Fort Worth Independent School District

220 Alice Contreras Elementary School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

Mission Statement

Create a learning community where we DREAM big, BELIEVE in ourselves and ACHIEVE greatness.

Vision

Inspire ALL students to become lifelong learners that positively impact their world.

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Established in 2000, Alice D. Contreras Elementary School honors the legacy of Alice D. Contreras, a pioneering educator and a champion of bilingual education in Fort Worth ISD. Today, the campus serves PreK through 5th grade as a Title I, Arated Dual Language school committed to academic excellence, equity, and wholechild development.

During the 2024–2025 school year, the campus earned three Distinction Designations from the Texas Education Agency in:

- Comparative Academic Growth
- Postsecondary Readiness
- Comparative Closing the Gaps

Alice D. Contreras Elementary is dedicated to maintaining a learning environment where all students feel safe, supported, and empowered to achieve. Strong partnerships with organizations such as Texas Health, Tarrant Area Food Bank, Academy 4, University Christian Church, F3 Mentorships, Jr. Optimist Club, and NT Windows provide wraparound resources that promote leadership, service, and community engagement.

Our highly qualified faculty—ranging from earlycareer teachers to veteran educators with more than 20 years of experience—deliver rigorous, TEKSaligned Tier 1 instruction. In addition to academic programming, the campus offers a variety of enrichment and student support opportunities, including:

- Gifted & Talented Thinking Lab
- UIL Academic Competitions
- Fort Worth After School (FWAS)
- Jr. Optimist Athletics (Football, Soccer, Softball, Cheer)
- Battle of the Books
- Spanish & English Spelling Bee
- Math Bee Competitions

Alice D. Contreras values strong stakeholder collaboration. Committees such as the SiteBased DecisionMaking Committee (SBDM) and ParentTeacher Organization (PTO) ensure parents, staff, students, and community members play an active role in continuous improvement. Monthly All Pro Dad meetings and Leopard News sessions support ongoing communication and parent engagement.

Over the past four years, enrollment has declined by 89 students, with the current population at 446 students. Despite this shift, the campus remains deeply committed to its mission of providing highquality instruction, meaningful partnerships, and expanded opportunities that prepare every student for lifelong success.

Demographics Strengths

Comprehensive Student Support Programs

The campus offers a wide range of programs designed to meet diverse student needs, including:

- Dual Language OneWay Program
- ESL Services
- Gifted & Talented Education
- Special Education
- Dyslexia Intervention
- Fine Arts Enrichment
- Summer Learning Programs

These offerings reflect the campus belief that every student can learn and grow when their individual needs are supported.

Collaborative Governance and Community Partnerships

Site-Based Decision Making Committee

- The campus maintains a robust Site-Based Decision Making Committee composed of parents, staff, district representatives, community, and business members. This committee convenes at least six times annually to develop, monitor, and refine the Campus Improvement Plan.

Strategic Community Partnerships

1. Fort Worth After School Program

- Provides comprehensive student support through:
  - Homework assistance
  - Art classes
  - Running club
  - Cheer club
  - Basketball

- Pickleball
- Volunteer opportunities

2. Junior Optimist Club

- Offers sports programs for 3rd-5th grade students
- Includes flag football, soccer, and softball

3. Academy 4, Leaders 5, and F3 mentorship programs

Provides monthly mentorship for every 4th-grade student
Facilitates individual and group mentor interactions
Offers diverse lessons and club activities

4. Texas Health/Tarrant Food Bank

Implemented the first Good For You Healthy Hub in an FWISD elementary school
Distributes food to families and community members twice monthly

These partnerships demonstrate our commitment to holistic student development and community engagement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Across grades 3-5, Emergent Bilingual students meeting Meets Grade Level or Above on the combined Reading & Mathematics STAAR indicator are at 45% (2024-25)--an improvement from 33% (2023-24), yet 55% remain below the Meets standard.
Root Cause: Professional Development did not consistently target the implementation and differentiated supports of sheltered instruction and linguistic accommodations to support for our Emergent Bilingual students and their access to grade-level reading content.

Problem Statement 2 (Prioritized): During the 2024-2025 STAAR reading assessment, 25% of students receiving Special Education services scored at the Meets level--a 1-point increase from 24% in 2024 but still well below the campus average (56%) and the state average (54%).
Root Cause: The lack of targeted and ongoing professional development on differentiated reading instruction and intervention strategies for General Education teachers and Special Education teachers limited their ability to effectively support the diverse needs of our students.

Student Learning

Student Learning Summary

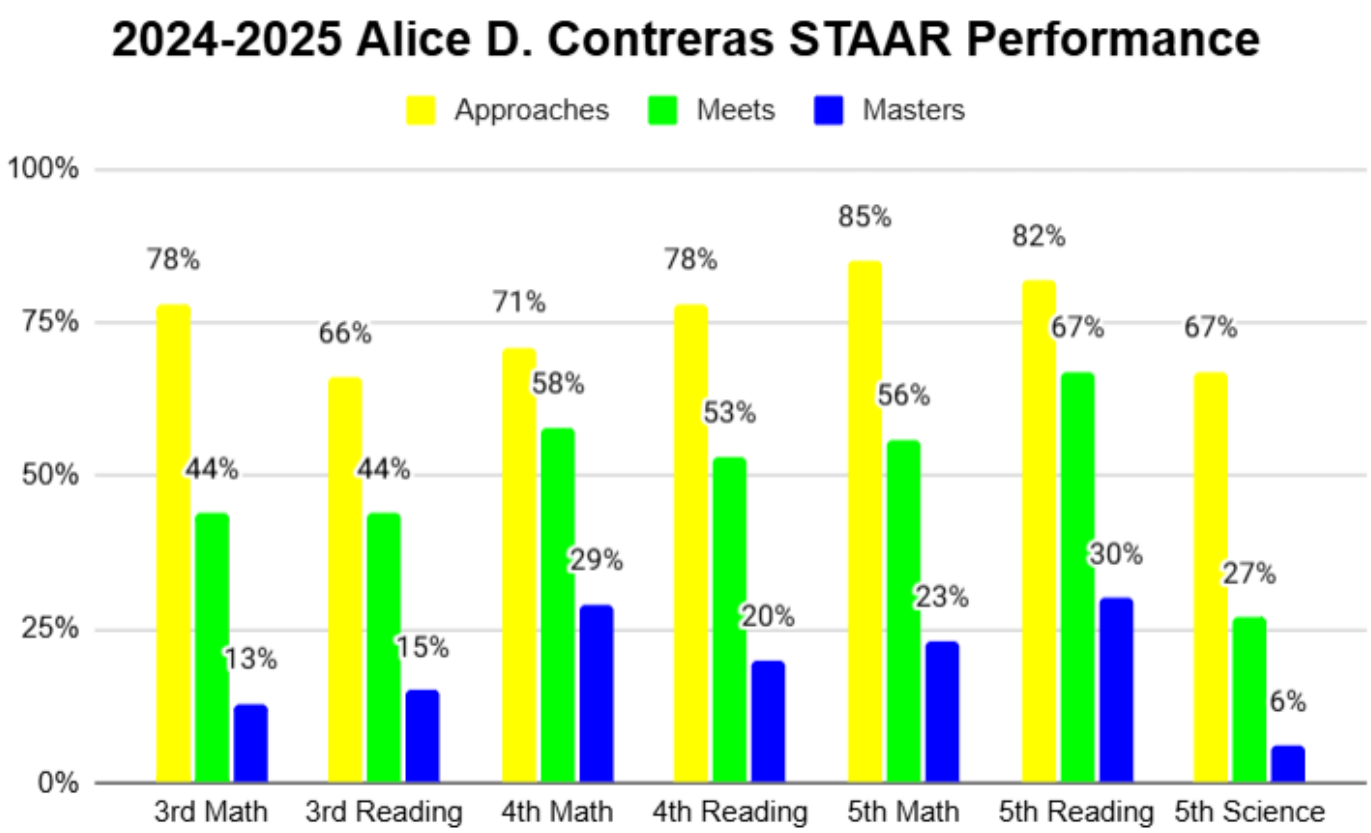
Alice D. Contreras Elementary earned an **A rating** for the 2025 accountability cycle, reflecting strong overall academic achievement and progress. The campus received **three Distinction Designations**:

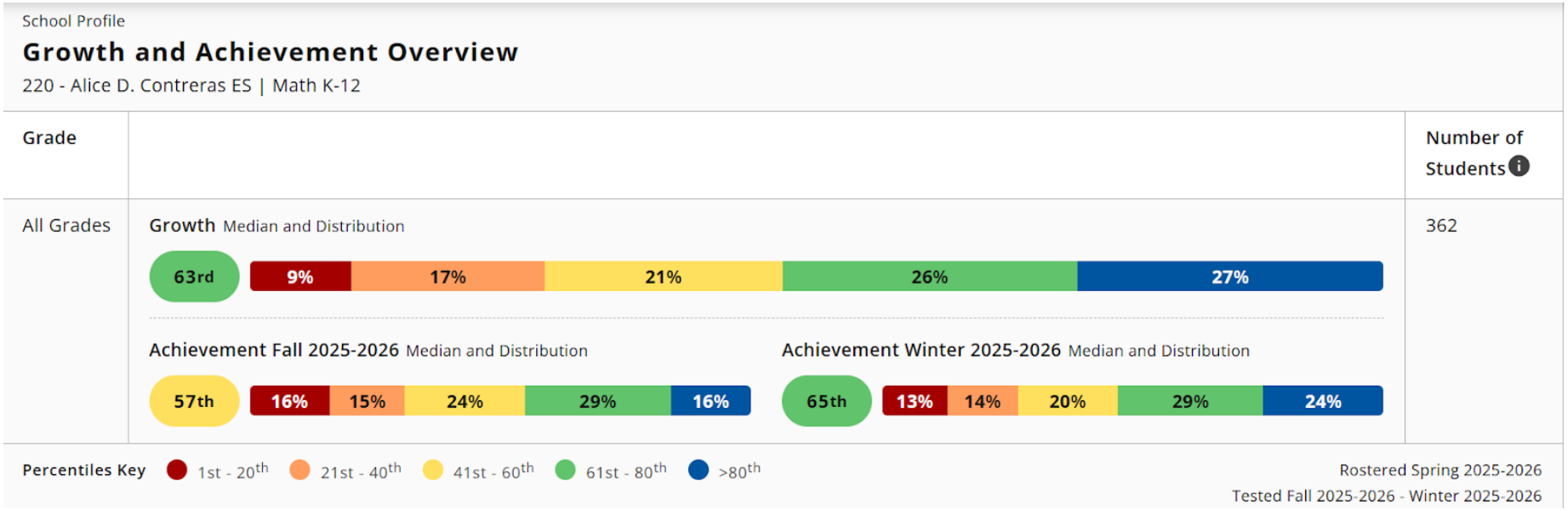
- **Top 25% Comparative Academic Growth**
- **Top 25% Comparative Closing the Gaps**
- **Postsecondary Readiness**

Across all STAAR-tested subjects and grade levels, the campus outperformed the district in multiple areas and showed year-over-year gains in key indicators.

- **76%** of students scored **Approaches** or above (up from 74% in 2024).
- **50%** scored **Meets** (up from 41% in 2024).
- **19%** scored **Masters** (up from 14% in 2024).

These gains indicate improvement in overall instructional rigor and positive student learning trends.


2024-2025 Alice D. Contreras STAAR Performance
Approaches
Meets
Masters
100%
75%
50%
25%
0%
78%
44%
13%
66%
44%
15%
71%
58%
29%
78%
53%
20%
85%
56%
23%
82%
67%
30%
67%
27%
6%
3rd Math
3rd Reading
4th Math
4th Reading
5th Math
5th Reading
5th Science



Student Learning Strengths

ELA/Reading Performance

Across all grades:

- **76%** of students reached **Approaches**, holding steady from 2024.
- **56%** reached **Meets**, up significantly from **44%** in 2024.
- **23%** reached **Masters**, up from **19%**.
- Grade 5 Reading shows strong performance with **67% Meets**, a large increase from **48%** in 2024.
- Annual growth in Reading has increased, with **79% of students meeting growth expectations**, outperforming district averages.

Mathematics Performance

Across all grades:

- **79%** of students reached **Approaches**.
- **53%** reached **Meets**, up from **47%** last year.
- **22%** reached **Masters**, nearly double the 11% from 2024.
- Grade 5 Math: **85% Approaches**, **56% Meets**, strong performance two years in a row.
- Growth measures have increased—**80%** of students met progress in Math, well above district levels.

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Academic Growth

- **79%** of students met expected growth in **Reading**.
- **80%** met expected growth in **Math**.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2024-25, 54% of 3rd-grade Hispanic students and 20% of 4th-grade students scored a 0 on the Extended Constructed Response (ECR), and both grades showed declines in average ECR scores from the previous year (Grade 3: 2.54 - 1.76; Grade 4: 3.24 - 2.63).
Root Cause: A lack of targeted professional development on ECR instruction and the absence of a consistent campuswide structure for teaching, modeling, and calibrating ECR expectations resulted in inconsistent practices across grade levels.

Problem Statement 2 (Prioritized):
In the 2024-2025 school year, 23% of 3rd-5th grade students achieved the Masters level in Reading on the STAAR assessment, representing a 4-percentage-point increase from the 2023-2024 school year.
Root Cause: Targeted instructional strategies and professional development intended to strengthen students' higher-order reading comprehension such as analysis, inference, and text-based reasoning were implemented inconsistently, as teacher efforts were primarily directed toward supporting students who were not yet meeting or approaching grade level.

School Processes & Programs

School Processes & Programs Summary

Alice D. Contreras Elementary employs fully certified Bilingual and ESL teachers who meet all state requirements in their instructional areas. The campus also provides a fullday, HighQuality PreKindergarten program, ensuring that early learners receive a strong academic and social foundation.

To support high levels of student achievement, the campus master schedule is intentionally structured to maximize instructional time and provide common planning periods for teacher collaboration. These protected planning blocks allow the campus to implement weekly Professional Learning Communities (PLCs) aligned to the FWISD Framework. During PLCs, teachers engage in lesson internalization, rehearsal, and analysis of student work, using data to plan interventions and enrichment.

A diverse recruitment committee, consisting of administrators, teachers, counselors, and support staff, guides all hiring decisions. Applicants model lessons during the interview process, enabling the committee to make informed placement decisions based on both student needs and teacher strengths.

Ongoing instructional coaching supports continuous improvement. Administrators conduct regular walkthroughs and provide individualized, actionable feedback, helping teachers strengthen instructional delivery and student engagement. The campus culture prioritizes collective teacher efficacy, recognizing that when educators work collaboratively and believe in their collective ability to influence student learning, outcomes improve.

School Processes & Programs Strengths

Differentiated Professional Development

Professional development is targeted to the individual needs of teachers, allowing staff to receive relevant support aligned to their specific growth areas.

Intentional Lesson Internalization

Teachers participate in structured practices such as Lesson Internalization and Studying Student Work, ensuring deep planning, strong alignment to TEKS, and datadriven decisionmaking.

Targeted Student Support Systems

Students in need of additional academic assistance receive targeted interventions through the MTSS process. Progress is monitored through **Branching Minds** to ensure timely support and consistent documentation.

Strong and Strategic Recruitment Process

A diverse recruitment committee ensures the selection of highly qualified educators whose instructional strengths align with the needs of students and the campus mission.

Efficient and Collaborative Scheduling

The master schedule maximizes instructional time and includes common planning periods, enabling teachers to collaborate, analyze data, and align instructional practices.

Instructional Coaching and Feedback Cycles

Regular walkthroughs conducted by campus leaders provide teachers with specific coaching and feedback that supports ongoing improvement in instructional practices.

Culture of Collective Teacher Efficacy

The campus fosters a shared belief that, through collaboration and highquality instruction, teachers can collectively impact student achievement and longterm success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Hispanic students meeting grade level in STAAR science are at 26% (2025), improving from 16% in 2024, but still below the state (47%), district (30%), and overall campus (27%).
Root Cause: A systematic process for analyzing students' science work across grade levels was not established because PLC time was predominantly devoted to math and reading data. As a result, teams had limited time to examine science tasks, identify misconceptions, and plan targeted supports or enrichment aligned to science TEKS.

Problem Statement 2 (Prioritized): 57% of our GT students (37 students) in 3rd-5th grade scored masters in math and reading STAAR assessments.
Root Cause: Targeted and specialized professional development on strategies to extend and enrich instruction for gifted and talented students was not consistently implemented limiting the teachers' ability to fully challenge and accelerate learning.

Perceptions

Perceptions Summary

Alice D. Contreras Elementary is guided by a clear and inspiring vision: to cultivate lifelong learners who positively influence their world. The school's mission reinforces this purpose by fostering a learning community where students are encouraged to dream big, believe in themselves, and achieve greatness. This shared belief system shapes the culture of the campus and provides a foundation for all academic, behavioral, and socialemotional initiatives.

The school places a strong emphasis on student engagement and consistent attendance, recognizing their critical role in academic success. Through targeted attendance strategies and proactive communication with families, the campus has seen positive momentum, including an improvement in attendance rates and a decrease in chronic absenteeism. The MultiTiered Systems of Support (MTSS) Committee meets regularly to analyze academic, discipline, and attendance data to identify trends and ensure all students—especially those within diverse demographic subgroups—receive timely and appropriate interventions. This intentional, datadriven approach helps address disparities and aligns resources with student needs.

A sense of belonging is nurtured through the school's House System, which strengthens school spirit, community, and character. Every six weeks, students and staff participate in House Parades and recognition assemblies that celebrate academic growth, positive behavior, and contributions to the school community. These celebrations foster enthusiasm and unity while reinforcing the school's expectations for achievement and conduct.

Family and community engagement are integral to the culture at Alice D. Contreras Elementary. The school offers multiple avenues for families to participate in campus life, including an active ParentTeacher Organization (PTO), volunteer opportunities, and representation on the SiteBased DecisionMaking Committee (SBDM). Monthly events such as All Pro Dads meetings strengthen communication and provide families with timely information and meaningful opportunities for dialogue. Communication efforts are comprehensive and multilingual, leveraging platforms such as Facebook, X, Instagram, Blackboard, and monthly Smore newsletters to ensure all families, including nonEnglishspeaking households, receive accessible and equitable information.

The campus has cultivated an extensive network of community partnerships that enrich both student learning and family wellbeing. Collaborations with organizations such as Texas Health, Tarrant Area Food Bank, Jr. Optimist Club, Girls Inc., Bookworms Reading Program, Academy 4, Leaders 5, F3 Mentorships, Fort Worth After School, NT Window, University Christian Church, Good News Club, Tarleton Teacher Residents, and Paschal High School provide students with mentorship, academic support, extracurricular activities, and leadership development. Through the Good For You Healthy Hub, families can access free food twice a month, helping address food insecurity and reinforcing the school's commitment to supporting the whole child.

Safety remains a top priority at Alice D. Contreras. The campus maintains a comprehensive Emergency Operations Plan and implements conflictresolution programs that have contributed to reduced student conflicts and a more positive school environment. Staff work collaboratively to ensure consistent supervision, clear expectations, and a learning environment where students feel safe, respected, and supported.

Overall, the culture and climate at Alice D. Contreras Elementary reflect a communitydriven, studentcentered approach that values relationships, equity, and excellence. Through strong partnerships, intentional communication, targeted supports, and a shared vision of success, the school continues to build a welcoming, inclusive environment where students can thrive academically, socially, and emotionally.

Perceptions Strengths

House System as a Culture Builder
The campus House System promotes strong school spirit, inclusivity, and a sense of community. Regular House Parades and recognition assemblies celebrate student growth and positive behavior, reinforcing a culture of belonging and shared pride.

Active and Engaged Family Involvement
Families are deeply involved in campus life through an active PTO, volunteer opportunities, and participation on the SiteBased DecisionMaking Committee (SBDM). Monthly engagement events further strengthen communication and connection between families and the school.

Robust and Multilingual Communication Systems
The school maintains clear and consistent communication with families and stakeholders through multiple platforms, including Facebook, X, Instagram, Blackboard, and monthly Smore newsletters. Processes are in place to ensure that all families—particularly nonEnglishspeaking households—have access to timely information and resources.

Extensive Community Partnerships Supporting the Whole Child
Alice D. Contreras benefits from strong partnerships with local organizations and community groups such as Texas Health, the Tarrant Area Food Bank, Jr. Optimist Club, Girls Inc., Bookworms Reading Program, Academy 4, and others. These partnerships enhance student enrichment, provide mentorship opportunities, and support both academic and socialemotional development.

Good For You Healthy Hub Supporting Family WellBeing
Through the Good For You Healthy Hub, operated in collaboration with Texas Health and the Tarrant Area Food Bank, families have access to free food twice a month. This resource directly supports family stability and contributes to improved student readiness and engagement.

Commitment to School Safety and Positive Climate
Safety remains a top priority, supported by a comprehensive Emergency Operations Plan and effective conflictresolution programs. These systems have contributed to reductions in student conflicts and help maintain a safe, orderly, and supportive learning environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): As of first semester data (25-26 school year), students receiving special education services have an attendance rate of 93%, which is below our target of 96%.
Root Cause: The system for monitoring and motivating students to attend school lacked a clear, defined, and consistent plan of action.

Problem Statement 2 (Prioritized): Per focus, as of the 5th six weeks of the 25-26 school year we have 27 referrals (15 from Prek-2nd grade) as compared to 21 referrals during the 24-25 school year.
Root Cause: Professional development in early childhood behavior management, social-emotional learning strategies, and early intervention techniques was not consistently implemented across all teachers, resulting in gaps in instructional practices that did not fully address the varied needs of students.

Priority Problem Statements

Problem Statement 1: Across grades 3-5, Emergent Bilingual students meeting Meets Grade Level or Above on the combined Reading & Mathematics STAAR indicator are at 45% (2024-25)--an improvement from 33% (2023-24), yet 55% remain below the Meets standard.

Root Cause 1: Professional Development did not consistently target the implementation and differentiated supports of sheltered instruction and linguistic accommodations to support for our Emergent Bilingual students and their access to grade-level reading content.

Problem Statement 1 Areas: Demographics

Problem Statement 2: During the 2024-2025 STAAR reading assessment, 25% of students receiving Special Education services scored at the Meets level--a 1-point increase from 24% in 2024 but still well below the campus average (56%) and the state average (54%).

Root Cause 2: The lack of targeted and ongoing professional development on differentiated reading instruction and intervention strategies for General Education teachers and Special Education teachers limited their ability to effectively support the diverse needs of our students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: In 2024-25, 54% of 3rd-grade Hispanic students and 20% of 4th-grade students scored a 0 on the Extended Constructed Response (ECR), and both grades showed declines in average ECR scores from the previous year (Grade 3: 2.54 - 1.76; Grade 4: 3.24 - 2.63).

Root Cause 3: A lack of targeted professional development on ECR instruction and the absence of a consistent campuswide structure for teaching, modeling, and calibrating ECR expectations resulted in inconsistent practices across grade levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In the 2024-2025 school year, 23% of 3rd-5th grade students achieved the Masters level in Reading on the STAAR assessment, representing a 4-percentage-point increase from the 2023-2024 school year.

Root Cause 4: Targeted instructional strategies and professional development intended to strengthen students' higher-order reading comprehension such as analysis, inference, and text-based reasoning were implemented inconsistently, as teacher efforts were primarily directed toward supporting students who were not yet meeting or approaching grade level.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 57% of our GT students (37 students) in 3rd-5th grade scored masters in math and reading STAAR assessments.

Root Cause 5: Targeted and specialized professional development on strategies to extend and enrich instruction for gifted and talented students was not consistently implemented limiting the teachers' ability to fully challenge and accelerate learning.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Hispanic students meeting grade level in STAAR science are at 26% (2025), improving from 16% in 2024, but still below the state (47%), district (30%), and overall campus (27%).

Root Cause 6: A systematic process for analyzing students' science work across grade levels was not established because PLC time was predominantly devoted to math and reading data. As a result, teams had limited time to examine science tasks, identify misconceptions, and plan targeted supports or enrichment aligned to science TEKS.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: As of first semester data (25-26 school year), students receiving special education services have an attendance rate of 93%, which is below our target of 96%.

Root Cause 7: The system for monitoring and motivating students to attend school lacked a clear, defined, and consistent plan of action.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Per focus, as of the 5th six weeks of the 25-26 school year we have 27 referrals (15 from Prek-2nd grade) as compared to 21 referrals during the 24-25 school year.

Root Cause 8: Professional development in early childhood behavior management, social-emotional learning strategies, and early intervention techniques was not consistently implemented across all teachers, resulting in gaps in instructional practices that did not fully address the varied needs of students.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Intervention 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- 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
- T-TESS data
- T-PESS data
- Staff mobility/stability
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent engagement rate
- Parent and community partnership data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure 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

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

Goals

Revised/Approved: November 10, 2026

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

Performance Objective 1: Increase the percentage of 3rd-grade students that score meets grade level or above on ELAR six-week assessments from 37% to 60% by June 2027. Since 6 weeks assessments ended in December, the numbers are based on the Benchmark assessment taken in February 2026. 61% of 3rd grade students achieved at the masters level of performance on the ELAR assessment. Increase the performance of economically disadvantaged students from 37% to 60% by June 2027. ED students achieved at 60% on the ELAR benchmark taken in February 2026.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Develop and sustain a data-informed culture that builds teacher capacity in literacy through ongoing data analysis, intentional instructional planning, and explicit lesson delivery, while strengthening Tier 1 instruction through the use of district-approved resources and lesson internalization to ensure differentiated instruction, progress monitoring, instructional adjustments, and frequent checks for understanding including daily Demonstrations of Learning (DOLs).

Strategy's Expected Result/Impact: Strengthen teacher capacity in literacy instruction, as demonstrated through PLC artifacts, instructional planning, and delivery aligned to district expectations.

Staff Responsible for Monitoring: Administrators and Teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, 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, 2 - Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Ensure consistent execution of high-quality Tier 1 instruction through walkthroughs and coaching focused on lesson internalization, explicit modeling, differentiation, and daily Demonstrations of Learning (DOL), with immediate feedback and instructional adjustments as evidenced during the Reteach/Challenge block. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers will engage in weekly Professional Learning Communities (PLCs) focused on lesson internalization/rehearsal and data analysis, as well as weekly campus and district professional learning, to build capacity for delivering high-quality Tier 1 instruction and meaningful reteach lessons. Effectiveness will be evidenced through walkthrough data, PLC artifacts, and improved student performance on district assessments. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person			

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Increase student engagement and instructional rigor in 3rd grade ELAR by consistently embedding multiple response strategies, daily writing, and purposeful annotation into Tier 1 instruction to deepen comprehension, promote active participation, and strengthen students' ability to demonstrate mastery through daily Demonstrations of Learning (DOLs).

Strategy's Expected Result/Impact: 90-100% of students actively engaged in learning, as evidenced by spot observation data showing consistent use of multiple response strategies, annotation, and daily writing tasks.

Staff Responsible for Monitoring: Teachers/Administrators

Title I:
2.51, 2.52, 2.53
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, 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, 2 - Student Learning 1 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
Action Step 1: Use PLCs to plan, model, and refine engagement strategies, including aligning tasks to the Demonstration of Learning (DOL), analyzing student work, and adjusting instruction to increase student participation, depth of responses, and mastery of ELAR standards. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers/Administrators **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** C& I **Delivery Method:** In Person	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
	Formative		
Action Step 2: Implement consistent use of multiple response strategies, daily writing, and purposeful annotation in every ELAR lesson, monitored through frequent spot observations and coaching to ensure active engagement, rigorous thinking, and student accountability for demonstrating learning. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers/ Administrators **Date(s) / Timeframe:** August 2026- May 2026 **Collaborating Departments:** C& I **Delivery Method:** In person	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Across grades 3-5, Emergent Bilingual students meeting Meets Grade Level or Above on the combined Reading & Mathematics STAAR indicator are at 45% (2024-25)--an improvement from 33% (2023-24), yet 55% remain below the Meets standard. **Root Cause**: Professional Development did not consistently target the implementation and differentiated supports of sheltered instruction and linguistic accommodations to support for our Emergent Bilingual students and their access to grade-level reading content.
Problem Statement 2: During the 2024-2025 STAAR reading assessment, 25% of students receiving Special Education services scored at the Meets level--a 1-point increase from 24% in 2024 but still well below the campus average (56%) and the state average (54%). **Root Cause**: The lack of targeted and ongoing professional development on differentiated reading instruction and intervention strategies for General Education teachers and Special Education teachers limited their ability to effectively support the diverse needs of our students.
Student Learning
Problem Statement 1: In 2024-25, 54% of 3rd-grade Hispanic students and 20% of 4th-grade students scored a 0 on the Extended Constructed Response (ECR), and both grades showed declines in average ECR scores from the previous year (Grade 3: 2.54 - 1.76; Grade 4: 3.24 - 2.63). **Root Cause**: A lack of targeted professional development on ECR instruction and the absence of a consistent campuswide structure for teaching, modeling, and calibrating ECR expectations resulted in inconsistent practices across grade levels.

Student Learning

Problem Statement 2:
In the 2024-2025 school year, 23% of 3rd-5th grade students achieved the Masters level in Reading on the STAAR assessment, representing a 4-percentage-point increase from the 2023-2024 school year. **Root Cause**: Targeted instructional strategies and professional development intended to strengthen students' higher-order reading comprehension such as analysis, inference, and text-based reasoning were implemented inconsistently, as teacher efforts were primarily directed toward supporting students who were not yet meeting or approaching grade level.

School Processes & Programs

Problem Statement 2: 57% of our GT students (37 students) in 3rd-5th grade scored masters in math and reading STAAR assessments. **Root Cause**: Targeted and specialized professional development on strategies to extend and enrich instruction for gifted and talented students was not consistently implemented limiting the teachers' ability to fully challenge and accelerate learning.

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 x% to y%.

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 72% to 77% by June 2027. The percentage of students in kindergarten to 3rd grade that met or exceeded their MAP goals was at 77%. However, the percentage of students who met or exceeded grade level norms on EOY MAP Growth Reading in English was at 57%.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 66% to 71% by June 2027. The percentage of students in kindergarten to 3rd grade that met or exceeded their MAP goals in Spanish was at 68%. However, the percentage of students who met or exceeded grade level norms on EOY MAP Growth Reading in Spanish was at 69%.

Increase the performance of economically disadvantaged students from 72% to 77% by June 2027. Economically disadvantaged students achieved at 58% on the English EOY MAP Reading test and at 67% on the Spanish EOY MAP reading test.

Evaluation Data Sources: NWEA MAP Growth

Strategy 1: K-3 literacy teachers and support staff, including Teacher Assistants, will implement the district curriculum framework with fidelity by utilizing high-quality instructional materials and daily reteach and challenge activities to ensure differentiated, high-quality Tier 1 instruction that supports mastery of foundational reading skills, as measured by walkthrough data, PLC artifacts, student work samples, and improved performance on MAP Growth and other district assessments.

Strategy's Expected Result/Impact: Increase the percentage of K-3 students meeting or exceeding grade level norms on EOY MAP Growth Reading (English and Spanish) from X% to Y%

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1, 2 - Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Title I Teacher Assistants will provide targeted, small group support for Tier 2 and Tier 3 students during the instructional day to reinforce foundational reading skills and support differentiated instruction, as evidenced by student progress monitoring data, intervention logs, and improved performance on formative and MAP Growth assessments. **Intended Audience:** Teachers/Teacher Assistants/students **Provider / Presenter / Person Responsible:** Title 1 Teacher Assistant **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C& I **Delivery Method:** In person **Funding Sources:** Title 1 Teacher Assistant - Title I (211) - 211-11-6129-501-220-30-220-101000 - $26,894, - Title I (211) - 211-XX-614X-501-220-30-220-101000 - $4,840			

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Implement a structured MTSS process to identify, monitor, and support students through Tier 2 and Tier 3 interventions by using assessment data to provide targeted, skill-based instruction and progress monitoring, ensuring timely adjustments to accelerate reading growth, as evidenced by Branching Minds documentation including progress monitoring data, and improved performance on MAP Growth and formative assessments.

Strategy's Expected Result/Impact: Improve the percentage of students successfully transitioning from Tier 2/Tier 3 to Tier 1 instruction based on demonstrated mastery of targeted skills.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1, 2 - Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Interventions will be monitored for effectiveness at least every six weeks, with teachers documenting student academic progress in Branching Minds. During each MTSS meeting, academic data such as six-week ELAR assessments will be reviewed to determine whether students are responding to interventions. Adjustments to intervention plans will be made as needed based on student progress and documented in Branching Minds. General supplies will be purchased to support the needs of students. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** MTSS committee **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** MTSS **Delivery Method:** In person **Funding Sources:** General Supplies will be purchased to support ALL students including those needing Tier 2 and Tier 3 interventions. - Title I (211) - 211-11-6399-501-220-30-220-101000 - $10,000			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers will engage in the Data-Driven Instruction (DDI) process to analyze student data. student work, identify next instructional steps to ensure all students master grade-level content as evidenced by PLC artifacts, and improved student performance on formative and summative assessments. General instructional supplies will be utilized to support student learning in ALL contents. **Intended Audience:** Teachers/students **Provider / Presenter / Person Responsible:** Teachers and Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person **Funding Sources:** General supplies to support student achievement - Title I (211) - 211-11-6399-501-220-30-220-101000 - $11,987			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Across grades 3-5, Emergent Bilingual students meeting Meets Grade Level or Above on the combined Reading & Mathematics STAAR indicator are at 45% (2024-25)--an improvement from 33% (2023-24), yet 55% remain below the Meets standard. **Root Cause**: Professional Development did not consistently target the implementation and differentiated supports of sheltered instruction and linguistic accommodations to support for our Emergent Bilingual students and their access to grade-level reading content.

Demographics

Problem Statement 2: During the 2024-2025 STAAR reading assessment, 25% of students receiving Special Education services scored at the Meets level--a 1-point increase from 24% in 2024 but still well below the campus average (56%) and the state average (54%). **Root Cause**: The lack of targeted and ongoing professional development on differentiated reading instruction and intervention strategies for General Education teachers and Special Education teachers limited their ability to effectively support the diverse needs of our students.

Student Learning

Problem Statement 1: In 2024-25, 54% of 3rd-grade Hispanic students and 20% of 4th-grade students scored a 0 on the Extended Constructed Response (ECR), and both grades showed declines in average ECR scores from the previous year (Grade 3: 2.54 - 1.76; Grade 4: 3.24 - 2.63). **Root Cause**: A lack of targeted professional development on ECR instruction and the absence of a consistent campuswide structure for teaching, modeling, and calibrating ECR expectations resulted in inconsistent practices across grade levels.

Problem Statement 2:
In the 2024-2025 school year, 23% of 3rd-5th grade students achieved the Masters level in Reading on the STAAR assessment, representing a 4-percentage-point increase from the 2023-2024 school year. **Root Cause**: Targeted instructional strategies and professional development intended to strengthen students' higher-order reading comprehension such as analysis, inference, and text-based reasoning were implemented inconsistently, as teacher efforts were primarily directed toward supporting students who were not yet meeting or approaching grade level.

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 x% to y%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 45% to 60% by June 2027. Third grade students grew from 58% on the first district ELAR benchmark taken in December 2025 to 61% on the February benchmark assessment.

Increase the performance of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 45% to 60% by June 2027. ED students grew from 57% on the first district ELAR benchmark taken in December 2025 to 60% on the February benchmark.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen writing proficiency in grades 3-5 by implementing daily, standards-aligned writing opportunities across all content areas, paired with explicit instruction in evidence-based writing strategies (e.g., text evidence, organization, and elaboration), to ensure students consistently demonstrate mastery by scoring a 2 or higher on STAAR-aligned constructed response tasks.

Strategy's Expected Result/Impact: Increase the percentage of 3rd-5th grade students scoring 2 or higher on STAAR-aligned constructed response tasks from X% to Y%

Staff Responsible for Monitoring: Teachers, students, administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement daily, standards-aligned writing tasks across all content areas, with explicit modeling and guided practice focused on constructed response expectations (text evidence, organization, and elaboration), monitored through spot observations and student work analysis. **Intended Audience:** Teachers and students **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Implement structured writing calibration and data monitoring systems by requiring at least one STAAR-aligned writing sample per content area every six weeks; utilize PLCs to analyze student writing, calibrate scoring, and plan targeted reteach and enrichment to increase the percentage of students scoring a 2 or higher, with ongoing monitoring of growth by student groups **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Utilize structured data conferencing, student-level tracking, and intentional family partnerships to ensure students and their families understand ELAR performance, set targeted goals, and take actionable next steps, driving increased percentages of 3rd grade students especially Hispanic and Economically Disadvantaged students achieving Meets Grade Level or above on benchmark assessments.

Strategy's Expected Result/Impact: Increase the percentage of 3rd-5th grade students scoring 2 or higher on STAAR-aligned constructed response tasks from X% to Y%

Staff Responsible for Monitoring: Teachers, students, administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement structured student data conferences every six weeks, where teachers guide students in analyzing their ELAR performance, setting measurable goals toward Meets grade level, and identifying specific next steps for improvement, with goal tracking monitored over time. **Intended Audience:** Teachers and students **Provider / Presenter / Person Responsible:** Teachers/Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** NA **Delivery Method:** In person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Establish consistent family engagement systems (e.g., data conferences, communication logs, and progress reports) to ensure parents understand student performance and receive actionable strategies to support reading growth at home, with a focus on increasing outcomes for Hispanic and Economically Disadvantaged students. **Intended Audience:** Families **Provider / Presenter / Person Responsible:** Teachers/Students/Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** TA **Delivery Method:** In person			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Across grades 3-5, Emergent Bilingual students meeting Meets Grade Level or Above on the combined Reading & Mathematics STAAR indicator are at 45% (2024-25)--an improvement from 33% (2023-24), yet 55% remain below the Meets standard. **Root Cause**: Professional Development did not consistently target the implementation and differentiated supports of sheltered instruction and linguistic accommodations to support for our Emergent Bilingual students and their access to grade-level reading content.

Student Learning
Problem Statement 1: In 2024-25, 54% of 3rd-grade Hispanic students and 20% of 4th-grade students scored a 0 on the Extended Constructed Response (ECR), and both grades showed declines in average ECR scores from the previous year (Grade 3: 2.54 - 1.76; Grade 4: 3.24 - 2.63). **Root Cause**: A lack of targeted professional development on ECR instruction and the absence of a consistent campuswide structure for teaching, modeling, and calibrating ECR expectations resulted in inconsistent practices across grade levels.

School Processes & Programs

Problem Statement 2: 57% of our GT students (37 students) in 3rd-5th grade scored masters in math and reading STAAR assessments. **Root Cause**: Targeted and specialized professional development on strategies to extend and enrich instruction for gifted and talented students was not consistently implemented limiting the teachers' ability to fully challenge and accelerate learning.

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

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 62% to 68% by June 2027. On the first district 3rd grade six week assessment, 34% of 3rd grade students scored at the meets grade level or above. On the March math Benchmark, 42% of 3rd grade students scored at the meets or above on the assessment.

Increase the performance of ED students from 61% to 67% by June 2027. On the first district 3rd grade six week assessment, 34% of 3rd grade ED students scored at the meets grade level or above. On the March math Benchmark, 40% of ED 3rd grade students scored at the meets or above on the assessment.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Strengthen Tier 1 math instruction by implementing TEKS-aligned problem-solving tasks and structured academic discourse through the gradual release of responsibility model (I do, We do, You do) to build conceptual understanding, mathematical reasoning, and student independence, increasing the percentage of students achieving Meets grade level or above on six weeks assessments, with a focus on Hispanic students.

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students performing at Meets Grade Level or above on math six weeks assessments from X% to Y%

Staff Responsible for Monitoring: Teachers, administrators

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - School Processes & Programs 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will engage in lesson internalization and rehearsal during PLCs focused on the effective implementation of the gradual release model (I do, We do, You do), ensuring lessons include explicit modeling, guided practice with academic discourse, and independent problem solving to strengthen student understanding and mastery, as evidenced by PLC artifacts, lesson plans, and spot observations. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers/Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Administrators will provide ongoing instructional coaching and feedback to teachers on the implementation of the gradual release model, with a focus on strengthening the "I do" (explicit modeling) and "We do" (guided practice) components to ensure students are adequately prepared for independent problem solving and Demonstration of Learning, as evidenced by spot observation data, and student work analysis. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person			

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Increase student engagement and instructional rigor in 3rd grade math by consistently embedding multiple response strategies, daily student writing, math reasoning, and purposeful problem annotation within Tier 1 instruction to deepen conceptual understanding, promote active participation, and strengthen students' ability to demonstrate mastery through daily Demonstrations of Learning (DOLs), increasing the percentage of students achieving Meets grade level or above.

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students performing at Meets Grade Level or above on math six weeks assessments from X% to Y%

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, 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 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement consistent use of multiple response strategies, daily student writing, and purposeful problem annotation in every math lesson, with a focus on mathematical reasoning, justification, and active participation to ensure students frequently demonstrate understanding during Demonstrations of Learning (DOLs). **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teacher **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Utilize PLCs to plan and refine engagement strategies by analyzing student work (written responses, annotated problems, and DOLs) to identify gaps in reasoning and adjust instruction to increase rigor, student discourse, and the percentage of students demonstrating mastery. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Across grades 3-5, Emergent Bilingual students meeting Meets Grade Level or Above on the combined Reading & Mathematics STAAR indicator are at 45% (2024-25)--an improvement from 33% (2023-24), yet 55% remain below the Meets standard. **Root Cause**: Professional Development did not consistently target the implementation and differentiated supports of sheltered instruction and linguistic accommodations to support for our Emergent Bilingual students and their access to grade-level reading content.

School Processes & Programs

Problem Statement 1: Hispanic students meeting grade level in STAAR science are at 26% (2025), improving from 16% in 2024, but still below the state (47%), district (30%), and overall campus (27%). **Root Cause**: A systematic process for analyzing students' science work across grade levels was not established because PLC time was predominantly devoted to math and reading data. As a result, teams had limited time to examine science tasks, identify misconceptions, and plan targeted supports or enrichment aligned to science TEKS.

Problem Statement 2: 57% of our GT students (37 students) in 3rd-5th grade scored masters in math and reading STAAR assessments. **Root Cause**: Targeted and specialized professional development on strategies to extend and enrich instruction for gifted and talented students was not consistently implemented limiting the teachers' ability to fully challenge and accelerate learning.

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

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 69% to 73% by June 2027. The percentage of Kinder-3rd grade students who meet or exceed grade level norms on EOY MAP Growth Math in English from 68% to 72% by June 2027

Increase the percentage of Kindergarten - 1st Grade (changed to 1st, no data for 2-3 grade data) Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in Spanish from 73% to 77% by June 2027. The percentage of Kindergarten-1st grade students who Meet or Exceed grade level norms on EOY MAP Growth Math in Spanish from 56% to 60% by June 2027.

Increase the performance of economically disadvantaged students from 64% to 69% by June 2027. (this is K-5 no data for K - 3) Increase the performance of economically disadvantaged students from 72% to 76% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: K-3 math teachers and support staff, including Teacher Assistants, will implement the district curriculum framework with fidelity by utilizing high-quality instructional materials and daily reteach and challenge activities to ensure differentiated, high-quality Tier 1 instruction that supports mastery of foundational math skills and problem-solving, as measured by spot observation data, PLC artifacts, student work samples, and improved performance on MAP Growth and other district assessments.

Strategy's Expected Result/Impact: Increase the percentage of K-3 students demonstrating mastery of foundational math skills and problem-solving, as evidenced by student work samples and formative assessments

Staff Responsible for Monitoring: Teachers, Teacher Assistant, Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Title I Teacher Assistants will provide targeted small group support for Tier 2 and Tier 3 students during the instructional day to reinforce foundational math skills and support differentiated instruction, as evidenced by progress monitoring data, intervention logs, student work samples, and improved performance on formative and MAP Growth assessments. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Title 1 Teacher Assistant **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person **Funding Sources:** Title 1 Teacher Assistant to support math student achievement - Title I (211) - 211-11-6129-501-220-30-220-101000 - $26,894, - Title I (211) - 211-XX-614X-501-220-30-220-101000 - $4,840			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Utilize PLCs and spot observations to provide timely, targeted feedback and coaching to teachers and support staff on the implementation of high-quality instructional materials, differentiation, and effective Tier 1 practices, ensuring continuous improvement in lesson delivery and student mastery, as evidenced by spot observations, PLC artifacts, and student work samples. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person			

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Strengthen student achievement by implementing a data-informed instructional approach in which teachers regularly analyze formative, benchmark, and MAP Growth data within PLCs to identify skill gaps, adjust instruction, and implement targeted reteach and enrichment, ensuring all students demonstrate mastery of grade-level standards, with a focus on accelerating outcomes for priority student groups.

Strategy's Expected Result/Impact: Increase the percentage of students demonstrating mastery of grade-level standards, as evidenced by formative assessments, six weeks assessments, and MAP Growth data.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**

Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers and administrators will implement a data-informed instructional process by consistently reviewing and analyzing disaggregated student data during weekly PLC and MTSS meetings to monitor progress, identify skill gaps, and adjust instruction to improve outcomes for all students, including Special Education, Emergent Bilingual, Hispanic, and Economically Disadvantaged student groups, as evidenced by PLC data analysis protocols, MTSS meeting documentation, instructional adjustments in lesson plans, and improved student performance on formative, benchmark, and MAP Growth assessments. **Intended Audience:** Teachers and students **Provider / Presenter / Person Responsible:** Teachers/Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Student progress toward measurable goals (e.g., MAP Growth, six weeks assessments, and benchmarks) will be tracked and visibly displayed in every classroom and throughout the school to promote student ownership, goal setting, and ongoing progress monitoring. **Intended Audience:** School Community **Provider / Presenter / Person Responsible:** Teachers and Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** TA **Delivery Method:** In person			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Across grades 3-5, Emergent Bilingual students meeting Meets Grade Level or Above on the combined Reading & Mathematics STAAR indicator are at 45% (2024-25)--an improvement from 33% (2023-24), yet 55% remain below the Meets standard. **Root Cause**: Professional Development did not consistently target the implementation and differentiated supports of sheltered instruction and linguistic accommodations to support for our Emergent Bilingual students and their access to grade-level reading content.

School Processes & Programs

Problem Statement 2: 57% of our GT students (37 students) in 3rd-5th grade scored masters in math and reading STAAR assessments. **Root Cause**: Targeted and specialized professional development on strategies to extend and enrich instruction for gifted and talented students was not consistently implemented limiting the teachers' ability to fully challenge and accelerate learning.

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

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 35% to 60% by June 2027.

Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 42% to 60% by June 2027.

Increase the performance of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 60% by June 2027. Increase the performance of ED students from 40% to 60% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement a data-driven instructional framework in which teachers engage in structured analysis to triangulate multiple data sources (STAAR, TELPAS, MAP Growth, and formative assessments) during PLC and collaborative meetings to identify trends in student misconceptions, determine root causes, and develop targeted action plans for reteach, ensuring increased student mastery and improved performance.

Strategy's Expected Result/Impact: Increase the percentage of students demonstrating mastery of grade-level standards, as evidenced by improved performance on formative, six weeks, benchmark, MAP Growth, and TELPAS assessments

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will engage in structured data-driven meetings during weekly PLCs and collaborative team meetings, following a consistent data-driven instruction protocol to analyze student data, identify trends in misconceptions, determine root causes of student performance gaps, and develop targeted action plans for reteach and instructional adjustments. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C&I & TA **Delivery Method:** In person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers will implement intentional linguistic supports during Tier 1 instruction, including structured academic language routines, sentence stems, and opportunities for oral and written discourse, to support Emergent Bilingual students' access to grade-level math content and strengthen their ability to explain and justify mathematical thinking. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers/Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Across grades 3-5, Emergent Bilingual students meeting Meets Grade Level or Above on the combined Reading & Mathematics STAAR indicator are at 45% (2024-25)--an improvement from 33% (2023-24), yet 55% remain below the Meets standard. **Root Cause**: Professional Development did not consistently target the implementation and differentiated supports of sheltered instruction and linguistic accommodations to support for our Emergent Bilingual students and their access to grade-level reading content.

Student Learning
Problem Statement 2: In the 2024-2025 school year, 23% of 3rd-5th grade students achieved the Masters level in Reading on the STAAR assessment, representing a 4-percentage-point increase from the 2023-2024 school year. **Root Cause**: Targeted instructional strategies and professional development intended to strengthen students' higher-order reading comprehension such as analysis, inference, and text-based reasoning were implemented inconsistently, as teacher efforts were primarily directed toward supporting students who were not yet meeting or approaching grade level.

Goal 3: Reduce the number of schools that are rated F from x% to y%

Performance Objective 1: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in English from 39% to 60% by June 2027. Increase the percentage of 3rd through 5th grade students that score meets grade level of above on ELAR benchmark assessments in English from 55% to 70% by June 2027.

Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in Spanish from 32% to 60% by June 2027. Increase the percentage of 3rd through 5th grade students that score meets grade level or about on ELAR benchmark assessments in Spanish from 60% to 80% by June 2027.

Increase the performance of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 32% to 60% by June 2027. Increase the performance of 3rd-5th grade ED students on ELAR benchmark assessments from 60% to 75% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen Tier 1 literacy instruction across grades 3-5 by implementing high-quality instructional materials and the Literacy lesson structure model, including intentional reteach and challenge blocks, to ensure all students receive differentiated, rigorous instruction that builds comprehension, vocabulary, and written expression.

Strategy's Expected Result/Impact: Increase the percentage of 3rd-5th grade students achieving Meets Grade Level or above on ELAR benchmark assessments in English from % to % by June 2027

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1, 2 - Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement weekly PLC cycles focused on lesson internalization and instructional planning using high-quality instructional materials, ensuring teachers align lessons to TEKS, embed structured reading and writing tasks, and plan for intentional reteach and challenge blocks. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Utilize formative assessments and Demonstrations of Learning (DOLs) to monitor student understanding during instruction and deliver targeted reteach and challenge lessons, ensuring lessons are adjusted in real time to increase rigor and support students in reaching Meets Grade Level expectations in both English and Spanish. **Intended Audience:** Teachers and Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C&I, TA **Delivery Method:** In person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Strengthen Tier 1 ELAR instruction across grades 3-5 by implementing a comprehensive professional learning and instructional support system focused on explicit teaching of higher-order reading comprehension (analysis, inference, and text-based reasoning), consistent campuswide structures for Extended Constructed Response (ECR) instruction, and differentiated practices to support all learners including Emergent Bilingual, students receiving Special Education services and students receiving Gifted and Talented services.

Strategy's Expected Result/Impact: Increase the percentage of 3rd-5th grade students achieving Meets Grade Level or above on ELAR benchmark assessments in English from % to % by June 2027
Increase the percentage of 3rd-5th grade students achieving Meets Grade Level or above on ELAR benchmark assessments in Spanish from % to % by June 2027
Increase the percentage of Economically Disadvantaged and other marginalized student groups performing at Meets or above from % to % by June 2027

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**

Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1, 2 - Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement weekly PLC-focused lesson internalization that prioritizes higher-order questioning and tasks while monitoring implementation through spot observations and student work analysis, providing targeted feedback to ensure instruction consistently includes opportunities for students to analyze, infer, and justify responses using text evidence and moves beyond basic comprehension to rigorous, grade-level thinking. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Engage in ongoing professional learning and implement the Jane Schaffer writing model campuswide in grades 2-5 to strengthen student performance on extended and short constructed responses, while utilizing PLCs to conduct regular calibration cycles using student ECR responses to ensure consistent instruction, scoring, and alignment of expectations across grade levels, as evidenced by calibrated student work and common rubrics. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Provide targeted professional development and ongoing coaching on strategies to extend and enrich instruction for Gifted and Talented students, including increasing task complexity, depth of thinking, and opportunities for independent inquiry during Tier 1 instruction, as evidenced by spot observations, and student work samples demonstrating advanced levels of thinking. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Gifted and Talented teacher and Administrators **Date(s) / Timeframe:** September 2026- February 2027 **Collaborating Departments:** Gifted and Talented **Delivery Method:** In person			

Action Step 4 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 4: Purchase and implement high-quality literacy resources, including Spanish texts and chapter books, to build a robust campus libraries, ensuring books are regularly checked out and utilized by students to promote independent reading, comprehension, and vocabulary development, as evidenced by library checkout logs, and increased student engagement in campus reading challenges. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Librarian **Date(s) / Timeframe:** August 2026-April 2027 **Collaborating Departments:** Library Media **Delivery Method:** In person **Funding Sources:** Library Books to increase independent reading - Title I (211) - 211-11-6329-501-220-30-220-101000 - $5,000			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Across grades 3-5, Emergent Bilingual students meeting Meets Grade Level or Above on the combined Reading & Mathematics STAAR indicator are at 45% (2024-25)--an improvement from 33% (2023-24), yet 55% remain below the Meets standard. **Root Cause**: Professional Development did not consistently target the implementation and differentiated supports of sheltered instruction and linguistic accommodations to support for our Emergent Bilingual students and their access to grade-level reading content.
Problem Statement 2: During the 2024-2025 STAAR reading assessment, 25% of students receiving Special Education services scored at the Meets level--a 1-point increase from 24% in 2024 but still well below the campus average (56%) and the state average (54%). **Root Cause**: The lack of targeted and ongoing professional development on differentiated reading instruction and intervention strategies for General Education teachers and Special Education teachers limited their ability to effectively support the diverse needs of our students.

Student Learning
Problem Statement 1: In 2024-25, 54% of 3rd-grade Hispanic students and 20% of 4th-grade students scored a 0 on the Extended Constructed Response (ECR), and both grades showed declines in average ECR scores from the previous year (Grade 3: 2.54 - 1.76; Grade 4: 3.24 - 2.63). **Root Cause**: A lack of targeted professional development on ECR instruction and the absence of a consistent campuswide structure for teaching, modeling, and calibrating ECR expectations resulted in inconsistent practices across grade levels.
Problem Statement 2: In the 2024-2025 school year, 23% of 3rd-5th grade students achieved the Masters level in Reading on the STAAR assessment, representing a 4-percentage-point increase from the 2023-2024 school year. **Root Cause**: Targeted instructional strategies and professional development intended to strengthen students' higher-order reading comprehension such as analysis, inference, and text-based reasoning were implemented inconsistently, as teacher efforts were primarily directed toward supporting students who were not yet meeting or approaching grade level.

Goal 3: Reduce the number of schools that are rated F from x% to y%

Performance Objective 2: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 30% to 60% by June 2027.

Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 45% to 65% by June 2027.

Increase the performance of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 28% to 60% by June 2027. Increase the performance of 3rd through 5th grade ED students that score meets grade level of above on Math benchmark assessments in English from 57% to 75% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen Tier 1 math instruction across K-5 by ensuring consistent, high-fidelity implementation of the Cowtown 12 instructional practices, including explicit modeling, aligned questioning and tasks, intentional use of academic language, frequent and rigorous practice, and ongoing checks for understanding with responsive instructional adjustments.

Strategy's Expected Result/Impact: Spot observation data, PLC artifacts, and student work will reflect consistent, high-fidelity implementation of the Cowtown 12 instructional practices across all K-5 classrooms, resulting in measurable increases in the percentage of 3rd-5th grade students achieving Meets grade level or above on math benchmark assessments in both English and Spanish, including targeted growth for Economically Disadvantaged students, as evidenced by benchmark data and progress monitoring cycles.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - School Processes & Programs 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Administrators will conduct weekly instructional spot observations and provide real-time feedback and coaching aligned to the Cowtown 12 look-fors as evidenced by documented spot observations data trends, coaching artifacts. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C&I **Delivery Method:** In person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide ongoing professional learning, coaching cycles, and PLC support focused on lesson internalization, modeling strategies, and aligning tasks to the rigor of math benchmarks in English and Spanish as evidenced by consistent implementation of grade-level aligned lessons, PLC artifacts (agendas, data analysis, and re-teach plans), improved student work aligned to benchmark expectations, and increased percentages of students demonstrating mastery of standards on common assessments and math benchmarks. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** C& I **Delivery Method:** In person **Funding Sources:** Substitutes to cover teachers as they engage in Professional Learning during the day - Title I (211) - 211-11-6112-501-220-30-220-101000 - $2,000, - Title I (211) - 211-XX-614X-501-220-30-220-101000 - $360			

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Establish and sustain a data-informed culture by implementing consistent PLC data cycles that analyze student performance, identify trends by subgroup (including Economically Disadvantaged and Emergent Bilingual students), and drive targeted instructional responses aligned to math benchmarks in English and Spanish.

Strategy's Expected Result/Impact: Increased mastery of grade-level math standards and measurable gains in the percentage of 3rd-5th grade students achieving Meets grade level or above on math benchmarks in English and Spanish, including Economically Disadvantaged students.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**

Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide after-school tutorials and enrichment opportunities to identified students based on assessment data as evidenced by student attendance logs, intervention plans, progress monitoring data, and increased mastery of targeted standards on common assessments and math benchmark results. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers/Administrators **Date(s) / Timeframe:** October 2026-April 2027 **Collaborating Departments:** TA **Delivery Method:** In person **Funding Sources:** Interventions/Accelerations for students during after school tutorials. - Title I (211) - 211-13-6116-501-220-30-220-101000 - $5,000, - Title I (211) - 211-XX-614X-501-220-30-220-101000 - $902			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers will conduct structured math data conferences using student trackers to review MAP Growth, six weeks assessment, DOL, and benchmark data, with students identifying strengths and next steps, as evidenced by updated trackers, conferencing logs, and SPOT observations reflecting increased student ownership of learning. **Intended Audience:** Teachers and Students **Provider / Presenter / Person Responsible:** Teachers/Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** TA **Delivery Method:** In person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Across grades 3-5, Emergent Bilingual students meeting Meets Grade Level or Above on the combined Reading & Mathematics STAAR indicator are at 45% (2024-25)--an improvement from 33% (2023-24), yet 55% remain below the Meets standard. **Root Cause**: Professional Development did not consistently target the implementation and differentiated supports of sheltered instruction and linguistic accommodations to support for our Emergent Bilingual students and their access to grade-level reading content.

School Processes & Programs

Problem Statement 1: Hispanic students meeting grade level in STAAR science are at 26% (2025), improving from 16% in 2024, but still below the state (47%), district (30%), and overall campus (27%). **Root Cause**: A systematic process for analyzing students' science work across grade levels was not established because PLC time was predominantly devoted to math and reading data. As a result, teams had limited time to examine science tasks, identify misconceptions, and plan targeted supports or enrichment aligned to science TEKS.

Problem Statement 2: 57% of our GT students (37 students) in 3rd-5th grade scored masters in math and reading STAAR assessments. **Root Cause**: Targeted and specialized professional development on strategies to extend and enrich instruction for gifted and talented students was not consistently implemented limiting the teachers' ability to fully challenge and accelerate learning.

Goal 4: 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 from 9% to 6% by June 2027. Decrease the number and percentage of of ED students who are chronically absent from 7% to 5% by June 2027

Evaluation Data Sources: Branching Minds and Focus

Strategy 1: Implement a comprehensive, tiered attendance and student support system that leverages daily monitoring, weekly data cycles, and MTSS processes to identify and intervene early for students at risk of chronic absenteeism and academic failure, including those in Special Education and other special populations (homeless, foster, military-connected). The campus will ensure timely, targeted interventions prior to 10 consecutive absences through coordinated attendance review committees, individualized support plans, and ongoing progress monitoring to improve attendance, engagement, and academic outcomes.

Strategy's Expected Result/Impact: As evidenced by attendance reports, MTSS intervention logs, and data reviews, the campus will decrease chronic absenteeism by at least 2 percentage points (e.g., from X% to Y%) and reduce the percentage of students receiving Special Education services by 1 percentage points (from X% to Y%) through strengthened Tier 1 instruction, early intervention, and targeted supports by June 2027.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- 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: Perceptions 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Conduct weekly attendance and MTSS data meetings to review student-level attendance, academic performance, and subgroup trends (including Special Education and special populations), and develop targeted intervention plans prior to 10 consecutive absences, as evidenced by attendance committee notes, MTSS logs, and documented action plans. **Intended Audience:** Teachers and Students **Provider / Presenter / Person Responsible:** Teachers, Assistant Office Manager, and Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Parent Partnerships **Delivery Method:** In person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Implement individualized Tier 2/Tier 3 supports for identified students, including daily check-ins, family outreach, mentoring, and intervention plans to address barriers to attendance and engagement, as evidenced by intervention documentation, communication logs, and improved attendance and course performance data. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers and Administrators **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Parent Partnerships **Delivery Method:** In person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Establish a campus-wide culture of connection by intentionally engaging all stakeholders students, families, and staff through consistent communication, relationship-building practices, and inclusive engagement opportunities that foster a strong sense of belonging, increase student attendance, and improve overall school climate. Clearly communicate the impact of attendance on academic success during the various family events scheduled throughout the year such as Family Night at the Museum, Literacy Night. Purchase necessary supplies.

Strategy's Expected Result/Impact: As evidenced by attendance data, family engagement participation logs, and reductions in behavior incidents, the campus will demonstrate increased student, staff, and family connection and sense of belonging, resulting in a measurable decrease in chronic absenteeism and improved daily attendance rates by June 2027.

Staff Responsible for Monitoring: Teachers, Assistant Office Manager, Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide regular, intentional family engagement opportunities including parent conferences, attendance meetings, campus events, and ongoing communication to strengthen school-home connections and support student academic achievement, growth, attendance, and behavior, as evidenced by participation logs, communication records, and increased family engagement alongside improved student attendance and performance outcomes. **Intended Audience:** Students and Families **Provider / Presenter / Person Responsible:** Teachers and Staff **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Parent Partnerships **Delivery Method:** In person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers and administrators will implement a consistent family partnership communication system that includes multilingual reminders, personalized invitations, and follow-up communication before and after events, while tracking participation, celebrating attendance gains, and conducting proactive, positive outreach to families of students with emerging attendance concerns, as evidenced by communication logs, participation data, and improved student attendance rates. **Intended Audience:** Students and Families **Provider / Presenter / Person Responsible:** Teachers and Staff **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Parent Partnerships **Delivery Method:** In person			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: The campus will allocate resources to support family engagement events by providing refreshments/snacks and take-home materials to create a welcoming environment that encourages participation, strengthens relationships, and builds trust with families, as evidenced by increased event attendance, participation logs, and improved student attendance and engagement outcomes. **Intended Audience:** Students and Families **Provider / Presenter / Person Responsible:** Teachers and Staff **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Parent Partnerships **Delivery Method:** In person **Funding Sources:** Snacks to promote family engagement - Family Engagement (211) - 211-61-6499-503-220-30-220-101000 - $1,500, Parent/Family Engagement oppportunities family museum night - Family Engagement (211) - 211-61-6299-503-220-30-220-101000 - $968			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: As of first semester data (25-26 school year), students receiving special education services have an attendance rate of 93%, which is below our target of 96%. **Root Cause**: The system for monitoring and motivating students to attend school lacked a clear, defined, and consistent plan of action.
Problem Statement 2: Per focus, as of the 5th six weeks of the 25-26 school year we have 27 referrals (15 from Prek-2nd grade) as compared to 21 referrals during the 24-25 school year. **Root Cause**: Professional development in early childhood behavior management, social-emotional learning strategies, and early intervention techniques was not consistently implemented across all teachers, resulting in gaps in instructional practices that did not fully address the varied needs of students.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	1	1	Title 1 Teacher Assistant	Instruction |Title I I Bilingual Teacher Assistant (11-6129)	211-11-6129-501-220-30-220-101000	$26,894.00
1	2	1	1		Fringe	211-XX-614X-501-220-30-220-101000	$4,840.00
1	2	2	1	General Supplies will be purchased to support ALL students including those needing Tier 2 and Tier 3 interventions.	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-220-30-220-101000	$10,000.00
1	2	2	2	General supplies to support student achievement	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-220-30-220-101000	$11,987.00
2	2	1	1	Title 1 Teacher Assistant to support math student achievement	Instruction |Title I Teacher Assistant (11-6129)	211-11-6129-501-220-30-220-101000	$26,894.00
2	2	1	1		Fringe	211-XX-614X-501-220-30-220-101000	$4,840.00
3	1	2	4	Library Books to increase independent reading	Instruction | Other Reading Materials (11-6329)	211-11-6329-501-220-30-220-101000	$5,000.00
3	2	1	2	Substitutes to cover teachers as they engage in Professional Learning during the day	Instruction | Subs - Professional (11-6112)	211-11-6112-501-220-30-220-101000	$2,000.00
3	2	1	2		Fringe	211-XX-614X-501-220-30-220-101000	$360.00
3	2	2	1		Fringe	211-XX-614X-501-220-30-220-101000	$902.00
3	2	2	1	Interventions/Accelerations for students during after school tutorials.	Staff Development | Extra Duty - Professional (13-6116)	211-13-6116-501-220-30-220-101000	$5,000.00
						Sub-Total	$98,717.00
						Budgeted Fund Source Amount	$98,717.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	2	3	Parent/Family Engagement oppportunities family museum night	Family Engagement | Misc Contracted Services (61-6299)	211-61-6299-503-220-30-220-101000	$968.00
4	1	2	3	Snacks to promote family engagement	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-220-30-220-101000	$1,500.00
						Sub-Total	$2,468.00
						Budgeted Fund Source Amount	$2,468.00
						+/- Difference	$0.00
						Grand Total Budgeted	$101,185.00
						Grand Total Spent	$101,185.00
						+/- Difference	$0.00