Fort Worth Independent School District

084 World Languages Institute

2026-2027 Campus Improvement Plan

Board Approval Date: November 10, 2026

Mission Statement

Mission

World Languages Institute prepares students linguistically, socially and cognitively to lead, with creativity and innovation, in a multicultural society.

Vision

Vision

Students will pursue excellence, contribute and lead within a global community.

Value Statement

Values

Social and digital responsibility

Courageous authenticity

Integrity and accountability

Respect and support for a diverse community

Equal access

Curiosity

Leadership

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

World Languages Institute (6-12) is a School of Choice and the first multilingual school that provides a focus for students who are interested in pursuing a rigorous academic program that includes options to complete one or more endorsements, as well as, CTE pathways such as Entrepreneurship and Computer Science.

WLI has a strong Post Secondary philosophy and program, which is supported by the Leadership Team that includes the Principal, AP, PSS and Counselors.

Our Fine Arts program includes Art, Theatre and Estudiantina. Enrollment is growing in Theatre and stable in Art and Estudiantina. Theatre has placed in UIL at the middle and high school level and Art has placed in VASE at the regional and state level. WLI students also were finalists in local art contests. Our Varsity Estudiantina competed in the "experimental mariachi" category and received a division 1 superior rating for the second year in a row. They have participated in events around the community.

Students apply from all areas of FWISD and are selected by the district using a lottery system. By the January 9th priority application period deadline, we had received 643 new student applications for the 26-27

WLI's enrollment for 25-26 is at 501. WLI's projected enrollment is 520 students for 2026-27 with a long waiting list for middle school.

Students may start or continue the study of Spanish and English by taking courses in both languages. Bilingual and multilingual students have the opportunity to begin the study of a third or fourth language. Choices include Italian, French, ASL, Mandarin Chinese and Japanese.

GT - Total 213 (AA - 3 Hispanics - 197 White -9- Two or more -4)

SPED- Total 32 (AA- 1 Hispanics - 30 White -1) - Increase of 7 students.

ELs- Total 202 (AA-1 Hispanics - 201 White-0) -Decrease of 50 students

WLI Leadership has a rigorous interview process to secure highly qualified staff. All instructional staff is required to be GT district certified and to maintain the certification while in WLI.

WLI has strong collaborations with Sister Cities, WLI PTO and SBDM Committee. We are also supported by the WLI Advisory Council, a non-profit organization with the goal to support with initiatives which drive forward the mission and vision of the campus.

55 out of 55 seniors, class of 2026 are CCMR-Ready by state standards.

Demographics Strengths

All WLI students have access and are enrolled in Honors, Accelerated core courses (if the students meet district criteria), AP, Dual Enrollment/OnRamps and DC/TCC. Every course

has a Sheltered Counterpart for EBs.

High school courses available to eligible middle school students in Math, Science, ELA, CTE and World Languages.

Dual Enrollment courses in collaboration with UT Austin: Economics, Civics, Pre-Calculus, Statistics, Physics, Rhetoric & Writing, US History, Economics and Civics. Dual Credit courses with TCC: English Composition, World Literature, Psychology, Sociology and ASL Certificate. There are 20 different AP courses offered at WLI. OnRamps Chemistry and Biology are expected to be added for 26-27

Students are eligible to participate in CTE certifications. For Computer Science, students can certify with IT Specialist through CertiPort. For Entrepreneurship students, students can certify through the Entrepreneurship and Small Business certificate. Engineering students students are certify through NOCTI. 96% of incoming Freshmen have elected to follow a CTE pathway for their high school course.

All the courses are taught by GT certified teachers. All ELA and bilingual teachers are ESL certified.

Tiered professional development for staff to emphasize Tier I instruction, Sheltered Instruction and Differentiation for various learning styles.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At risk and EL students performed between 2% and 10% lower than their counterpart on Reading, Science and Social Studies.
Root Cause: School's student population: 90% free and reduced lunch, an estimated 90% first generation high school graduates, 40% EBs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to

Problem Statement 2 (Prioritized): We have seen a decline in attendance at parent engagement events.
Root Cause: Increased timely communication and incentives are needed to increase attendance.

Student Learning

Student Learning Summary

Students scores in Math/ELA/Science/Social Studies are above the district for Staar 2026. We are noticing mostly gains, especially in "meets" and "masters". We have seen increases in STAAR Math 8th grade in Approaches and Meets. We have seen decreases in Social Studies as well as Meets and Masters in Algebra I and English I. We will address through targeted interventions and quality professional development.
Our PD focus has been on Data-Driven instruction (DDI) and language development. These initiatives have been implemented through continued professional development and PLC work.
Support for students is taking place during SOAR, tutoring and Saturday camps. College Readiness course is provided to Junior who have not met TSIA threshold levels.

Grade/ Content	Approaches/Pass				Meets				Masters			
	2023	2024	STAAR 2025	STAAR 2026	2023	2024	STAAR 2025	STAAR 2026	2023	2024	STAAR 2025	STAAR 2026
Math 6th Grade	67%	72%	73%	71%	14%	9%	22%	20%	2%	0%	2.5%	5%
ELA 6th Grade	78%	83%	81%	75%	47%	49%	59%	53%	18%	22%	24%	27%
ELA 7th Grade	88%	81%	87%	87%	53%	53%	60%	59%	25%	31%	30%	28%
Math 8th Grade	82%	69%	70%	78%	46%	35%	31%	36%	12%	10%	7%	5%
ELA 8th Grade	71%	77%	85%	85%	42%	13%	30%	32%	17%	0%	3%	7%
Science 8th Grade	72%	71%	72%		31%	26%	33%		7%	6%	11%	
Social Studies 8th Grade	64%	67%	60%	52%	32%	26%	27%	22%	10%	8%	17%	7%
Algebra I	94%	95%	89%	98%	69%	55%	57%	49%	33%	23%	35%	16%

English I	94%	89%	92%	88%	73%	66%	83%	73%	15%	13%	22%	13%
English II	100%	89%	96%	92%	87%	73%	87%	88%	10%	5%	7%	16%
Biology	98%	99%	100%	94%	60%	83%	68%	74%	11%	23%	17%	30%
US History	100%	95%	100%	94%	81%	70%	79%	71%	37%	33%	43%	20%

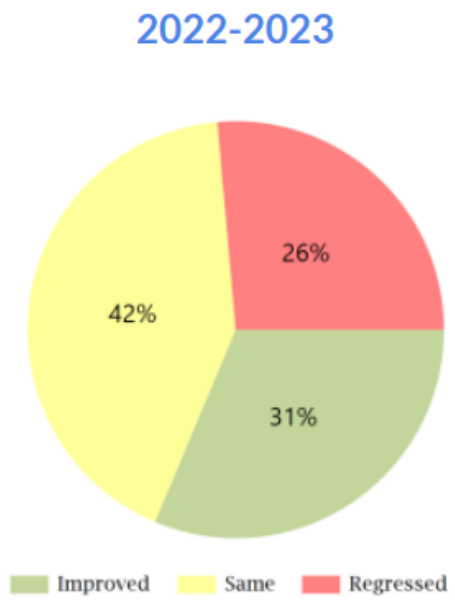
Data Table - CCMR - Class of '23

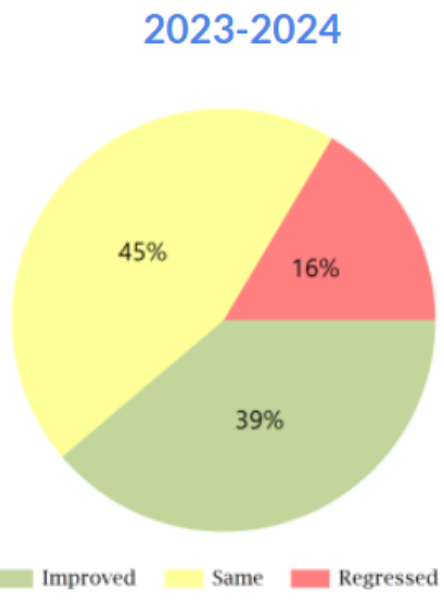
	Class of '22 Total Graduates: 50		Class of '23 Total Graduates: 46		Class of '24 Total Graduates: 54
	Count Credit	Percentage	Count Credit	Percentage	Percentage
Texas Success Initiative (TSI) Criteria					
Met TSI criteria in both ELA/Reading and Mathematics	16	31%	16	35%	86%
TSI Criteria - ELA/Reading					
Met TSI criteria for at least one indicator in ELA/ Reading	31	60%	29	63%	96%
Met TSI assessment criteria	19	37%	24	52%	86%
Met ACT criteria	-	-	4	9%	86%
Met SAT criteria	25	48%	21	46%	
Earned credit for a college prep course	-	-	2	4%	
TSI Criteria - Mathematics					
Met TSI criteria for at least one indicator in Mathematics	16	31%	17	37%	86%
Met TSI assessment criteria	13	25%	17	37%	86%
Met ACT criteria	-	-	4	9%	
Met SAT criteria	12	23%	9	20%	

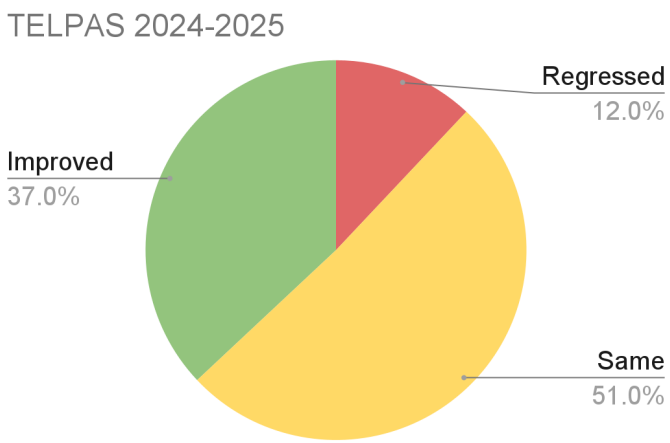
	Class of '22 Total Graduates: 50		Class of '23 Total Graduates: 46		Class of '24 Total Graduates: 54
Earned credit for a college prep course	-	-	-	-	
AP/IB Examination					
Met criterion score on an AP/IB exam in any subject	50	96%	39	85%	91%
Dual Course Credits					
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	18	35%	-	-	-
Industry-Based Certifications					
Earned an industry-based certification from approved list	13	25%	9	20%	32%
Level I or Level II Certificate					
Earned a level I or level II certificate in any workforce education area	-	-	-	-	-
Associate Degree					
Earning an associate degree by August 31 immediately following high school graduation	0	0%	0	0%	0%
OnRamps Dual Enrollment Course					
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	46	89%	39	85%	84%
Graduate with Completed IEP and Workforce Readiness					
Received graduation type code of 04, 05, 54, or 55	0	0%	0	%	0
Special Ed with Advanced Diploma Plan					
Received special education services and earned an advanced diploma plan	1	2%	3	6.5%	0
U.S. Armed Forces*					

	Class of '22 Total Graduates: 50		Class of '23 Total Graduates: 46		Class of '24 Total Graduates: 54
Enlisted in the U.S. Armed Forces	N/A	N/A	N/A	N/A	N/A

TELPAS:







Student Learning Strengths

1. Language Acquisition

2. Attendance

3. Academic focus

4. Culture of respect for diversity from staff and students.

5. Low discipline incident rate

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 6th/8th grade ELA as well as English I Benchmarks are showing declines compared to previous year.
Root Cause: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need

Problem Statement 2 (Prioritized): High school students need additional support in AP, CTE and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average.
Root Cause: Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.

Problem Statement 3 (Prioritized): At risk and EL students performed between 2% and 10% lower than their counterpart on Reading, Science and Social Studies.
Root Cause: School's student population: 90% free and reduced lunch, an estimated 90% first generation high school graduates, 40% EBs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to

Problem Statement 4 (Prioritized): In the Spring of 2025, 20% of Juniors met the SAT Math benchmark.
Root Cause: Additional targeted practice is needed to ensure students are ready for this particular test.

School Processes & Programs

School Processes & Programs Summary

WLI has a process and procedure for all areas of the school. Staff and students know and follow the organizational and academic procedures in place.

- Structured screening and interview processes to ensure highly qualified candidates are selected.

- Master schedule provides students and teachers with time for advisory (SOAR) for interventions, tutorials, college readiness and math reinforcements.

- The academic program is advanced/accelerated, where students have a risk-free learning environment.

- Teachers implement Tier I Instruction and best practices to address various learning styles and needs. It includes differentiation for GT, SPED, 504, EB students.

- In-house professional development is tiered and master teachers assist or deliver the training as well as the Principal and AP. If outside assistance is needed then district departments are invited to provide the training based on the results of Learning Walks, walkthroughs and teachers experience.

- Students graduate with the Distinguished High School Diploma (26 credits), at least two endorsements and three languages (English, Spanish and a third one of their choice from Italian, French, Japanese, Mandarin Chinese and ASL). Students are eligible for the state Seal of Bilingualism/Bi-literacy.

- ASL Certification - DC TCC

- Dual Enrollment Courses - OnRamps

- CTE Computer Science and Entrepreneurship Pathways with certifications.

- Post Secondary Program guides all students to pursue entrance in a college/university or military career.

School Processes & Programs Strengths

Fidelity of implementation of the programs at WLI.

Highly qualified instructional and support staff.

AP Spanish Language and Culture and AP Spanish Literature and Culture program has an average above 3.

Optimal range of AP, Dual Enrollment, CTE, World Languages and endorsements.

Post secondary culture is developed starting in middle school.

SOAR period incorporated during the day

Process and procedures for all aspects of the school

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In the Spring of 2025, 20% of Juniors met the SAT Math benchmark.
Root Cause: Additional targeted practice is needed to ensure students are ready for this particular test.

Problem Statement 2 (Prioritized): In order to implement a rigorous and successful academic program, staff has to embrace many roles beyond their job description.
Root Cause: Being a campus serving grades 6-12, we have middle school and high school responsibilities.

Problem Statement 3 (Prioritized): 6th/8th grade ELA as well as English I Benchmarks are showing declines compared to previous year.
Root Cause: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need

Problem Statement 4 (Prioritized): High school students need additional support in AP, CTE and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average.
Root Cause: Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.

Problem Statement 5 (Prioritized): We have seen a decline in attendance at parent engagement events.
Root Cause: Increased timely communication and incentives are needed to increase attendance.

Problem Statement 6 (Prioritized): Staff have expressed that they noticed a decline in team building activities for staff and students which they felt was a key factor in promoting our school culture..
Root Cause: We have spent more resources on instructional professional development.

Perceptions

Perceptions Summary

The culture of WLI revolves around the vision, mission and school values.

The school has a collaborative, team-approach among staff and students.

Student's attendance (ADA) is above 96%. Leadership team follows up with chronic cases of absenteeism. (<1% of student population).

A respectful and risk-free environment for learning is maintained by all the stakeholders.

There are relatively few discipline incidents. Incidents are handled through the implementation of restorative practices.

Staff and students embrace multilingualism and multiculturalism as part of our society.

Sister Cities and WLI collaborate by hosting students from Nagaoka, Japan and Nimes, France. Organizations support WLI students by providing leadership opportunities and travel opportunities and scholarships.

Weekly message and newsletter is shared with stakeholders with updates and current happenings at the school.

Perceptions Strengths

- Staff and student population is diverse with a focus on a global environment.

- High expectations for staff, students and parents.

- Leadership opportunities for both staff and students.

- Team focus and collaborative approach.

- Collaboration with community entities; such as Sister Cities, local universities and parents.

- Dedicated SBDM Committee, PTO and Advisory Council

- Various students clubs/associations: UV4C, NHS, HNHS, UIL Academic, etc.

- Congressional Award Recipients - 2 Bronze certificates, 1 Bronze, 1 silver medal and 2 gold Medals.

- Healthy Social Media to highlight and celebrate events and accomplishments.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have seen a decline in attendance at parent engagement events.
Root Cause: Increased timely communication and incentives are needed to increase attendance.

Problem Statement 2 (Prioritized): Staff have expressed that they noticed a decline in team building activities for staff and students which they felt was a key factor in promoting our school culture..
Root Cause: We have spent more resources on instructional professional development.

Problem Statement 3 (Prioritized): In order to implement a rigorous and successful academic program, staff has to embrace many roles beyond their job description.
Root Cause: Being a campus serving grades 6-12, we have middle school and high school responsibilities.

Priority Problem Statements

Problem Statement 1: At risk and EL students performed between 2% and 10% lower than their counterpart on Reading, Science and Social Studies.

Root Cause 1: School's student population: 90% free and reduced lunch, an estimated 90% first generation high school graduates, 40% EBs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: 6th/8th grade ELA as well as English I Benchmarks are showing declines compared to previous year.

Root Cause 2: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: High school students need additional support in AP, CTE and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average.

Root Cause 3: Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: In the Spring of 2025, 20% of Juniors met the SAT Math benchmark.

Root Cause 4: Additional targeted practice is needed to ensure students are ready for this particular test.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: In order to implement a rigorous and successful academic program, staff has to embrace many roles beyond their job description.

Root Cause 5: Being a campus serving grades 6-12, we have middle school and high school responsibilities.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 6: We have seen a decline in attendance at parent engagement events.

Root Cause 6: Increased timely communication and incentives are needed to increase attendance.

Problem Statement 6 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 7: Staff have expressed that they noticed a decline in team building activities for staff and students which they felt was a key factor in promoting our school culture..

Root Cause 7: We have spent more resources on instructional professional development.

Problem Statement 7 Areas: School Processes & Programs - 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas Success Initiative (TSI) data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent and community partnership data
- Parent activity evaluations and feedback data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Action research results
- Horizontal and vertical team alignments processes
- 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 percent of graduates that meet the criteria for CCMR Outcomes Bonus from x to y.

Performance Objective 1: Increase the percentage of 10th through 12th grade students scoring at or above the college ready standard on TSIA2 by assessment from 57% to 75% by June 2027.
Increase the performance of Economically Disadvantaged students on this metric from 52% to 70% by June 2027.

Strategy 1: Implement "SOAR" time, an intervention block of 30 minutes during the instructional day. Targeted tutoring will be integrated for students based on data and provide acceleration or extension activities through Chalk Talk and Khan Academy.

Strategy's Expected Result/Impact: Increase student readiness on TSIA.

Staff Responsible for Monitoring: Teachers,
Leadership Team

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - Student Learning 2, 3, 4 - School Processes & Programs 1, 4

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement "SOAR" time, an intervention block of 30 minutes during the instructional day. Targeted tutoring will be integrated for students based on data and provide acceleration or extension activities through Chalk Talk and Khan Academy. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Instructional Team **Date(s) / Timeframe:** School Year 2026-2027 **Collaborating Departments:** None **Delivery Method:** In person and online	Accomplished	Accomplished	Accomplished

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Schedule a TSIA/SAT prep class for Juniors and Seniors who are not TSIA met

Strategy's Expected Result/Impact: Increase the number of students who become SAT or TSIA met in Math

Staff Responsible for Monitoring: Teacher
Administration

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Connect high school to career and college

Problem Statements: Student Learning 2, 4 - School Processes & Programs 1, 4

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Schedule Juniors and Seniors not TSIA met in a prep class **Intended Audience:** Juniors and Seniors who are not TSIA met **Provider / Presenter / Person Responsible:** Teacher Administration **Date(s) / Timeframe:** School Year 26-27 **Delivery Method:** In person	Accomplished	Accomplished	Accomplished

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: At risk and EL students performed between 2% and 10% lower than their counterpart on Reading, Science and Social Studies. **Root Cause**: School's student population: 90% free and reduced lunch, an estimated 90% first generation high school graduates, 40% EBs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to

Student Learning

Problem Statement 2: High school students need additional support in AP, CTE and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. **Root Cause**: Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.

Problem Statement 3: At risk and EL students performed between 2% and 10% lower than their counterpart on Reading, Science and Social Studies. **Root Cause**: School's student population: 90% free and reduced lunch, an estimated 90% first generation high school graduates, 40% EBs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to

Problem Statement 4: In the Spring of 2025, 20% of Juniors met the SAT Math benchmark. **Root Cause**: Additional targeted practice is needed to ensure students are ready for this particular test.

School Processes & Programs

Problem Statement 1: In the Spring of 2025, 20% of Juniors met the SAT Math benchmark. **Root Cause**: Additional targeted practice is needed to ensure students are ready for this particular test.

Problem Statement 4: High school students need additional support in AP, CTE and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. **Root Cause**: Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.

Goal 1: Increase the percent of graduates that meet the criteria for CCMR Outcomes Bonus from x to y.

Performance Objective 2: Increase the percentage of 10th through 12th grade students who are on track to complete a Program of Study and earn an associated IBC from 81% to 90% by June 2027.
Increase the performance of Economically Disadvantaged students from 81% to 90% by June 2027.

Strategy 1: Promote and schedule student in one of our 3 CTE programs

Strategy's Expected Result/Impact: Increase the number of students in CTE programs

Staff Responsible for Monitoring: Counselors
Administration

Title I:
2.51, 2.52, 2.53

Problem Statements: Student Learning 2 - School Processes & Programs 4

Action Step 1 Details	Formative Reviews		
Action Step 1: Promote and enroll incoming 9th graders into one of our 3 programs of study. **Intended Audience:** Freshmen **Provider / Presenter / Person Responsible:** Counselor **Date(s) / Timeframe:** School year 26-27 **Collaborating Departments:** None **Delivery Method:** In person	**Formative**		
	Nov	**Jan**	**Mar**
	 Some Progress		

Action Step 2 Details	Formative Reviews		
Action Step 2: Provide opportunities for students to prepare and test for the IBC(s) included in their CTE program of study. **Intended Audience:** CTE students **Provider / Presenter / Person Responsible:** CTE teachers **Date(s) / Timeframe:** School year 26-27 **Collaborating Departments:** CTE Department **Delivery Method:** In person and online	**Formative**		
	Nov	**Jan**	**Mar**
	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: High school students need additional support in AP, CTE and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. **Root Cause**: Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.
School Processes & Programs
Problem Statement 4: High school students need additional support in AP, CTE and Dual Enrollment courses as well as in improving scores in PSAT, SAT, ACT and TSIA, especially for our economically disadvantaged and emergent bilingual students. Results are lower than the national and state average. **Root Cause**: Students lack mastery of some foundational objectives (writing and vertical alignment) and test-taking skills. Students are not as familiar with the format of these tests.

Goal 1: Increase the percent of graduates that meet the criteria for CCMR Outcomes Bonus from x to y.

Performance Objective 3: Maintain the percentage of 12th grade students who have completed 3 or more college applications at 100% by June 2027.

Strategy 1: Seniors are scheduled in a high school enrichment class. During this class, they will research and apply for colleges, FAFSA and scholarships.

Strategy's Expected Result/Impact: All seniors will apply for at least 3 colleges.

Staff Responsible for Monitoring: Counselors

Title I:
2.53
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: School Processes & Programs 2 - Perceptions 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Seniors are scheduled in a high school enrichment class. During this class, they will research and apply for colleges, FAFSA and scholarships. **Intended Audience:** Seniors **Provider / Presenter / Person Responsible:** Counselors **Date(s) / Timeframe:** School year 26-27 **Collaborating Departments:** Guidance and Counseling **Delivery Method:** In person	 Considerable		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Organize a college field trip for each grade level **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Counselors **Date(s) / Timeframe:** 26-27 **Delivery Method:** In person **Funding Sources:** Student Travel - Title I (211) - 211-61-6412-503-084-30-084-101000 - $500	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: In order to implement a rigorous and successful academic program, staff has to embrace many roles beyond their job description. **Root Cause**: Being a campus serving grades 6-12, we have middle school and high school responsibilities.
Perceptions
Problem Statement 3: In order to implement a rigorous and successful academic program, staff has to embrace many roles beyond their job description. **Root Cause**: Being a campus serving grades 6-12, we have middle school and high school responsibilities.

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from x to y.

Performance Objective 1: Increase the percentage of 9th grade students that score meets grade level or above on ELAR six weeks assessments from 51% to 60% by June 2027.
Increase the performance of Emergent Bilinguals from 29% to 40% by June 2027.

Evaluation Data Sources: Six Week Assessments

Strategy 1: Teachers will implement tutorial sessions for students who are not demonstrating mastery in middle school ELAR as well as English I and II on a weekly basis. Groups will be fluid based on student mastery of the TEKS. We will also organize at least 2 ELAR camps.

Strategy's Expected Result/Impact: Increased mastery of the TEKS

Staff Responsible for Monitoring: Teachers, administrators and assessment coordinator

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 1 - Student Learning 1, 3 - School Processes & Programs 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will provide support/interventions outside of the school day (tutorials and camps) **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Instructional Staff **Date(s) / Timeframe:** School year 26-27 **Delivery Method:** In person **Funding Sources:** Tutoring - Title I (211) - 211-11-6116-502-084-30-084-101000 - $424, Fringes - Title I (211) - 211-XX-614X-502-084-30-084-101000 - $76	 Considerable		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: At risk and EL students performed between 2% and 10% lower than their counterpart on Reading, Science and Social Studies. **Root Cause**: School's student population: 90% free and reduced lunch, an estimated 90% first generation high school graduates, 40% EBs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to
Student Learning
Problem Statement 1: 6th/8th grade ELA as well as English I Benchmarks are showing declines compared to previous year. **Root Cause**: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need
Problem Statement 3: At risk and EL students performed between 2% and 10% lower than their counterpart on Reading, Science and Social Studies. **Root Cause**: School's student population: 90% free and reduced lunch, an estimated 90% first generation high school graduates, 40% EBs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to
School Processes & Programs
Problem Statement 3: 6th/8th grade ELA as well as English I Benchmarks are showing declines compared to previous year. **Root Cause**: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from x to y.

Performance Objective 2: Increase the percentage of 9th grade students that score meets grade level or above on ELAR benchmark assessments from 55% to 65% by June 2027.
Increase the performance of Emergent Bilingual students on this metric from 29% to 40% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Starting with waiver days and subsequently through staff meetings, targeted professional development on best practices, data-driven instruction, language development with a special emphasis on planning and differentiation

Strategy's Expected Result/Impact: Refine instructional practices to in turn impact student outcomes.

Staff Responsible for Monitoring: Leadership team

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Starting with waiver days and subsequently through staff meetings, targeted professional development on best practices, data-driven instruction, language development with a special emphasis on planning and differentiation will be delivered to the staff **Intended Audience:** Instructional staff **Provider / Presenter / Person Responsible:** Leadership team Team leaders **Date(s) / Timeframe:** school year 26-27 **Delivery Method:** In person	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: At risk and EL students performed between 2% and 10% lower than their counterpart on Reading, Science and Social Studies. **Root Cause**: School's student population: 90% free and reduced lunch, an estimated 90% first generation high school graduates, 40% EBs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to

Student Learning

Problem Statement 1: 6th/8th grade ELA as well as English I Benchmarks are showing declines compared to previous year. **Root Cause**: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need

Problem Statement 3: At risk and EL students performed between 2% and 10% lower than their counterpart on Reading, Science and Social Studies. **Root Cause**: School's student population: 90% free and reduced lunch, an estimated 90% first generation high school graduates, 40% EBs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to

School Processes & Programs

Problem Statement 3: 6th/8th grade ELA as well as English I Benchmarks are showing declines compared to previous year. **Root Cause**: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from x to y.

Performance Objective 3: Decrease the percentage of 9th grade students that score '0' on extended constructed responses (ECR) on the English 1 EOC from 14% to 5% by June 2027.

Evaluation Data Sources: STAAR

Strategy 1: ELAR teachers consistently implement the Jane Schaeffer writing model to impact student writing.

Strategy's Expected Result/Impact: Increase students' writing performance

Staff Responsible for Monitoring: ELAR team
Leadership Team

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, 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, 3 - School Processes & Programs 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: ELAR teachers consistently implement the Jane Schaeffer writing model to impact student writing. **Intended Audience:** ELAR Teachers **Provider / Presenter / Person Responsible:** ELAR Team **Date(s) / Timeframe:** School Year 26-27 **Collaborating Departments:** ELAR **Delivery Method:** In person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: At risk and EL students performed between 2% and 10% lower than their counterpart on Reading, Science and Social Studies. **Root Cause**: School's student population: 90% free and reduced lunch, an estimated 90% first generation high school graduates, 40% EBs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to

Student Learning

Problem Statement 1: 6th/8th grade ELA as well as English I Benchmarks are showing declines compared to previous year. **Root Cause**: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need

Problem Statement 3: At risk and EL students performed between 2% and 10% lower than their counterpart on Reading, Science and Social Studies. **Root Cause**: School's student population: 90% free and reduced lunch, an estimated 90% first generation high school graduates, 40% EBs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to

School Processes & Programs

Problem Statement 3: 6th/8th grade ELA as well as English I Benchmarks are showing declines compared to previous year. **Root Cause**: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need

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

Performance Objective 1: Increase the percentage of students that score meets grade level or above on ELAR benchmark assessments from 55 to 65% by June 2027.
Increase the performance of Emergent Bilingual from 33% to 45% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: The staff will receive targeted professional development on best practice, data-driven instruction, language development with a special emphasis on differentiation

Strategy's Expected Result/Impact: Improve the quality of instruction according to the Cowtown 12.

Staff Responsible for Monitoring: Principal
Assistant Principal
Assessment Coordinators
Team Leaders

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

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Starting with Waiver Days and subsequently with staff meetings, we will conduct targeted professional Development on best practices, data-driven instruction, language development with a special emphasis on planning and differentiation. **Intended Audience:** Instructional Staff **Provider / Presenter / Person Responsible:** Principal, Assistant Principal and Assessment Coordinator **Date(s) / Timeframe:** School Year 26-27 **Collaborating Departments:** Non **Delivery Method:** In person	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: At risk and EL students performed between 2% and 10% lower than their counterpart on Reading, Science and Social Studies. **Root Cause**: School's student population: 90% free and reduced lunch, an estimated 90% first generation high school graduates, 40% EBs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to
Student Learning
Problem Statement 1: 6th/8th grade ELA as well as English I Benchmarks are showing declines compared to previous year. **Root Cause**: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need
Problem Statement 3: At risk and EL students performed between 2% and 10% lower than their counterpart on Reading, Science and Social Studies. **Root Cause**: School's student population: 90% free and reduced lunch, an estimated 90% first generation high school graduates, 40% EBs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to
School Processes & Programs
Problem Statement 3: 6th/8th grade ELA as well as English I Benchmarks are showing declines compared to previous year. **Root Cause**: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need

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

Performance Objective 2: Increase the percentage of students that score meets grade level or above on Math benchmark assessments from 42% to 55% by June 2027.
Increase the performance of Emergent Bilinguals from 36% to 46% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement tutorial sessions for students who are not demonstrating mastery in middle school Math as well as Algebra I are implemented through a weekly tutoring schedule. Groups will be fluid based on student mastery of the TEKS. We will also organize at least 2 math camps.

Strategy's Expected Result/Impact: Students

Staff Responsible for Monitoring: Instructional staff

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 1 - Student Learning 1, 3 - School Processes & Programs 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement tutorial sessions for students who are not demonstrating mastery in middle school Math as well as Algebra I are implemented through a weekly tutoring schedule. Groups will be fluid based on student mastery of the TEKS. We will also organize at least 2 math camps. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Instructional Staff **Date(s) / Timeframe:** School year 26-27 **Collaborating Departments:** Math **Delivery Method:** In person **Funding Sources:** Tutoring - Title I (211) - 211-11-6116-502-084-30-084-101000 - $481, Tutoring - Title I (211) - 211-11-6121-502-084-30-084-101000 - $424, Fringe - Title I (211) - 211-XX-614X-502-084-30-084-101000 - $76, - Title I (211) - 211-XX-614X-502-084-30-084-101000 - $86	 Considerable		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: An assistant will push and provide assistance to students in core classes taught in Spanish as well as during Spanish enrichment classes.

Strategy's Expected Result/Impact: Increase the performance and Spanish fluency of students.

Staff Responsible for Monitoring: Spanish Immersion Teachers
Leadership Team

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - Student Learning 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: An assistant will push and provide assistance to students in core classes taught in Spanish as well as during Spanish enrichment classes. Students will be tested on their Spanish proficiency after they have been accepted. **Intended Audience:** Spanish immersion students **Provider / Presenter / Person Responsible:** Spanish immersion teacher **Date(s) / Timeframe:** School Year 26-27 **Collaborating Departments:** Math, Science and Social Studies **Delivery Method:** In person **Funding Sources:** Bilingual Teacher Assistant - Title I (211) - 211-11-6129-502-084-30-084-101000 - $22,545, Fringe - Title I (211) - 211-XX-614X-502-084-30-084-101000 - $4,058	Considerable	Accomplished	Accomplished

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: At risk and EL students performed between 2% and 10% lower than their counterpart on Reading, Science and Social Studies. **Root Cause**: School's student population: 90% free and reduced lunch, an estimated 90% first generation high school graduates, 40% EBs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to

Student Learning

Problem Statement 1: 6th/8th grade ELA as well as English I Benchmarks are showing declines compared to previous year. **Root Cause**: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need

Problem Statement 3: At risk and EL students performed between 2% and 10% lower than their counterpart on Reading, Science and Social Studies. **Root Cause**: School's student population: 90% free and reduced lunch, an estimated 90% first generation high school graduates, 40% EBs. All students are in advanced classes regardless of academic history. Students have come in with content and language gaps which will need to

School Processes & Programs

Problem Statement 3: 6th/8th grade ELA as well as English I Benchmarks are showing declines compared to previous year. **Root Cause**: Students testing for these two areas need additional targeted support to be successful. An advanced program is more rigorous and requires support for all students to be successful. There is a need to refine tier I instructional expertise and strategically focus PLC work. Students need

Goal 4: Increase student participation rates for Fine Arts, JROTC, and Athletics.

Performance Objective 1: Increase the percentage of students enrolled in Fine Arts courses from 87% to 92% by June 2027.
Increase the number and percentage of CTE students from 76% to 82% by June 2027.

Strategy 1: Create opportunities for students to showcase their fine arts talents at workshops and competitions. Create opportunities for CTE students to have field trips, competition and showcases.

Strategy's Expected Result/Impact: Increase participation in fine arts.

Staff Responsible for Monitoring: Fine Arts and Leadership Team

Title I:
2.52
- **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 2 - School Processes & Programs 5 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Create opportunities for students in fine arts and CTE to participate in field trips, workshops and competitions. **Intended Audience:** Fine Arts and CTE students **Provider / Presenter / Person Responsible:** Fine Arts/CTE Staff and Leadership Team **Date(s) / Timeframe:** 26-27 School Year. **Collaborating Departments:** Fine Arts/CTE **Delivery Method:** In person **Funding Sources:** Travel Budget - Title I (211) - 211-11-6412-502-084-30-084-101000 - $500, Substitutes - Title I (211) - 211-11-6112-502-084-30-084-101000 - $424, Fringe - Title I (211) - 211-XX-614X-502-084-30-084-101000 - $76	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: We have seen a decline in attendance at parent engagement events. **Root Cause**: Increased timely communication and incentives are needed to increase attendance.
School Processes & Programs
Problem Statement 5: We have seen a decline in attendance at parent engagement events. **Root Cause**: Increased timely communication and incentives are needed to increase attendance.
Perceptions
Problem Statement 1: We have seen a decline in attendance at parent engagement events. **Root Cause**: Increased timely communication and incentives are needed to increase attendance.

Goal 5: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from x to y.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 4.39% to 2% by June 2027.
Decrease the number and percentage of Economically Disadvantaged students from 4.39% to 2% by June 2027.

Strategy 1: Staff member will be making warm calls and create/implement a campaign "attendance matters" with a system or rewards and recognitions.

Strategy's Expected Result/Impact: Increased student attendance

Staff Responsible for Monitoring: Leadership Team

Title I:
2.52
- **TEA Priorities:**
Build a foundation of reading and math
- **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 2 - School Processes & Programs 2, 5, 6 - Perceptions 1, 2, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Staff member will be making warm calls and create/implement a campaign "attendance matters" with a system or rewards and recognitions. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Family Engagement Coordinator **Date(s) / Timeframe:** School Year 26-27 **Collaborating Departments:** Family Engagement **Delivery Method:** In person **Funding Sources:** Family Engagement Coordinator - Title I (211) - 211-61-6119-503-084-30-084-101000 - $62,415, Misc. Operating Cost - Family Engagement (211) - 211-61-6499-503-084-30-084-101000 - $1,083, General Supplies - Family Engagement (211) - 211-61-6399-503-084-30-084-101000 - $1,500, Fringes - Title I (211) - 211-XX-614X-502-084-30-084-101000 - $11,235	Moderate Progress		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: We have seen a decline in attendance at parent engagement events. **Root Cause**: Increased timely communication and incentives are needed to increase attendance.

School Processes & Programs

Problem Statement 2: In order to implement a rigorous and successful academic program, staff has to embrace many roles beyond their job description. **Root Cause**: Being a campus serving grades 6-12, we have middle school and high school responsibilities.

Problem Statement 5: We have seen a decline in attendance at parent engagement events. **Root Cause**: Increased timely communication and incentives are needed to increase attendance.

Problem Statement 6: Staff have expressed that they noticed a decline in team building activities for staff and students which they felt was a key factor in promoting our school culture.. **Root Cause**: We have spent more resources on instructional professional development.

Perceptions

Problem Statement 1: We have seen a decline in attendance at parent engagement events. **Root Cause**: Increased timely communication and incentives are needed to increase attendance.

Problem Statement 2: Staff have expressed that they noticed a decline in team building activities for staff and students which they felt was a key factor in promoting our school culture.. **Root Cause**: We have spent more resources on instructional professional development.

Problem Statement 3: In order to implement a rigorous and successful academic program, staff has to embrace many roles beyond their job description. **Root Cause**: Being a campus serving grades 6-12, we have middle school and high school responsibilities.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	1	2	Student Travel	Family Engagement | Travel - Student (61-6412)	211-61-6412-503-084-30-084-101000	$500.00
2	1	1	1	Fringes	Fringe	211-XX-614X-502-084-30-084-101000	$76.00
2	1	1	1	Tutoring	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-084-30-084-101000	$424.00
3	2	1	1	Tutoring	Instruction | Extra Duty/Ot - Support (11-6121)	211-11-6121-502-084-30-084-101000	$424.00
3	2	1	1	Tutoring	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-084-30-084-101000	$481.00
3	2	1	1	Fringe	Fringe	211-XX-614X-502-084-30-084-101000	$76.00
3	2	1	1		Fringe	211-XX-614X-502-084-30-084-101000	$86.00
3	2	2	1	Fringe	Fringe	211-XX-614X-502-084-30-084-101000	$4,058.00
3	2	2	1	Bilingual Teacher Assistant	Instruction |Title I I Bilingual Teacher Assistant (11-6129)	211-11-6129-502-084-30-084-101000	$22,545.00
4	1	1	1	Travel Budget	Instruction | Travel - Student (11-6412)	211-11-6412-502-084-30-084-101000	$500.00
4	1	1	1	Substitutes	Instruction | Subs - Professional (11-6112)	211-11-6112-502-084-30-084-101000	$424.00
4	1	1	1	Fringe	Fringe	211-XX-614X-502-084-30-084-101000	$76.00
5	1	1	1	Fringes	Fringe	211-XX-614X-502-084-30-084-101000	$11,235.00
5	1	1	1	Family Engagement Coordinator	Family Engagement |Family Comm. Outreach Specialist HS (61-6119)	211-61-6119-503-084-30-084-101000	$62,415.00
						Sub-Total	$103,320.00
						Budgeted Fund Source Amount	$103,320.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
5	1	1	1	General Supplies	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-084-30-084-101000	$1,500.00
5	1	1	1	Misc. Operating Cost	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-084-30-084-101000	$1,083.00
						Sub-Total	$2,583.00
						Budgeted Fund Source Amount	$2,583.00
						+/- Difference	$0.00
						Grand Total Budgeted	$105,903.00
						Grand Total Spent	$105,903.00
						+/- Difference	$0.00