSS protocols.
Problem Statement 2: Students performance on grade level is less than 50% in all areas on the STAAR.	**Root Cause**: Tier II students need more opportunities to read student-selected text to increase fluency, vocabulary, and comprehension.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 46% to 56%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 49% to 55% by June 2027.
Increase the performance of students in special education from 29% to 48% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Provide intervention support through tutoring for students each six weeks based on six week assessment performance for students who score "approaches" on math six weeks assessments.

Strategy's Expected Result/Impact: Reduce gaps in students foundational skills.

Staff Responsible for Monitoring: Teachers, admin

Title I:
2.52
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Utilize six week assessment data to determine which students will attend tutoring if they scored "approaches" **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Weekly-every six weeks.	 Some Progress		

Action Step 2 Details	Formative Reviews		
Action Step 2: Send parents notice home for tutoring support needed with a copy of an intervention plan based on the suggested area of focus. **Intended Audience:** Parents, students **Provider / Presenter / Person Responsible:** Teachers, admin **Date(s) / Timeframe:** Week after the six week assessments	**Formative**		
	Nov	**Jan**	**Mar**
	 Some Progress		

Action Step 3 Details	Formative Reviews		
Action Step 3: Hold MTSS meeting after six weeks of tutoring starting week three of the school year to determine next steps for support and parent communication. **Intended Audience:** Parent, student **Provider / Presenter / Person Responsible:** teacher, admin, counselor **Date(s) / Timeframe:** End of six weeks of tutoring	**Formative**		
	Nov	**Jan**	**Mar**
	 Some Progress	 Discontinue	 Discontinue

Action Step 4 Details	Formative Reviews		
Action Step 4: Students attend tutoring once per week starting the third week of school 1st-5th. PK teachers, TAs and kindergarten teachers will support tutoring as needed to keep tutoring groups small. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Once a week, every six weeks.	**Formative**		
	Nov	**Jan**	**Mar**
	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students performance on grade level is less than 50% in all areas on the STAAR. **Root Cause**: The need to increase the efficiency and efficacy of MTSS protocols.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 46% to 56%.

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 57% to 67% 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 70% to 75% by June 2027.
Increase the performance of students in special education from 27% to 40% by June 2027.

Evaluation Data Sources: MAP data

Strategy 1: Utilize Title I TAs to support push in support for math intervention and Tier I instruction.

Strategy's Expected Result/Impact: Provide increased support to increase academic achievement

Staff Responsible for Monitoring: Teachers

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide roster for each TA to monitor specific skills and progress. **Intended Audience:** Title I TAs **Provider / Presenter / Person Responsible:** Admin, teacher **Date(s) / Timeframe:** After BOY MAP **Funding Sources:** TA Salary - Title I (211) - 211-11-6129-501-225-30-225-101000 - $22,863, - Title I (211) - 211-11-6129-501-225-30-225-101000 - $26,894, - Title I (211) - 211-XX-614X-501-225-30-225-101000 - $4,840, - Title I (211) - 211-XX-614X-501-225-30-225-101000 - $4,115	 Some Progress		

Action Step 2 Details	Formative Reviews		
Action Step 2: Create schedule for TA to push in for intervention support with prioritized K-3 roster for targeted support with foundational skills. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** TA, teacher **Date(s) / Timeframe:** Week following BOY MAP	**Formative**		
	Nov	**Jan**	**Mar**
	 Some Progress		

Action Step 3 Details	Formative Reviews		
Action Step 3: Teachers will great progress monitoring sheets that include grade level skill and corresponding pre-requisite skills for clear pathway for intervention based on focus areas on MAP student profile sheet. **Intended Audience:** Students, TAs, admin, teachers **Provider / Presenter / Person Responsible:** Teacher, TAs **Date(s) / Timeframe:** Week following BOY MAP	**Formative**		
	Nov	**Jan**	**Mar**
	 Some Progress		

Action Step 4 Details	Formative Reviews		
Action Step 4: TAs will track skill progress to support MTSS and accountability for students meeting grade level targets. **Intended Audience:** Students, teachers, admin **Provider / Presenter / Person Responsible:** Teacher, TAs **Date(s) / Timeframe:** 2-3 times per week	**Formative**		
	Nov	**Jan**	**Mar**
	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Create a school-wide lesson delivery model to support RBIS that include: systematic and explicit instruction, balance of conceptual and procedural practice, depth of key concepts, and coherence of key concepts through professional development.

Strategy's Expected Result/Impact: Synchronization of lesson delivery and support

Staff Responsible for Monitoring: Admin, teachers

Title I:
2.52

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide vertically aligned professional development to synchronize key foundational skills, vocabulary, and supplemental materials for K-5 RLA. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin, teachers **Date(s) / Timeframe:** Start of year PD, every six weeks	Discontinue	Discontinue	Discontinue

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students performance on grade level is less than 50% in all areas on the STAAR. **Root Cause**: The need to increase the efficiency and efficacy of MTSS protocols.
School Processes & Programs
Problem Statement 2: New programming and staff will require resetting vertical alignment of content. **Root Cause**: Need for initial and ongoing professional development for applied learning and vertical alignment.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 46% to 56%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math spring benchmark assessments from 23% to 49% by June 2027.
Increase the performance of students in special education 17% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Provide intervention support through tutoring for students each six weeks based on BOY performance at less than 50 percentile in achievement for 1st-3rd grade students.

Strategy's Expected Result/Impact: Reduce gaps in students foundational skills.

Staff Responsible for Monitoring: Teachers, admin

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Utilize BOY MAP data to determine which students will attend tutoring based on their achievement percentile.	 Some Progress		

Action Step 2 Details	Formative Reviews		
Action Step 2: Send parents notice home for tutoring support needed with a copy of an intervention plan based on the suggested area of focus or the lowest instructional area on the student profile report. **Intended Audience:** Parents, students **Provider / Presenter / Person Responsible:** Teachers, admin **Date(s) / Timeframe:** Week after the BOY MAP assessment	Formative		
	Nov	Jan	Mar
	 Some Progress		

Action Step 3 Details	Formative Reviews		
Action Step 3: Hold MTSS meeting after six weeks of tutoring starting week three of the school year to determine next steps for support and parent communication. **Intended Audience:** Parent, student **Provider / Presenter / Person Responsible:** teacher, admin, counselor **Date(s) / Timeframe:** End of six weeks of tutoring	Formative		
	Nov	Jan	Mar
	 Some Progress		

Action Step 4 Details	Formative Reviews		
Action Step 4: Students attend tutoring once per week starting the third week of school 1st-5th. PK teachers, TAs and kindergarten teachers will support tutoring as needed to keep tutoring groups small. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Once a week, every six weeks.	Formative		
	Nov	Jan	Mar
	 No Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Resource teachers will support students in special education with explicit instruction and support plans for behavioral needs to maximize academic achievement.

Strategy's Expected Result/Impact: Reduce the amount of time students miss instruction due to dysregulation

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
Action Step 1: Identify students in special education with tier 3 behavior needs in Branching Minds. **Intended Audience:** Resource Teachers **Provider / Presenter / Person Responsible:** Diag, LSSP, Admin **Date(s) / Timeframe:** EOY 2026	**Formative**		
	Nov	**Jan**	**Mar**
	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
Action Step 2: Create plan for support needed based on Branching Minds incident reports that includes explicit instruction needed and tiered support. **Intended Audience:** Parents, students **Date(s) / Timeframe:** First 10 days of school	**Formative**		
	Nov	**Jan**	**Mar**
	 Some Progress		

Action Step 3 Details	Formative Reviews		
Action Step 3: Assigned resource/inclusion teacher will check in with students, review Branching Minds incidents, and monitor progress on skill implementation at least once per week. **Intended Audience:** Parents, students, admin **Provider / Presenter / Person Responsible:** Resource teachers, teacher **Date(s) / Timeframe:** Weekly starting week three of instruction	**Formative**		
	Nov	**Jan**	**Mar**
	 Some Progress		

Action Step 4 Details	Formative Reviews		
Action Step 4: Teacher of record will record notes on student tracker to share with resource/inclusion teacher and ARD meetings. **Intended Audience:** Parents, admin, resource/inclusion teachers, diag, LSSP **Date(s) / Timeframe:** Daily starting week 3 of instruction.	**Formative**		
	Nov	**Jan**	**Mar**
	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: High level of Branching Minds incidents for students in special education which is 20% of our student population and that size will double for the upcoming school year. **Root Cause**: We need streamlined proactive supports for students with behavioral needs in special education.
Student Learning
Problem Statement 1: Students performance on grade level is less than 50% in all areas on the STAAR. **Root Cause**: The need to increase the efficiency and efficacy of MTSS protocols.

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 34% to 46% by June 2027. Increase the performance of special education students from 15% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Utilize STAR-AR to support reading comprehension and tracking of student progress of student selected text based on students' most current reading levels to be reviewed each six weeks.

Strategy's Expected Result/Impact: Increased performance on reading assessments

Staff Responsible for Monitoring: Librarian, Teacher, TAs

Title I:
2.52
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Purchase STAR-AR for 1st-5th	Discontinue	Discontinue	Discontinue

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Classroom tracker will be used to monitor student weekly progress. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Weekly for the year	Some Progress		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Teachers will utilize data to support progress monitoring each six weeks for MTSS. **Intended Audience:** parents, students **Provider / Presenter / Person Responsible:** Teacher, librarian **Date(s) / Timeframe:** Every six weeks-starting at the end of the first six weeks.	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Create a school-wide lesson delivery model to support RBIS that include: systematic and explicit instruction, balance of conceptual and procedural practice, depth of key concepts, and coherence of key concepts through professional development.

Strategy's Expected Result/Impact: Synchronization of lesson delivery and support

Staff Responsible for Monitoring: Admin, teachers

Title I:
2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide vertically aligned professional development to synchronize key foundational skills, vocabulary, and supplemental materials for K-5 RLA. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin, teachers **Date(s) / Timeframe:** Start of year PD, every six weeks	 Discontinue	 Discontinue	 Discontinue

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students performance on grade level is less than 50% in all areas on the STAAR. **Root Cause**: Tier II students need more opportunities to read student-selected text to increase fluency, vocabulary, and comprehension.
School Processes & Programs
Problem Statement 2: New programming and staff will require resetting vertical alignment of content. **Root Cause**: Need for initial and ongoing professional development for applied learning and vertical alignment.

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 27% to 46% by June 2027.
Increase the performance of special education students from 19% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Provide intervention support through tutoring for students each six weeks based on BOY performance at less than 50 percentile in achievement for 1st-3rd grade students.

Strategy's Expected Result/Impact: Reduce gaps in students foundational skills.

Staff Responsible for Monitoring: Teachers, admin

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
Action Step 1: Utilize BOY MAP data to determine which students will attend tutoring based on their achievement percentile.	Formative		
	Nov	Jan	Mar
	 Some Progress		

Action Step 2 Details	Formative Reviews		
Action Step 2: Send parents notice home for tutoring support needed with a copy of an intervention plan based on the suggested area of focus or the lowest instructional area on the student profile report.	Formative		
Intended Audience: Parents, students **Provider / Presenter / Person Responsible:** Teachers, admin **Date(s) / Timeframe:** Week after the BOY MAP assessment	Nov	Jan	Mar

Action Step 3 Details	Formative Reviews		
Action Step 3: Hold MTSS meeting after six weeks of tutoring starting week three of the school year to determine next steps for support and parent communication. **Intended Audience:** Parent, student **Provider / Presenter / Person Responsible:** teacher, admin, counselor **Date(s) / Timeframe:** End of six weeks of tutoring	Formative		
	Nov	Jan	Mar
	 Some Progress		

Action Step 4 Details	Formative Reviews		
Action Step 4: Students attend tutoring once per week starting the third week of school 1st-5th. PK teachers, TAs and kindergarten teachers will support tutoring as needed to keep tutoring groups small. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Once a week, every six weeks.	Formative		
	Nov	Jan	Mar
	 No Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Create a school-wide lesson delivery model to support RBIS that include: systematic and explicit instruction, balance of conceptual and procedural practice, depth of key concepts, and coherence of key concepts through professional development.

Strategy's Expected Result/Impact: Synchronization of lesson delivery and support

Staff Responsible for Monitoring: Admin, teachers

Title I:
2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide vertically aligned professional development to synchronize key foundational skills, vocabulary, and supplemental materials for K-5 math. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin, teachers **Date(s) / Timeframe:** Start of year PD, every six weeks **Funding Sources:** Materials for instruction - Title I (211) - 211-11-6399-501-225-30-225-101000 - $2,719	 Discontinue	 Discontinue	 Discontinue

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students performance on grade level is less than 50% in all areas on the STAAR. **Root Cause**: The need to increase the efficiency and efficacy of MTSS protocols.
School Processes & Programs
Problem Statement 2: New programming and staff will require resetting vertical alignment of content. **Root Cause**: Need for initial and ongoing professional development for applied learning and vertical alignment.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 11% to 9%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 11% to 9% by June 2027.

Strategy 1: Increase communication with families with high number of absences over multiple years to determine root cause of absences, expectations, and support available.

Strategy's Expected Result/Impact: Decrease number or students with chronic absences.

Staff Responsible for Monitoring: Admin, office assistant

Title I:
2.53
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Send parent letter at the start of they year for any student that had chronic absences in 24-25 and 25-26 to communicate attendance expectations, tiered consequences, and support available for families. **Intended Audience:** Parents, students **Provider / Presenter / Person Responsible:** Admin, Office assistant **Date(s) / Timeframe:** Every six weeks **Funding Sources:** Stamps for parent letters - Family Engagement (211) - 211-61-6399-503-225-30-225-101000 - $120	 Considerable		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Office assistant will call home to communicate number of absences every three weeks or when students reach intervals of 3, 5, 8, 10, 12, and 14 absences and consequences **Intended Audience:** Parents, students **Provider / Presenter / Person Responsible:** Office assistant **Date(s) / Timeframe:** every three weeks or when students reach intervals of 3, 5, 8, 10, 12, and 14 absences **Funding Sources:** FES - Title I (211) - 211-61-6129-503-225-30-225-101000 - $32,276, - Title I (211) - 211-XX-614X-501-225-30-225-101000 - $5,809	 Considerable		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Family meetings to be held each six weeks after school to monitor student absences, review attendance goals and provide incentives for improvement **Intended Audience:** parents, students **Provider / Presenter / Person Responsible:** Admin, SART, office assistant **Date(s) / Timeframe:** Once every six weeks-after school	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Maintain safe, supportive and equitable learning environments that promote culturally responsive learning through equitable access to diverse instructional materials and resources

Strategy's Expected Result/Impact: Increase family participation in students academic development.

Title I:
2.52

Problem Statements: Student Learning 4

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Host family engagement nights to support and inclusive and academic focus for students. **Intended Audience:** Families, staff **Provider / Presenter / Person Responsible:** FW Museum of Science and History-STEAM Night **Date(s) / Timeframe:** Fall or Spring **Funding Sources:** Supplemental Pay - Family Engagement (211) - 211-61-6116-503-225-30-225-101000 - $1,244, STEAM Night - Family Engagement (211) - 211-61-6299-503-225-30-225-101000 - $900, - Family Engagement (211) - 211-61-614X-503-225-30-225-101000 - $224	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: Students performance on grade level is less than 50% in all areas on the STAAR. **Root Cause**: Parents and community need opportunities to engage with their child academically.
Perceptions
Problem Statement 2: 57% of students with chronic absenteeism have had multiple years with chronic absenteeism. **Root Cause**: Parents of students with multiple year of chronic absenteeism need increased communication at the local and state level consequences.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
2	2	1	1		Instruction |Title I Teacher Assistant (11-6129)	211-11-6129-501-225-30-225-101000	$26,894.00
2	2	1	1		Fringe	211-XX-614X-501-225-30-225-101000	$4,840.00
2	2	1	1	TA Salary	Instruction |Title I I Bilingual Teacher Assistant (11-6129)	211-11-6129-501-225-30-225-101000	$22,863.00
2	2	1	1		Fringe	211-XX-614X-501-225-30-225-101000	$4,115.00
3	2	2	1	Materials for instruction	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-225-30-225-101000	$2,719.00
4	1	1	2	FES	Family Engagement |Family Engagement Specialist (61-6129)	211-61-6129-503-225-30-225-101000	$32,276.00
4	1	1	2		Fringe	211-XX-614X-501-225-30-225-101000	$5,809.00
						Sub-Total	$99,516.00
						Budgeted Fund Source Amount	$99,516.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Stamps for parent letters	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-225-30-225-101000	$120.00
4	1	2	1	Supplemental Pay	Family Engagement | Extra Duty - Professional (61-6116)	211-61-6116-503-225-30-225-101000	$1,244.00
4	1	2	1		Fringe	211-61-614X-503-225-30-225-101000	$224.00
4	1	2	1	STEAM Night	Family Engagement | Misc Contracted Services (61-6299)	211-61-6299-503-225-30-225-101000	$900.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						Sub-Total	$2,488.00
						Budgeted Fund Source Amount	$2,488.00
						+/- Difference	$0.00
						Grand Total Budgeted	$102,004.00
						Grand Total Spent	$102,004.00
						+/- Difference	$0.00