Fort Worth Independent School District

119 Daggett Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: C



Board Approval Date: November 10, 2026

Mission Statement

Leading with purpose, acting with kindness, and changing lives.

Vision

Every Student Performing ON or ABOVE Grade Level in Reading and Math.

Value Statement

Daggett Bulldogs have a GROWTH mindset because we are Grateful, Resilient, Optimistic, Willing to Learn, Trustworthy, and Honest.

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

E. M. Daggett Elementary was established in 1908 and is located in the Historic Ryan's Place Neighborhood and serves Ryan's Place and Fairmont Neighborhoods. We are proud to be the oldest continuously operating school in the Fort Worth ISD, celebrating 115 years of excellence!

Daggett Elementary is predominantly a neighborhood school. About 30 percent of our students ride the bus from the surrounding neighborhood. Most students live within the small area of our school community.

Daggett enjoys a wonderfully diverse student population with 81% Hispanic, 10% African American, 7% white and 2% Asian. A significant 87% of our student body is economically disadvantaged, which is slightly above district average. Our Mobility rate has increased, and is trending to increase, as we have enrolled approximately 10 new immigrants in 2025 alone who speak no English. As a campus that proudly serves our students in both English and Spanish, we are equipped to handle this trend and consider our Emergent Bilingual / Dual Language program one of our bright points that attracts community members to our campus. Currently, our Emergent Bilingual population makes up over 53% of our total school enrollment, a percentage that is higher than state and district averages.

The special education population at Daggett ES is significantly larger than both state and district averages as well at 20% of the population. This is primarily attributed to the fact that we house three self-contained special education units that are full to capacity, including students from a number of feeder campuses that do not provide these services. These students are a joyful picture of the powerful impact a loving school family can have on the lives of students, as we seek to increase inclusive educational practices, even with our more significantly handicapped students.

Attendance is trending upward and is currently 94.5%, after falling to a low 92.1% in 2023. We have made that a targeted focus, sharing the data with our families and consistently reaching out to our chronically absent families through home visits, class Dojo daily, SART letters and hosting SART meetings to ensure parents understand attendance law and can get support for improved attendance from the campus.

During the last academic school year, our enrollment has remained consistent with last year at 535 students, but we are now down to about 512.

However, we have seen a decrease throughout the last five years:

2018= 668 students

2019= 660 students

2020= 563 students

2021= 535 students

2022= 540 students

2023 = 535 students

2024 = 527 students

2025 = 524 students

2026 = 522 students

We attribute this decline to three factors: Fort Worth has had a declining birth rate for several years. This means fewer students are attending our schools each year. Second, Fort Worth has had many charter schools move into the city, aggressively recruiting students. Attendance and demographic information are listed below. Third, Daggett student achievement data had previously steadily declined over the past years untill we arrived and implemented adjustments, taking us to a TEA Rating of D, which is Low Performing, in one year to nearly an A rated campus in 2025, scoring 89.3 on the overall TEA rating. That quick growth leveled out as we landed with a 79 overall score in 2025 last year. Our goal is to hit 90 this year, but that will be a challenge with a particularly large special education designed group entering the progress measure grades this year.

Teacher experience and longevity may be one of the loudest testimonies that Daggett Elementary School is a place that people love to serve children! Despite the shifts in performance, mobility, and rating, these teachers have a fierce commitment to the students of this campus that is awakening greatness in all of us! Our root cause analysis together has led us to determine that mis-aligned instruction and materials brought a downturn to performance over the past year, but now the opportunity to focus on TEKS based instruction again will bring us the results our community deserves to see at Daggett!

Every team member at Daggett this year sees the challenge upon us to earn the rating that our campus has the capacity to earn, when now given the challenge, accountability, and freedom to teach students with the most powerful, TEKS aligned resources and collaboration available to us. We have absolute confidence that the Daggett community will soon be celebrating significant improvement in our overall campus rating!

The most profound shift coming to Daggett at the end of this year will be the ADDING of 200 new students from De Zavala Elementary that is closing its doors. Our Daggett attendance boundaries have been redrawn to include Fairmount neighborhood north to Rosedale as the new boundary. That map adds exactly 74 incoming students joining us in the fall. Additionally, the Two-Way Dual Language Opt in program at De Zavala, which has drawn students from around the state, will be kept together as one program and moved to Daggett in the fall. That change adds 116 new students, bringing the total to nearly 200 additional students joining the Daggett Family next year. We have the building capacity and the heart that will make this a very positive experience we believe, even in the face of their heartache. We have already met with the parents there, and created several tour dates and events to invite them here and make them feel comfortable and excited about their future at Daggett.

Demographics Strengths

Daggett has demonstrated very steady enrollment despite district-wide losses, and students of all backgrounds, languages, and nationalities come together and feel the warmth of a caring family here. Attendance is improving over time due to our focus on both enforcement with families and recognitions with students. Our bilingual population is growing and thriving. We look forward to reinstating our Two Way Dual Language program again with De Zavala families joining us! Teachers are well able to pick up that program design again and make it thrive. The African American population outperforms other student groups here, creating a reverse achievement gap, speaking well of their experience and success at Daggett. Overall, all students feel the care of a school family and love being part of our very active culture of JOY.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Daggett ES is facing the challenge of creating a positive, cohesive campus culture in 2026-27, as we receive about 200 new students from De Zavala Elementary that is very sad to be closing at the end of this year. We need to infuse joy into every aspect of our culture for ALL STUDENTS.
Root Cause: Neighboring school closing due to low enrollment, and the boundaries have been redrawn to assign 74 students living in that attendance zone now into ours. Also, we are receiving the 100 students who are part of the two way dual language program that is moving here as a unit.,

Problem Statement 2 (Prioritized): Chronic Absenteeism continues to plague too large of a population at our campus, resulting in about 11% chronically absent students falling behing in reading and math proficiency/
Root Cause: Families either don't see and understand the impact that missing school has on their child's academic achievement, or they do not have the support needed to overcome roadblocks to absenteeism such as work schedules, addiction, or family trauma.

Problem Statement 3 (Prioritized): Due to the merging of the two campuses, we must carefully design the way we assign students to classes in order to create a balanced, intentional mixture of the schools together while ensuring students are grouped from a lense of performance levels for success. We have limited information about the incoming students and families.
Root Cause: We need to analyze student data from De Zavala to ensure students are placed in the right program - EB/ DL or two way DL, and that they have the strongest possible academic and social emotional support to succeed.

Problem Statement 4 (Prioritized): The Two-way Dual Language model in FWISD has experienced limited success, with questionable results in terms of English speaking students gaining biliteracy in Spanish, with schools reporting lackluster results. Daggett's Must and WILL be successful in creating biliteracy for our students in the program.
Root Cause: The design of the program does not give equal time to both English and Spanish, assuming students cannot rapidly learn an language in primary grades. The program does not include enough conversational Spanish to build confidence and accuracy through practice. Also, the curriculum lacks spiraling scientifically written foundational language curriuclum with intensive phonics & morphology.

Student Learning

Student Learning Summary

- # Summary

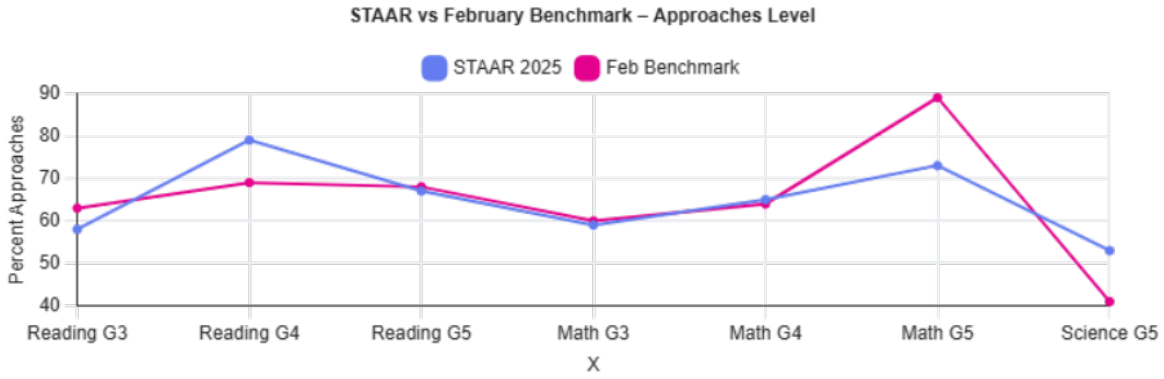
- **Daggett has experienced very positive trends in MAP Data in both math and reading. For two years, we have seen double digit gains in math Growth and in Math Achievement! This growth on MAP has placed every grade level separately in the top quadrant of the national comparison. We are beating the national average consistently in both Growth and now finally in Math Achievment, which was our specific goal this year.**

- **Daggett has seen steady but slight increases over two years in MAP Reading performance. We have above national average GROWTH, but consistently fall just BELOW national average in Achievement which must and will change.**

1. HighLevel Comparison: STAAR vs. February Benchmarks (All Students)

Approaches Level Performance Comparison

The chart below compares **Approaches Grade Level** performance between the **Spring 2025 STAAR** and the **February/Spring Benchmark**.



Summary Table – Approaches Level (All Students)

Area	STAAR 2025	Feb Benchmark
Reading Grade 3	58%	63%
Reading Grade 4	79%	69%
Reading Grade 5	67%	68%
Math Grade 3	59%	60%
Math Grade 4	65%	64%
Math Grade 5	73%	89%
Science Grade 5	53%	41%

1. Overall Positive Trends (Year-over-Year)

MAP Growth – All Students

Across content areas, **overall growth improved from MOY 2024 to MOY 2025**.

Strong gains include:

- **Math:** % Met Projected Growth increased from **50%** → **65%** (+15 points)
- **Reading (English): 51%** → **65%** (+14 points)
- **Science: 76%** → **81%** (+5 points)
- **Average RIT scores increased** in *every subject*, indicating real academic performance gains, not just participation changes.

These trends suggest **instructional alignment and intervention supports are having a positive impact**, especially in Math and English Reading..pdf)
[119_Yr2Yr_...- RITS (1) | PDF]

February Benchmarks – Reading

Reading performance improved noticeably in most grades and groups:

- **Grade 3 Reading (English):**
  - Meets + Masters increased across *All Students*, *Hispanic*, *EB*, and *Economically Disadvantaged*
- **Grade 4 Reading (English):**
  - All Students showed gains in **Approaches, Meets, and Masters**
- **Grade 5 Reading (English):**
  - Growth in Meets + Masters for **All Students, Hispanic, ED, and EB**

This indicates **vertical growth from grade to grade** and consistency across demographic groups. [119_Yr2Yr_...dent Group | PDF]

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2. Areas of Concern / Negative Trends

Reading – Spanish

While overall RIT scores increased slightly:

- **% Met Growth dipped slightly** for All Students (**57%** → **56%**)
- Several upper grades showed **declines in projected growth**
- Specific subgroups (White students; small N) showed larger drops—likely influenced by **small sample size**, but still worth monitoring

This suggests a need for **targeted Spanish literacy supports**, especially in Grades 3–5..pdf) [119_Yr2Yr_...- RITS (1) | PDF]

Science – Subgroup Variability

Although overall science growth is strong:

- **EB and Special Education** showed decreases in % Met Growth
- Some subgroup results fluctuate significantly year to year due to small Ns

This implies **instructional consistency and access for EB/SPED learners** in science should remain a focus..pdf) [119_Yr2Yr_...- RITS (1) | PDF]

Special Education (Across Subjects)

- Growth improved overall, but **achievement gaps remain**
- February Benchmarks show **limited movement into Meets/Masters** in reading

Interventions appear effective but may need **greater intensity or additional progressmonitoring** . [119_Yr2Yr_...dent Group | PDF]

Economically Disadvantaged (ED)

Consistent negative gaps across Reading and Math
Smaller than EB/SPED but **systemic**

Implication: Access to gradelevel complexity and sustained practice needed

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Special Education (SPED)

Largest and most consistent gaps

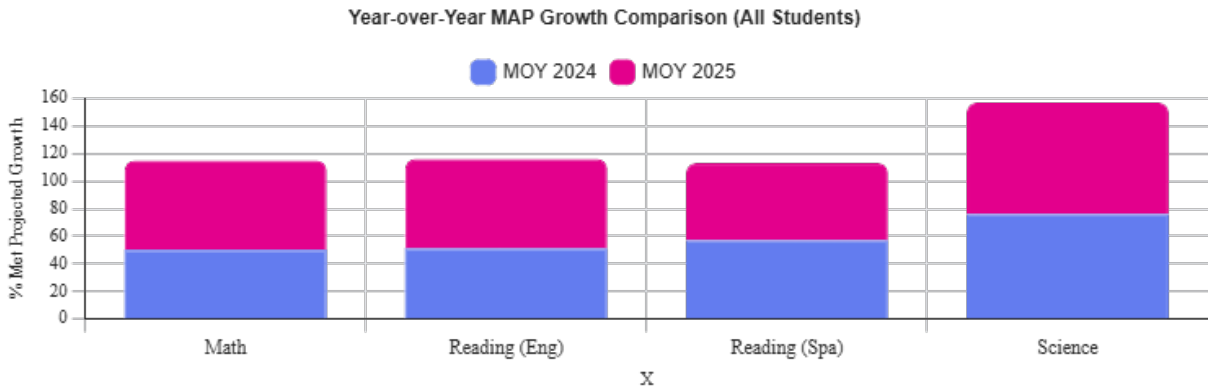
Reading Grade 3: 28
Science Grade 5: 23

Benchmarks significantly overestimate readiness

Implication: Students are not getting enough **gradelevel, STAARlike cognitive demand with scaffolds**

3. Visual: YearOverYear Progress Chart

The chart below shows **clear improvement from MOY 2024 to MOY 2025** for All Students across MAP subjects.

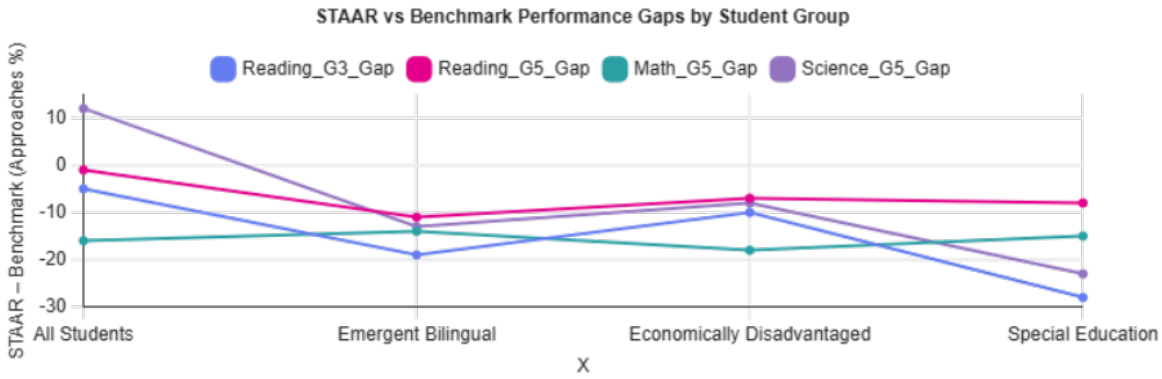


Key takeaway from the chart:

- Growth gains are **largest in Math and English Reading**
- Science continues to trend upward
- Spanish Reading remains stable but lags behind other content areas

Student Group Gap Chart

STAAR 2025 – Benchmark 2025 (Approaches %)



How to read this chart

The **0 line** = perfect alignment between Benchmark and STAAR
Below 0 = Benchmark overpredicted STAAR (instructional or rigor gap)
Above 0 = STAAR outperformed Benchmark

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4. Executive Summary

What's Working

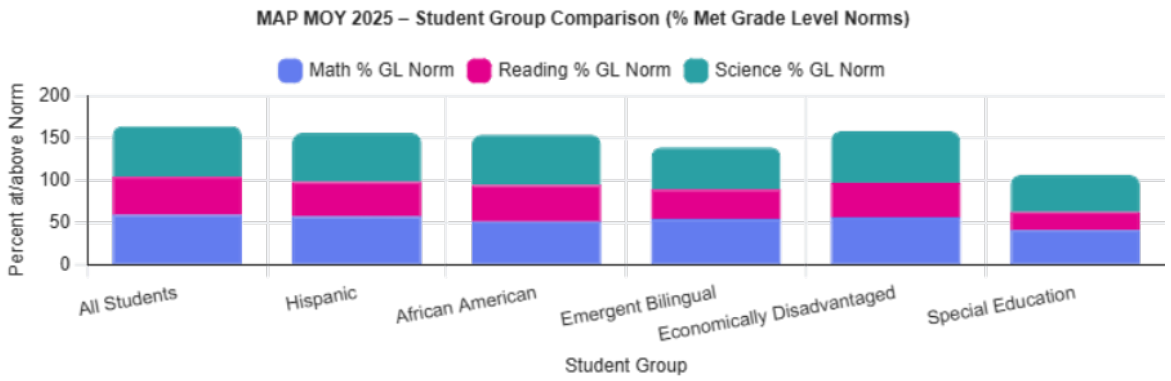
- Math and English Reading instruction
- Campus-wide growth trends
- Consistent gains for Hispanic, ED, and EB populations
- Strong RIT increases across most grades

Where to Focus Next

- Spanish Reading achievement and growth
- Science access for EB and SPED students
- Closing Meets/Masters gaps for Special Education
- Grade-specific dips (upper elementary reading)

1. Student Group Gaps – % Met GradeLevel Norms (MOY 2025)

Student Group Comparison Chart



Data Table – Student Group Performance (MOY 2025)

Student Group	Math	Reading	Science
All Students	59%	45%	60%
Hispanic	57%	41%	58%
African American	51%	43%	60%
Emergent Bilingual	54%	35%	50%
Economically Disadvantaged	56%	41%	61%
Special Education	**41%**	**21%**	**44%**

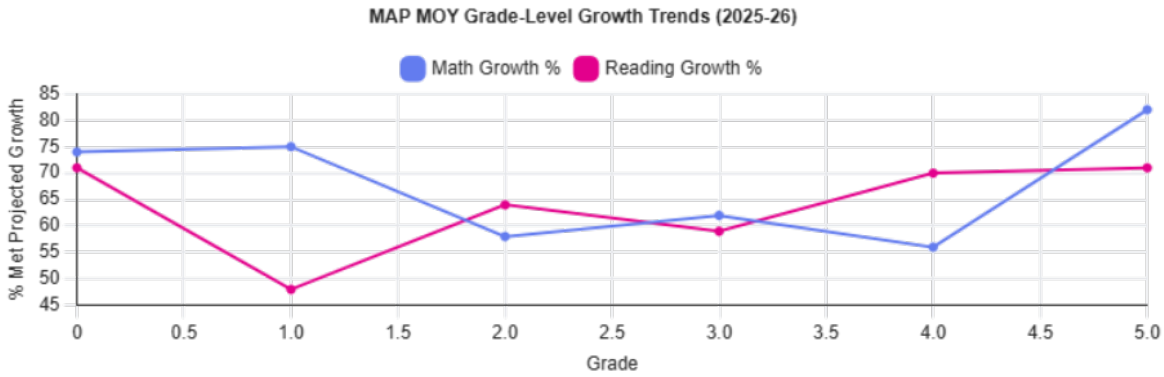
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Key StudentGroup Takeaways

Reading is the lowest-performing content area across all groups
Special Education shows the largest gaps (24 pts vs All Students in Reading)
Emergent Bilingual students lag most in Reading (35%)
Science is the strongest and most equitable area

2. GradeLevel Trends – % Met Projected Growth (MOY 2025)

GradeLevel Growth Trends Chart



Data Table – Growth by Grade

Grade	Math Growth	Reading Growth
K	74%	71%
1	75%	**48%**
2	58%	64%
3	62%	59%
4	**56%**	70%
5	**82%**	71%

[3].pdf)

Key GradeLevel Trends

Grade 5 Math is a clear strength (82% meeting growth)
Grade 1 Reading is the weakest earlyliteracy concern
Math growth dips in Grades 2–4 before rebounding in Grade 5
Reading growth stabilizes and improves by upper grades

Specific Areas of Strength

Strengths Identified

Campus Strengths

- **Math growth exceeds national expectations** campuswide (+15 pts YOY)
- **Science shows strong and improving norm performance** (60% overall)
- **Grade 5 instructional alignment is working** (Math & Reading growth ≥71%)
- African American students show **aboveaverage growth trajectories** in Reading and Science

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Chart 1: Strength Areas by Student Group – MAP MOY 2025

(% Meeting Projected Growth)

Show more lines

Student Group Strengths – Data Table

Student Group	Math Growth	Reading Growth	Science Growth
All Students	65%	65%	**81%**
African American	**74%**	**68%**	**100%**
Economically Disadvantaged	65%	62%	**85%**
Hispanic	62%	63%	76%

.pdf) [CodeInterpreter | InteractiveChart]

Chart 2: GradeLevel Instructional Strengths – MAP MOY 2025

Show more lines

GradeLevel Strengths – Data Table

Grade	Math Growth	Reading Growth	Science Growth
Kindergarten	74%	**71%**	—
Grade 1	**75%**	48%	—
Grade 5	**82%**	**71%**	**81%**

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Strengths Identified from the Data

CampusWide Strengths (All Content Areas)

- **Overall student growth is strong**, particularly in Math and Science
- **All Students met or exceeded national growth expectations**in:
  - Math (65%)
  - Reading (65%)
  - Science (81%)
- RIT scores increased across all subjects, indicating learning gains not driven by cohort shifts

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Math Strengths

- **Grade 5 Math is a standout success**
  - 82% of students met projected growth
  - Highest growth rate across the campus
- **Early grades (K–1) show strong math foundations**
  - 74–75% meeting growth expectations
- African American students exceeded campus math growth averages

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Reading Strengths

- **Kindergarten and Grade 5 Reading growth is strong**
  - 71% of students in both grades met growth expectations
- African American students demonstrated **aboveaverage reading growth**
- Reading growth improves in upper grades, suggesting instruction is compounding over time

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Science Strengths (HighestPerforming Area)

- **Science is the strongest academic content area campuswide**
  - 81% of students met projected growth
- **African American students show exceptional science growth (100%)**
- Economically Disadvantaged students met or exceeded campus averages
- RIT score gains indicate readiness for STAARlevel informational text and analysis

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EquityFocused Strengths

- Growth data shows **multiple student groups are learning at or above expected rates**, even when norm attainment is still developing
- African American students consistently outperform campus averages in **growth**, signaling effective instruction and engagement
- Science instruction appears to mitigate opportunity gaps more effectively than Reading

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LeadershipReady Summary Statement

"MAP MOY data shows strong student growth across Math and Science, with Grade 5 and early elementary grades serving as instructional bright spots. Growth patterns indicate that teaching practices are working, particularly in Science and uppergrade Math, and provide a strong foundation to accelerate Reading achievement."

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in 3rd, 4th, and 5th grades have demonstrated significant growth in Reading, as shown on the February benchmarks and MAP MOY data, but these groups still fall below ditrict and national average on Reading performance, with a 49th percentile ranking on MAP and a "Below District Average" on the FWISD benchmark roller coasters.
Root Cause: School Leadership needs to create tighter systems to ensure all teachers are tracking fluency development in K-2, tracking comprehension scores in 2nd - 5th and increasing the demand for reading and writing daily using rigorous materials.

Problem Statement 2 (Prioritized): Daggett lags in reading behind national averages and district in some areas. Special Education students have a particularly large achievement

gap compared to the all students group: Lowest performing group overall (21% met grade-level norms) 24-point gap compared to All Students Growth present but not sufficient to close norms gap
Root Cause: Reading instruction for special education students does not adequately support rapid fluency to comprehension with grade level text due to low expectations and below grade level teaching.

Problem Statement 3 (Prioritized): 4th grade math persistently averages far lower growth on MAP and also fewer students meeting progress measure on STAAR, year after year, with benchmarks showing only 53% making progress measure in March 2026, very close to STAAR test time.
Root Cause: Teachers over reteach and model while not putting the thinking demand and the rigorous struggle back on the students, failing to provide adequate grade level challenge that will push them to achieve progress measure.

Problem Statement 4 (Prioritized): Emergent bilingual students have a significant achievement gap in reading, hitting only 35% making Grade Level Norms on MAP, which is -6% below all students.
Root Cause: Language bridging and aggressive vocabulary development in English are lacking, due to poor vocabulary curriculum materials that is disjointed and not rule-based and consistent. Teachers need to implement langage and content word walls that focus on word parts and root word meanings.

Problem Statement 5 (Prioritized): Reading is the primary root cause gap impacting Math and Science performance across all grade levels. Grade 1 reading and grade 3 reading are the highest leverage targets for acceleration in order to close large gaps in those grade levels. Campus reading norms (45%) lag behind Math and Science,
Root Cause: Teachers must BEGIN with grade level reading expectations, TEKS, and text levels, scaffolding down for fluency and comprehension. Campus leadership must find ways to create a culture of reading and incentivize their motivation to read.

Problem Statement 6 (Prioritized): Special Education (SPED) have the largest and most consistent gaps Reading Grade 3: -28 below the All Students Group Science Grade 5: -23 below the All Students Group
Root Cause: Implication: Students are not getting enough grade-level, STAAR-like cognitive demand with scaffolds

School Processes & Programs

School Processes & Programs Summary

E.M. Daggett's leadership team (composed of the Principal, Assistant Principal, Instructional Coaches) meets and collaborates on recruiting, selecting, and assigning teachers. As a team, we review applications and resumes and create a panel to interview candidates. When it's time for the school year to end, we review teacher placement and decide on staffing for the upcoming year as a team based on teacher strengths observed through T-TESS observations and campus walkthroughs.

Teachers can be in the Instructional Leadership Team, meeting with the Principal and Assistant Principal to discuss and collaborate on instructional ideas and best practices to share with the staff. The team meets once every 6 weeks.

As a school, different teams meet and review the Campus Improvement Plan. We share data with the teachers at the beginning of the year before students return and determine different steps we will take to help improve during the school year. One of the tasks teachers work on is creating the norms and expectations for the PLC cycle. We share the data with the ILT (instructional leadership team) and the SBDM (school based-decision making) Committee. We track performance progress through district and school data such as MAP Growth, MAP Fluency, Benchmarks, school unit assessments, etc. We review and adjust lessons through the PLC cycle and determine professional development needs through classroom walkthrough trends.

The PLC cycle consists of Data Meetings and MTSS Review. Each cycle has a different focus that centers around improving instruction to help student achievement and student growth. Daggett follows the Weekly Data Meeting protocol outlined by Bambrick and using Lead4ward supports and tools to ensure TEKS alignment is at the center of all we do.

E.M. Daggett is a 1:1 campus where students have a student device assigned to them. Teachers use technology-based assignments and programs to help incorporate technology, such as Google Forms , MyPath, , I-ready, Canvas, Quizzes, Ed Puzzle, Flipgrid, Padlet, Class Dojo, and Peardeck.

The PLC cycle helps teachers focus on data-driven instruction. Teachers can meet as a grade level to have Weekly Data Meetings each week. They can share best practices and adjust lesson plans based on shared ideas and data. Daggett ensures that all students are given the same opportunities to meet state standards and show growth through Tier 1 instruction and differentiation based on MAP growth and Lexia Core5.

Leaders and teachers create the Master Schedule together in April by assigning classes based on student data for intentional program design and accelerated learning for all students, starting with Special Education students as a focus area for ensuring powerful instructional programming. At the beginning of the year, the leadership team meets before teachers return for the school year and create a master schedule. The planning period, lunch, and recess schedules are assigned for the school year. Teachers are given instructional minutes to guide their planning as they create class schedules.

As the school year begins, PLC days (weekly on Tuesdays) and faculty meeting days (bi-weekly on Mondays) are assigned. We also share clear expectations with staff, students, and parents about the start of instructional time and the importance of being on time. Students are offered after-school tutoring and summer school opportunities to help accelerate their learning.

Daggett has a campus-wide behavior management system where teachers know which behaviors are handled in the classroom and which need an office referral. Teachers reach out to parents with first-time incidents and inform them of any behaviors that are happening in the classroom..

E.M. Daggett offers a multitude of programs. The after-school program, high-impact tutoring, run club, choir, soccer, battle of the books, student council, announcement team, Choir, Pickle Ball, Boxing (Golden Gloves), Sports 101, and safety patrol. Each program has clear expectations for staff and students.

Family Engagement has skyrocketed these past two years with our PTA winning 6 AWARDS for landmark increases in Membership, Programs, and Fundraising! We have created All Pro Dads chapter that meets monthly with a great turn out. Also, we have created a Coffee Talk for Moms that will continue. Newsletters go out each month to both all parents and to the Ryan Place facebook page!

School Processes & Programs Strengths

Daggett has the following structures and systems that have been consistently implemented, and we are seeing positive results and consistent accountability systems as a result. Some of those school processes newly introduced or significantly improved include:

- Weekly calendar to staff with all future dates / events on Outlook for consistent communication
- Lesson plan format and clear expectations for TEKS alignment and consistency
- Weekly DATA MEETINGS, teachers bring 2 high, 2 on and 2 below level student assessment
- Weekly fluency testing using MAP in 1-2, followed by data meeting analysis
- Three week Benchmark testing in MAP for K-2 students followed by data meeting analysis
- Daggett provides special education services to 24% of our students, including Three self-contained RISE units.
- Dyslexia program is delivered bilingually as needed and is provided by an outstanding certified teacher who also supports students with tutoring during her extra time.
- Daggett is staffed with two inclusion teachers and two inclusion TA's, giving us more scheduling flexibility and deeper supports for our students with learning disabilities.
- GT students receive a high quality, TEKS aligned pull out program every other week for 90 minutes where students engage in hands on explorations and investigations
- Librarian at Daggett provides COUNTLESS additional programs that motivate students to read, teaches them research skills, and challenges them to compete beyond the classroom. She has added campus wide literacy activities that powerfully impact the entire campus - literacy night, Thanksgiving Storybook Parade, Readers become Leaders, UIL, Battle of the Books, Story Walk installation, Book Vending Machine
- Student Goal setting using consistent sheets guaged by the STAAR cut points and previous student performance, teachers meet individually with each student grades 3-5
- Small Group leveled instruction in all classrooms for Reading and Math required - accelerated, targeted learning for all students - pushing more to masters
- Tutoring provided in significant quantity this year before, during, and after school using ESSER funds, which are not available going forward
- Saturday Camps for STAAR grades and for primary attendance recovery students - providing engaging instructional extensions
- Master scheduling for next year will thoughtfully group students based on data to move them faster, with positive student peers academically, special education having priority scheduling
- Master scheduling for upper grades will provide Cross Program homerooms to desegregate RP / EB program students for at least homeroom classes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Recruiting and hiring 9 new teachers can totally transform our campus performance and campus culture for the better if we are intentional or in a negative way if we cannot recruit top performing teachers. This is a moment of Shift that must be intentionally by design.
Root Cause: Adding nearly 200 De Zavala students at one time is forcing us to hire many new teachers to new positions that did not exist, AND we are doing this during a hiring freeze with only internal candidates available. Perhaps the district should have exempted us from the freeze due to the special circumstances as it did with ACE.

Problem Statement 2 (Prioritized): Executing a powerful Two Way / Opt In Dual language program is a very challenging task with very little success data to share about the design and its effectiveness. We are adding a 2-way program overnight from PK through 5th grade, with many English speaking only students expected to develop bilingualism and biliteracy.
Root Cause: There are very few opt in dual language programs out there showing real success to follow, and the district curricula and model are not provend to support the development of biliteracy in non-Spanish speakers. We have to overcome many roadblocks to create a truly documented successful program.

Problem Statement 3 (Prioritized): In adding the De Zavala families, we must design a successful PTA and parent culture at Daggett that is seamless and based on relationships and a unified vision for Daggett that we create TOGETHER, inclusive of the new families' vision.
Root Cause: Combining schools is a cultural challenge, and we want to ensure the growth of our PTA and the cohesive work of that group. but we have not yet developed and

calendared activities to support building those relationships.

Perceptions

Perceptions Summary

At Daggett ES, we share a vision of creating a Culture of Joy. Everyone who enters the campus should immediately see evidence of that culture, hear it in our speech, and feel it in the warmth of the interactions here, particularly our students and staff. When people work and learn in an environment of trust and support, joy in the work builds and grows. Our goal is to make Daggett a place where every student feels loved, safe, challenged, and engaged!

Daggett ES is loved by the teachers, students, families, and community. As the oldest existing school in Fort Worth, there is a historic sense of excellence and community here. This year, for the first time ever, Daggett Elementary was invited to be a featured part of the historic Ryan Place Christmas Tour of Homes! The PTA board worked in conjunction with the Ryan Place Neighborhood Association to make this the first annual Daggett inclusion into this Fort Worth tradition. The district invested upgrades by painting the auditorium professionally as well as the featured historic classroom in the same hallway. We received well over a hundred visitors throughout the event who heard our students perform, met our campus leaders as well as parent and teacher volunteers. The feedback from visitors was amazing, ensuring our consistent placement on the tour!

Teachers have expressed positive sense of belonging for students and teachers. They appreciate opportunities to have voice and influence in day-to-day operations and eductional choices as part of the team, and they feel supported and valued in their contributions overall. One teacher noted: "Parents: They describe our school based on their child's experiences, safety, communication with teachers, and overall satisfaction. They appreciate transparency, involvement, and a welcoming atmosphere. - Students: Students' perception revolves around friendships, teacher support, extracurricular activities, and a sense of belonging. They value fairness, respect, and opportunities for growth. - Community Stakeholders: They observe the school's impact, responsiveness, and alignment with community values. Our PTA and neighbors are top notch in their support of our school."

This year, the PTA Board has expanded numerically, as well as in commitment, involvement, and the number of events hosted! In fact the Daggett PTA was, for the first time in memory, the thrilled recipient of THREE Awards from the Fort Worth Council of PTA's in recognition of our impressive growith this year alone! Membership the the highest in recent memory, and community engagement is at a historic high. This year, we have partnered with many outside partners to create a vision of absolute excellence and engagement for our students and community!

Community partnerships include:

- St. Paul Lutheran Church
- Academy 4 / Leaders 5
- All Pro Dads
- Southside Fellowship Church ON Campus partners in many ways
- TCU - Host school to student teachers, junior observers, athletic service hour provider, and Day of Service, Interfranternity Council, College of Education student teachers and observers
- Golden Gloves Boxing
- St. John's Anglican Church created a reading mentor program this year for 3rd graders.
- Ryan Place Neighborhood Association and Ryan Place Tour of Homes
- Adding the Fairmount Neighborhood Association

Last year, Daggett has established a social media presence through the work of our Family Engagement Specialist, but this year the position has been eliminated due to our improved enrollment. Our monthly Parent Newsletter, initiated this year, presents ongoing updates to all stakeholders to events happening on campus, clubs and activities available, as well as highlights and features that share points of pride. The newsletter also includes a month view calendar for parents's use.

Teachers and Staff receive a weekly newsletter / calendar from the principal, ensuring there is a one-stop place for them to find due dates, activities, meetings, links to resources, as well as a reinforced message of our vision and mission. The theme of G.R.O.W.T.H for the year appears on our communication and is stated chorally by the student body each morning on scripted announcements by student leaders. Students seeing students lead with excellence is important to our campus.

Our vision for providing a college-preparatory program at Daggett is evident in several newly instituted projects. UIL competition will be part of the culture of our campus starting this year. Music Teacher Sutton has taken a leadership role as coordinator and 5 teachers have accepted coaching positions on the team. The spirit of compeititon coupled with academic excellence will be a hallmark of our campus and will motivate our learners to step forward with confidence and humility. Also, the instructional expectation for small group differentiation in all classrooms is not simply a stated expectation, but it is embraced by a faculty that now sees that the DATA proves it is not only powerful, but it is our moral obligation to our students.

Student choice and voice is built into the classroom through the focus of collaborative learning, use of the Lead4ward Strategies playlist, small group instructional design, science and history fair presentations, Student Council, clubs and activities, as well as opportunities to lead announcements and help coordinate events. We hope to add student leadership to the Tour of Homes, as well as our Parent Nights, PK and Kinder Preview Day experiences in the future.

Finally, leading with Data will ensure transparency, progress monitoring, urgency, goal setting, growth mindset, and the exhileration of dreaming big with our students. Students do individual goal setting for MAP, TELPAS, and STAAR testing, so they see for themselves where they stand in comparison to national norm-referenced tests, to their own previous scores, and they set intentional goals for their own growth. We firmly believe that students, teachers, parents, and our community will be better able to see advanced academic achievement at Daggett when the consistently see and understand what the data is telling us.

Daggett's student achievement and state performance rating had declined prior to our arrival, leaving the campus at a D- rating. Also, for several years, perhaps since the opening of the Daggett Montessori school right next door, there has been a widely known "perception" among people living in our community that the Montessori school is the better school, and that families surrounding our campus should place their children in that school. We are striving to eliminate that narrative in every possible way. We have invited the Ryan Place Neighborhood Association President Christopher Gee to serve on our SBDM, and he subs other influencers in his place at times who also hear our story, see our hard work, and see and understand our DATA. Being transparent with our stakeholders will earn back their trust, but we also know that the SCORES MUST come up if we are to become the trusted community school again.

With the help of a generous community partner, we created a beautiful promotional film sharing the Daggett life with outsiders, and we have high hopes that the number of views will spread to the places where false negative perceptions have hung on too long.

Perceptions Strengths

Daggett envisions and creates with intentionality a Culture of Joy as one of our three Pillars. The families of Daggett comment on the warmth and joy they feel, as do outsiders who come in. The greater neighborhood is starting to partner with us enough to shatter some of the long-held negative perceptions. We are seeing a shift in public opinion to very positive as we increase more and more our public engagement. PTA winning 6 awards this year is amazing, and bring recognitions with it. We had a student place in the art show. We participate in the district spelling bee, Spanish bee, Battle of the Books, Science Fair, and History Fair, as well as UIL, where our students made an outstanding debut a year ago, bringing home 7 ribbons. We will see perceptions shift to positivity with more engagement as well as consistently higher test scores and campus ratings.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Historically unfavorable perceptions of our surrounding neighborhood have driven most families to private schools or to the Montessori school, causing a significant trend of declining enrollment for Daggett ES.
Root Cause: Daggett ES has failed to effectively inform families in PK and Kindergarten of the academic excellence offered at Daggett and how that compares specifically to the Montessori campus , and Daggett has failed to effectively recruit families in the surrounding community for enrollment into our program with longevity.

Problem Statement 2 (Prioritized): PTA is currently viable, powerful, and very well managed, however, the board is quite small with only 6 strong members outside of the staff. Three of those board members will be moving on to middle school in one year.
Root Cause: Daggett leadership and staff need to create a concerted effort of recruitment with a commitment process that provides levels of PTA leadershipn and development of

future board members to ensure sustainability of powerful parent engagement!

Problem Statement 3 (Prioritized): De Zavala has been an A campus, and they may hesitate to have faith in a campus with a C rating as they are told to enroll here next year.
Root Cause: Daggett must raise the rating to B or A and maintain that high performing status through raised expectations, more rapid release of responsibility to students to do hard work, and data goal setting and monitoring / intervening for individual students.

Priority Problem Statements

Problem Statement 1: Daggett ES is facing the challenge of creating a positive, cohesive campus culture in 2026-27, as we receive about 200 new students from De Zavala Elementary that is very sad to be closing at the end of this year. We need to infuse joy into every aspect of our culture for ALL STUDENTS.

Root Cause 1: Neighboring school closing due to low enrollment, and the boundaries have been redrawn to assign 74 students living in that attendance zone now into ours. Also, we are receiving the 100 students who are part of the two way dual language program that is moving here as a unit.,

Problem Statement 1 Areas: Demographics

Problem Statement 2: Chronic Absenteeism continues to plague too large of a population at our campus, resulting in about 11% chronically absent students falling behing in reading and math proficiency/

Root Cause 2: Families either don't see and understand the impact that missing school has on their child's academic achievement, or they do not have the support needed to overcome roadblocks to absenteeism such as work schedules, addiction, or family trauma.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The Two-way Dual Language model in FWISD has experienced limited success, with questionable results in terms of English speaking students gaining biliteracy in Spanish, with schools reporting lackluster results. Daggett's Must and WILL be successful in creating biliteracy for our students in the program.

Root Cause 3: The design of the program does not give equal time to both English and Spanish, assuming students cannot rapidly learn an language in primary grades. The program does not include enough conversational Spanish to build confidence and accuracy through practice. Also, the curriculum lacks spiraling scientifically written foundational language curriuclum with intensive phonics & morphology.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Historically unfavorable perceptions of our surrounding neighborhood have driven most families to private schools or to the Montessori school, causing a significant trend of declining enrollment for Daggett ES.

Root Cause 4: Daggett ES has failed to effectively inform families in PK and Kindergarten of the academic excellence offered at Daggett and how that compares specifically to the Montessori campus , and Daggett has failed to effectively recruit families in the surrounding community for enrollment into our program with longevity.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students in 3rd, 4th, and 5th grades have demonstrated significant growth in Reading, as shown on the February benchmarks and MAP MOY data, but these groups still fall below ditrict and national average on Reading performance, with a 49th percentile ranking on MAP and a "Below District Average" on the FWISD benchmark roller coasters.

Root Cause 5: School Leadership needs to create tighter systems to ensure all teachers are tracking fluency development in K-2, tracking comprehension scores in 2nd - 5th and increasing the demand for reading and writing daily using rigorous materials.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Daggett lags in reading behind national averages and district in some areas. Special Education students have a particularly large achievement gap compared to the all students group: Lowest performing group overall (21% met grade-level norms) 24-point gap compared to All Students Growth present but not sufficient to close norms gap

Root Cause 6: Reading instruction for special education students does not adequately support rapid fluency to comprehension with grade level text due to low expectations and below grade level teaching.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 4th grade math persistently averages far lower growth on MAP and also fewer students meeting progress measure on STAAR, year after year, with benchmarks showing only 53% making progress measure in March 2026, very close to STAAR test time.

Root Cause 7: Teachers over reteach and model while not putting the thinking demand and the rigorous struggle back on the students, failing to provide adequate grade level challenge that will push them to achieve progress measure.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Emergent bilingual students have a significant achievement gap in reading, hitting only 35% making Grade Level Norms on MAP, which is -6% below all students.

Root Cause 8: Language bridging and aggressive vocabulary development in English are lacking, due to poor vocabulary curriculum materials that is disjointed and not rule-based and consistent. Teachers need to implement langage and content word walls that focus on word parts and root word meanings.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Reading is the primary root cause gap impacting Math and Science performance across all grade levels. Grade 1 reading and grade 3 reading are the highest leverage targets for acceleration in order to close large gaps in those grade levels. Campus reading norms (45%) lag behind Math and Science,

Root Cause 9: Teachers must BEGIN with grade level reading expectations, TEKS, and text levels, scaffolding down for fluency and comprehension. Campus leadership must find ways to create a culture of reading and incentivize their motivation to read.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: PTA is currently viable, powerful, and very well managed, however, the board is quite small with only 6 strong members outside of the staff. Three of those board members will be moving on to middle school in one year.

Root Cause 10: Daggett leadership and staff need to create a concerted effort of recruitment with a commitment process that provides levels of PTA leadershipn and development of future board members to ensure sustainability of powerful parent engagement!

Problem Statement 10 Areas: Perceptions

Problem Statement 11: De Zavala has been an A campus, and they may hesitate to have faith in a campus with a C rating as they are told to enroll here next year.

Root Cause 11: Daggett must raise the rating to B or A and maintain that high performing status through raised expectations, more rapid release of responsibility to students to do hard work, and data goal setting and monitoring / intervening for individual students.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Due to the merging of the two campuses, we must carefully design the way we assign students to classes in order to create a balanced, intentional mixture of the schools together while ensuring students are grouped from a lense of performance levels for success. We have limited information about the incoming students and families.

Root Cause 12: We need to analyze student data from De Zavala to ensure students are placed in the right program - EB/ DL or two way DL, and that they have the strongest possible academic and social emotional support to succeed.

Problem Statement 12 Areas: Demographics

Problem Statement 13: Executing a powerful Two Way / Opt In Dual language program is a very challenging task with very little success data to share about the design and its effectiveness. We are adding a 2-way program overnight from PK through 5th grade, with many English speaking only students expected to develop bilingualism and biliteracy.

Root Cause 13: There are very few opt in dual language programs out there showing real success to follow, and the district curricula and model are not provend to support the development of biliteracy in non-Spanish speakers. We have to overcome many roadblocks to create a truly documented successful program.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Recruiting and hiring 9 new teachers can totally transform our campus performance and campus culture for the better if we are intentional or in a negative way if we cannot recruit top performing teachers. This is a moment of Shift that must be intentionally by design.

Root Cause 14: Adding nearly 200 De Zavala students at one time is forcing us to hire many new teachers to new positions that did not exist, AND we are doing this during a hiring freeze with only internal candidates available. Perhaps the district should have exempted us from the freeze due to the special circumstances as it did with ACE.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: In adding the De Zavala families, we must design a successful PTA and parent culture at Daggett that is seamless and based on relationships and a unified vision for Daggett that we create TOGETHER, inclusive of the new families' vision.

Root Cause 15: Combining schools is a cultural challenge, and we want to ensure the growth of our PTA and the cohesive work of that group. but we have not yet developed and calendared activities to support building those relationships.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Special Education (SPED) have the largest and most consistent gaps Reading Grade 3: -28 below the All Students Group Science Grade 5: -23 below the All Students Group

Root Cause 16: Implication: Students are not getting enough grade-level, STAAR-like cognitive demand with scaffolds

Problem Statement 16 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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)
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS
- Texas Success Initiative (TSI) 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data
- Foster Care data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

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

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

Goals

Revised/Approved: November 10, 2026

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

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 43% to 70% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (Emergent Bilingual) from 35% to 70% by June 2027.

High Priority

Evaluation Data Sources: Six Weeks Assessments
MAP
Fluency checks each six weeks

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Creative Curriculum, direct phonics instruction, and Lesson Internalization
process to ensure high quality instructino in all early childhood classrooms and using data to ensure explicit monitoring, adjustment of instruction, and appropriate interventions are being provided in small groups daily.

Strategy's Expected Result/Impact: All students will see increased mastery of phonological awareness as demonstrated on circle assessments with ON TRACK percentages increasing to 90%

Staff Responsible for Monitoring: Campus leaders, Lead PK teacher, PK teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1, 2, 4, 5, 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers and Teacher Assistants will engage in weekly collaborative meetings and implement the DDI process, Studying Student Work, Using Student Data, and Professional Learning while utilizing district approved resources such as The Creative Curriculum and Newhaus phonics daily. **Intended Audience:** PK Teachers **Provider / Presenter / Person Responsible:** Principal, Lead PK teacher **Date(s) / Timeframe:** Bi-weekly **Collaborating Departments:** Early Childhood as needed **Delivery Method:** PLC team meeting / data meeting			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Ensure consistent assessment and data documentation of student progress through GOLD is implemented with fidelity **Intended Audience:** PK Teachers **Provider / Presenter / Person Responsible:** Pk Lead, PK teachers **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** Early Childhood as needed **Delivery Method:** Individual assessments			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Provide materials and training for teachers for the delivery of the daily phonics instruction, as well as a consistent schedule for delivery that is monitored by leadership. 1) Train teachers using a model teacher to deliver a lesson using best practices 2) Provide materials, visuals, letter/sound cards and letters. word cards, games, daily worksheets, etc. 3) Schedule the exact time for each grade level to deliver these lessons (Newhaus, Estrellitas) 4) Leadership monitor the effective and consistent delivery of these lessons daily and use of program assessments **Intended Audience:** PK - 2nd Grade Teachers **Provider / Presenter / Person Responsible:** Campus Leadership **Date(s) / Timeframe:** August 2026-May 2027 **Collaborating Departments:** NA **Delivery Method:** Whole group and small group			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Students in 3rd, 4th, and 5th grades have demonstrated significant growth in Reading, as shown on the February benchmarks and MAP MOY data, but these groups still fall below ditrict and national average on Reading performance, with a 49th percentile ranking on MAP and a "Below District Average" on the FWISD benchmark roller coasters. **Root Cause**: School Leadership needs to create tighter systems to ensure all teachers are tracking fluency development in K-2, tracking comprehension scores in 2nd - 5th and increasing the demand for reading and writing daily using rigorous materials.

Problem Statement 2: Daggett lags in reading behind national averages and district in some areas. Special Education students have a particularly large achievement gap compared to the all students group: Lowest performing group overall (21% met grade-level norms) 24-point gap compared to All Students Growth present but not sufficient to close norms gap **Root Cause**: Reading instruction for special education students does not adequately support rapid fluency to comprehension with grade level text due to low expectations and below grade level teaching.

Problem Statement 4: Emergent bilingual students have a significant achievement gap in reading, hitting only 35% making Grade Level Norms on MAP, which is -6% below all students. **Root Cause**: Language bridging and aggressive vocabulary development in English are lacking, due to poor vocabulary curriculum materials that is disjointed and not rule-based and consistent. Teachers need to implement langage and content word walls that focus on word parts and root word meanings.

Problem Statement 5: Reading is the primary root cause gap impacting Math and Science performance across all grade levels. Grade 1 reading and grade 3 reading are the highest leverage targets for acceleration in order to close large gaps in those grade levels. Campus reading norms (45%) lag behind Math and Science, **Root Cause**: Teachers must BEGIN with grade level reading expectations, TEKS, and text levels, scaffolding down for fluency and comprehension. Campus leadership must find ways to create a culture of reading and incentivize their motivation to read.

Problem Statement 6: Special Education (SPED) have the largest and most consistent gaps Reading Grade 3: -28 below the All Students Group Science Grade 5: -23 below the All Students Group **Root Cause**: Implication: Students are not getting enough grade-level, STAAR-like cognitive demand with scaffolds

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 43% to 70% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 52% to 70% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (SPED) from 22% to 40% by June 2027.

High Priority

Evaluation Data Sources: MAP
Fluency Checks
DOL's
Weekly Assessments

Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, and explicit lesson delivery and increase access to high quality instructional materials and resources based on the Science of Teaching Reading.

Strategy's Expected Result/Impact: At least 70% of all Kindergarten - 3rd grade students will meet or excelled MAP Growth goals on EOY MAP Reading 2027

Staff Responsible for Monitoring: Campus leaders, teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 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: Student Learning 1, 2, 4, 5, 6

Action Step 1 Details	Formative Reviews		
Action Step 1: Create and implement a vertical team planning structure occurring at least monthly during which teachers analyze data trends in literacy and design instruction vertically to close gaps in student achievement. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Exemplar Teachers **Date(s) / Timeframe:** August and during PLC / after school **Collaborating Departments:** NA **Delivery Method:** Professional Development sessions	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Provide Professional Development on powerful small group differentiated instruction in August and require small group plan based on STAAR and MAP Data to be submitted as product for continual use. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** School leaders, Expert teachers and coaches **Date(s) / Timeframe:** August and monthly PD sessions after school / PLC **Collaborating Departments:** N/A **Delivery Method:** Professional Development Sessions	Formative		
	Nov	Jan	Mar

Action Step 3 Details	Formative Reviews		
Action Step 3: Create, implement, and monitor a K-5th grade tracking system for students to set goals for reading growth and have individualized work plans and self-monitor their mastery of TEKS and MAP skills in data binders. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** School Leaders **Date(s) / Timeframe:** August - May 2027 **Collaborating Departments:** N/A **Delivery Method:** Set up tracking system together in May before end of year - train and roll out in August	Formative		
	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students in 3rd, 4th, and 5th grades have demonstrated significant growth in Reading, as shown on the February benchmarks and MAP MOY data, but these groups still fall below ditrict and national average on Reading performance, with a 49th percentile ranking on MAP and a "Below District Average" on the FWISD benchmark roller coasters. **Root Cause**: School Leadership needs to create tighter systems to ensure all teachers are tracking fluency development in K-2, tracking comprehension scores in 2nd - 5th and increasing the demand for reading and writing daily using rigorous materials.

Student Learning

Problem Statement 2: Daggett lags in reading behind national averages and district in some areas. Special Education students have a particularly large achievement gap compared to the all students group: Lowest performing group overall (21% met grade-level norms) 24-point gap compared to All Students Growth present but not sufficient to close norms gap **Root Cause**: Reading instruction for special education students does not adequately support rapid fluency to comprehension with grade level text due to low expectations and below grade level teaching.

Problem Statement 4: Emergent bilingual students have a significant achievement gap in reading, hitting only 35% making Grade Level Norms on MAP, which is -6% below all students. **Root Cause**: Language bridging and aggressive vocabulary development in English are lacking, due to poor vocabulary curriculum materials that is disjointed and not rule-based and consistent. Teachers need to implement langage and content word walls that focus on word parts and root word meanings.

Problem Statement 5: Reading is the primary root cause gap impacting Math and Science performance across all grade levels. Grade 1 reading and grade 3 reading are the highest leverage targets for acceleration in order to close large gaps in those grade levels. Campus reading norms (45%) lag behind Math and Science, **Root Cause**: Teachers must BEGIN with grade level reading expectations, TEKS, and text levels, scaffolding down for fluency and comprehension. Campus leadership must find ways to create a culture of reading and incentivize their motivation to read.

Problem Statement 6: Special Education (SPED) have the largest and most consistent gaps Reading Grade 3: -28 below the All Students Group Science Grade 5: -23 below the All Students Group **Root Cause**: Implication: Students are not getting enough grade-level, STAAR-like cognitive demand with scaffolds

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 62% to 70% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (Emergent Bilingual) from 55% to 65% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments
DOL
Fluency assessments
Weekly Tests / passages
MAP BOY and MOY

Strategy 1: Provide assessment and instruction support with TEKS aligned materials and supplies that are STAAR formatted and aligned with the Rigor of the TEKS objectives during station rotations and after school.

Strategy's Expected Result/Impact: Students master Reading TEKS, practice writing, and 80% meet STAAR progress on RLA

Staff Responsible for Monitoring: Teachers, principal

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

Problem Statements: Demographics 4 - Student Learning 1, 2, 4, 5, 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement individualized instruction both during stations and after school that provide students with precisely the TEKS they need to master, using TEKS aligned materials and technology applications **Intended Audience:** Students in 3-5 RLA and Math **Provider / Presenter / Person Responsible:** School leaders, Teachers **Date(s) / Timeframe:** Daily all year **Collaborating Departments:** NA **Delivery Method:** Individual and small group **Funding Sources:** IXL technology application - Title I (211) - 211-11-6399-501-119-30-119-101000 - $6,500			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 4: The Two-way Dual Language model in FWISD has experienced limited success, with questionable results in terms of English speaking students gaining biliteracy in Spanish, with schools reporting lackluster results. Daggett's Must and WILL be successful in creating biliteracy for our students in the program. **Root Cause**: The design of the program does not give equal time to both English and Spanish, assuming students cannot rapidly learn an language in primary grades. The program does not include enough conversational Spanish to build confidence and accuracy through practice. Also, the curriculum lacks spiraling scientifically written foundational language curriuclum with intensive phonics & morphology.

Student Learning

Problem Statement 1: Students in 3rd, 4th, and 5th grades have demonstrated significant growth in Reading, as shown on the February benchmarks and MAP MOY data, but these groups still fall below ditrict and national average on Reading performance, with a 49th percentile ranking on MAP and a "Below District Average" on the FWISD benchmark roller coasters. **Root Cause**: School Leadership needs to create tighter systems to ensure all teachers are tracking fluency development in K-2, tracking comprehension scores in 2nd - 5th and increasing the demand for reading and writing daily using rigorous materials.

Problem Statement 2: Daggett lags in reading behind national averages and district in some areas. Special Education students have a particularly large achievement gap compared to the all students group: Lowest performing group overall (21% met grade-level norms) 24-point gap compared to All Students Growth present but not sufficient to close norms gap **Root Cause**: Reading instruction for special education students does not adequately support rapid fluency to comprehension with grade level text due to low expectations and below grade level teaching.

Problem Statement 4: Emergent bilingual students have a significant achievement gap in reading, hitting only 35% making Grade Level Norms on MAP, which is -6% below all students. **Root Cause**: Language bridging and aggressive vocabulary development in English are lacking, due to poor vocabulary curriculum materials that is disjointed and not rule-based and consistent. Teachers need to implement langage and content word walls that focus on word parts and root word meanings.

Problem Statement 5: Reading is the primary root cause gap impacting Math and Science performance across all grade levels. Grade 1 reading and grade 3 reading are the highest leverage targets for acceleration in order to close large gaps in those grade levels. Campus reading norms (45%) lag behind Math and Science, **Root Cause**: Teachers must BEGIN with grade level reading expectations, TEKS, and text levels, scaffolding down for fluency and comprehension. Campus leadership must find ways to create a culture of reading and incentivize their motivation to read.

Student Learning
Problem Statement 6: Special Education (SPED) have the largest and most consistent gaps Reading Grade 3: -28 below the All Students Group Science Grade 5: -23 below the All Students Group **Root Cause**: Implication: Students are not getting enough grade-level, STAAR-like cognitive demand with scaffolds

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 29% to 40% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (Hispanic 22%) from 22% to 35% by June 2027.

High Priority

Evaluation Data Sources: Six Weeks Assessments
DOL's
Exit Tickets
MAP BOY and MOY

Strategy 1: Ensure quality Tier 1 mathematics instruction in early childhood classrooms through the use of high quality instructional materials, professional development and data-driven differentiated instruction.

Strategy's Expected Result/Impact: 90% of students in early childhood will meet or exceed MAP Growth targets

Staff Responsible for Monitoring: Campus leaders, Teachers

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2, 3, 5, 6 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Create and implement a math assessment cycle with progress monitoring tools to ensure students are mastering early childhood standards and working on Kindergarten TEKS to mastery with tracking systems. **Intended Audience:** PK and K students **Provider / Presenter / Person Responsible:** Teachers and leaders **Date(s) / Timeframe:** Inititate trackers in August - May **Collaborating Departments:** NA **Delivery Method:** August PD, maintain updates in PLC			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide high quality, differentiated instruction for all K-5th grade math students by: Following a logical math scope and sequence Using high quality instructional materials and supplemental materials to support differentiated needs of students Administering daily exit tickets, weekly assessments, and online evaluative / instructional resources to determine individual misconceptions Using assessment data, provide targeted small group instruction and whole class reteach Ensure daily small group instruction in math is delivered on schedule in every math classroom, following the data driven model Create campus wide expectation to ensure all Daggett Students master basic math facts through daily timed tests, competitions, and motivational goals. Incentivize every student meeting MAP Math growth targets through incentives programs and individual goal setting. Provide tightly TEKS aligned instruction daily through professional development, vertical math team planning, and PLC analysis of data **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leaders and Teachers **Date(s) / Timeframe:** Daily **Collaborating Departments:** NA **Delivery Method:** Whole and Small groups **Funding Sources:** Supplementaal instructional materialss, visuals, manipulatives, intervention resources, technology applications for learning - Title I (211) - 211-11-6399-501-119-30-119-101000 - $2,551			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Ensure data-driven targeted instruction happens during daily small group math instruction that addresses the misonceptions and learning gaps for all students: Coordinate vertical planning days with subs to use data to plan TEKS Aligned interventions based on data. Deliver small group instruction based on data daily. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Daily / Weekly **Collaborating Departments:** N/A math **Delivery Method:** Individual and small group interventions			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Provide data-driven, targeted small group interventions during the day and tutoring for 3rd - 5th grade students identified as Tier 2 and Tier 3 in mathematics

Strategy's Expected Result/Impact: 80% of 4th and 5th grade students will meet progress measure on STAAR
85% of 3rd - 5th grade students will meet MAP Growth Goal

Staff Responsible for Monitoring: Principal creates tutoring schedule with teachers for the Part-Time Hourly and for after school tutoring

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

Problem Statements: Student Learning 3, 5 - Perceptions 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Using STAAR, Benchmark, and MAP data, create small groups for push in math tutoring and interventions using TEKS aligned materials and professional part-time hourly tutors **Intended Audience:** Tier 2 and Tier 3 students **Provider / Presenter / Person Responsible:** Principal, Renta, Welding **Date(s) / Timeframe:** Begining during the second six weeks until STAAR **Collaborating Departments:** NA **Delivery Method:** Small groups **Funding Sources:** Tutoring - push in during the day as well as after school /Part-time Hourly PAY - Title I (211) - 211-11-6117-501-119-30-119-101000 - $17,039.28, Fringe because won't pay this year - Title I (211) - 211-XX-614X-501-119-30-119-101000 - $3,067			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers provide after school and Saturday tutoring for targeted Tier 2 and Tier 3 students as well as high academic students who are not demonstrating adequate progress using STAAR formatted and TEKS aligned materials. **Intended Audience:** Students in math 3-5 **Provider / Presenter / Person Responsible:** Teachers, Principal **Date(s) / Timeframe:** Starting in October - STAAR **Collaborating Departments:** NA **Delivery Method:** SMall Groups **Funding Sources:** Extra Duty Pay for Professional Teachers to tutor - Title I (211) - 211-11-6116-501-119-30-119-101000 - $3,000, Fringe new this year - Title I (211) - 211-XX-614X-501-119-30-119-101000 - $540			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Daggett lags in reading behind national averages and district in some areas. Special Education students have a particularly large achievement gap compared to the all students group: Lowest performing group overall (21% met grade-level norms) 24-point gap compared to All Students Growth present but not sufficient to close norms gap **Root Cause**: Reading instruction for special education students does not adequately support rapid fluency to comprehension with grade level text due to low expectations and below grade level teaching.
Problem Statement 3: 4th grade math persistently averages far lower growth on MAP and also fewer students meeting progress measure on STAAR, year after year, with benchmarks showing only 53% making progress measure in March 2026, very close to STAAR test time. **Root Cause**: Teachers over reteach and model while not putting the thinking demand and the rigorous struggle back on the students, failing to provide adequate grade level challenge that will push them to achieve progress measure.

Student Learning

Problem Statement 5: Reading is the primary root cause gap impacting Math and Science performance across all grade levels. Grade 1 reading and grade 3 reading are the highest leverage targets for acceleration in order to close large gaps in those grade levels. Campus reading norms (45%) lag behind Math and Science, **Root Cause**: Teachers must BEGIN with grade level reading expectations, TEKS, and text levels, scaffolding down for fluency and comprehension. Campus leadership must find ways to create a culture of reading and incentivize their motivation to read.

Problem Statement 6: Special Education (SPED) have the largest and most consistent gaps Reading Grade 3: -28 below the All Students Group Science Grade 5: -23 below the All Students Group **Root Cause**: Implication: Students are not getting enough grade-level, STAAR-like cognitive demand with scaffolds

School Processes & Programs

Problem Statement 1: Recruiting and hiring 9 new teachers can totally transform our campus performance and campus culture for the better if we are intentional or in a negative way if we cannot recruit top performing teachers. This is a moment of Shift that must be intentionally by design. **Root Cause**: Adding nearly 200 De Zavala students at one time is forcing us to hire many new teachers to new positions that did not exist, AND we are doing this during a hiring freeze with only internal candidates available. Perhaps the district should have exempted us from the freeze due to the special circumstances as it did with ACE.

Perceptions

Problem Statement 3: De Zavala has been an A campus, and they may hesitate to have faith in a campus with a C rating as they are told to enroll here next year. **Root Cause**: Daggett must raise the rating to B or A and maintain that high performing status through raised expectations, more rapid release of responsibility to students to do hard work, and data goal setting and monitoring / intervening for individual students.

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 61% to 70% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in Spanish from 61% to 70% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (Emergent Bilingual) from 55% to 60% by June 2027.

High Priority

Evaluation Data Sources: MAP
DOL's
Six Weeks Assessments
Exit Tickets and weekly tests

Strategy 1: Implement high quality Tier 1 instruction using research-based practices, frequent assessments and differentiated supports for every student.

Strategy's Expected Result/Impact: 70% of students will meet growth expectation on Math MAP

Staff Responsible for Monitoring: Teachers and leaders

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 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 3, 5

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide high quality, differentiated instruction for all K-5th grade math students by: Following a logical math scope and sequence Using high quality instructional materials and supplemental materials to support differentiated needs of students Administering daily exit tickets, weekly assessments, and online evaluative / instructional resources to determine individual misconceptions Using assessment data, provide targeted small group instruction and whole class reteach Ensure daily small group instruction in math is delivered on schedule in every math classroom, following the data driven model Create campus wide expectation to ensure all Daggett Students master basic math facts through daily timed tests, competitions, and motivational goals. Incentivize every student meeting MAP Math growth targets through incentives programs and individual goal setting. Provide tightly TEKS aligned instruction daily through professional development, vertical math team planning, and PLC analysis of data **Intended Audience:** Teachers and students **Provider / Presenter / Person Responsible:** Teachers and Leaders **Date(s) / Timeframe:** Daily **Collaborating Departments:** N/A **Delivery Method:** Whole group and small group **Funding Sources:** supplemental instructional materials, visuals, headphones, manipulatives, intervention resources, technology applications for learning - Title I (211) - 211-11-6399-501-119-30-119-101000 - $4,000, After school tutoring - Title I (211) - 211-11-6116-501-119-30-119-101000 - $3,000, Fringe new this year - Title I (211) - 211-XX-614X-501-119-30-119-101000 - $540			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Ensure data-driven targeted instruction happens during daily small group math instruction that addresses the misonceptions and learning gaps for all students: Coordinate vertical planning days with subs to use data to plan TEKS Aligned interventions based on data. Deliver small group instruction based on data daily. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Daily / weekly **Collaborating Departments:** N/A **Delivery Method:** individual assessments and small groups **Funding Sources:** Supplmental resources, materials, software, manipulatives, and instructional supplies, paper, laminating film for activities and instructional anchor charts - Title I (211) - 211-11-6399-501-119-30-119-101000 - $3,000			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: 4th grade math persistently averages far lower growth on MAP and also fewer students meeting progress measure on STAAR, year after year, with benchmarks showing only 53% making progress measure in March 2026, very close to STAAR test time. **Root Cause**: Teachers over reteach and model while not putting the thinking demand and the rigorous struggle back on the students, failing to provide adequate grade level challenge that will push them to achieve progress measure.
Problem Statement 5: Reading is the primary root cause gap impacting Math and Science performance across all grade levels. Grade 1 reading and grade 3 reading are the highest leverage targets for acceleration in order to close large gaps in those grade levels. Campus reading norms (45%) lag behind Math and Science, **Root Cause**: Teachers must BEGIN with grade level reading expectations, TEKS, and text levels, scaffolding down for fluency and comprehension. Campus leadership must find ways to create a culture of reading and incentivize their motivation to read.

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 29% to 40% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (Hispanic) from 22% to 35% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments
DOL's and Exit Tickets
Six Weeks Assessments
MAP
Formative Assessments

Strategy 1: Deliver targeted TEKS Aligned Math interventions daily during WIN time and during the instructional block to students based on their data-determined needs. Identify and Track progress on Hoppers, Stoppers, and Droppers from previous year's STAAR to ensure all students MEET STAAR PROGRESS

Strategy's Expected Result/Impact: Students at all tier levels will receive targeted interventions or extensions to address specific TEKS not mastered so that 40% of 3rd grade students MEET Grade level on STAAR benchmarks by April 2027

Staff Responsible for Monitoring: teachers, tutors, leaders

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

Problem Statements: Student Learning 3, 5, 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Ensure data-driven targeted instruction happens during daily WIN TIME that addresses the misonceptions and learning gaps for all students based on individual student data and targets. On PLC DATA Room Wall and for each teacher in progress measure grade, Identify and Track progress on Hoppers, Stoppers, and Droppers from previous year's STAAR to ensure all students MEET STAAR PROGRESS **Intended Audience:** 4th and 5th grade teachers and students **Provider / Presenter / Person Responsible:** Leaders and Teachers **Date(s) / Timeframe:** August PD week, all student goal sheets are populated with STAAR scores and SE level data is used for WIN TIME from day one **Collaborating Departments:** ADQ data reports on SE level STAAR data **Delivery Method:** WIN time small targeted groups **Funding Sources:** paper, folders, materials, color ink, general supplies, clothes pins, chart paper, poster machine paper, etc. to present and display data and to create students trackers, goal folders, etc. - Title I (211) - 211-11-6399-501-119-30-119-101000 - $2,732.72			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: 4th grade math persistently averages far lower growth on MAP and also fewer students meeting progress measure on STAAR, year after year, with benchmarks showing only 53% making progress measure in March 2026, very close to STAAR test time. **Root Cause**: Teachers over reteach and model while not putting the thinking demand and the rigorous struggle back on the students, failing to provide adequate grade level challenge that will push them to achieve progress measure.
Problem Statement 5: Reading is the primary root cause gap impacting Math and Science performance across all grade levels. Grade 1 reading and grade 3 reading are the highest leverage targets for acceleration in order to close large gaps in those grade levels. Campus reading norms (45%) lag behind Math and Science, **Root Cause**: Teachers must BEGIN with grade level reading expectations, TEKS, and text levels, scaffolding down for fluency and comprehension. Campus leadership must find ways to create a culture of reading and incentivize their motivation to read.
Problem Statement 6: Special Education (SPED) have the largest and most consistent gaps Reading Grade 3: -28 below the All Students Group Science Grade 5: -23 below the All Students Group **Root Cause**: Implication: Students are not getting enough grade-level, STAAR-like cognitive demand with scaffolds

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 45% 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 35% to 40% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (Emergent Bilingual) from 28% to 35% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments
DOL's & Exit Tickets
Six Weeks Assessments
Formative ASsessments
MAP and STAAR

Strategy 1: Provide daily targeted small group reading instruction to all tier 2 and tier 3 students in grades 3-5 , grouping students based on their MAP RIT range and planning instruction using the MAP Learning continuum report and STAAR data.

Strategy's Expected Result/Impact: 80% of Students in grades 3-5 will achieve or exceed progress measure on STAAR reading 2026.

Staff Responsible for Monitoring: School leadership and teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
- **ESF Levers:**
Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 4 - Student Learning 1, 2, 4, 5, 6 - School Processes & Programs 2 - Perceptions 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Create a permananent schedule based strictly on student data for students to receive daily / weekly pull out or push in reading interventions by Title I teacher Jackman, tracking progress data. **Intended Audience:** Tier 2 and Tier 3 students in STAAR grades needing reading interventions **Provider / Presenter / Person Responsible:** Principal and Title I teacher **Date(s) / Timeframe:** Begin in August, and continue every day through the end of school **Collaborating Departments:** Federal Grants **Delivery Method:** Small group delivery **Funding Sources:** Title I TEACHER Salary FTE @ $72,004 - Title I (211) - 211-11-6119-501-119-30-119-101000 - $74,773, Title I FRINGE - Title I (211) - 211-XX-614X-501-119-30-119-101000 - $13,459			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide data-driven, individualized tutoring after school for designated students in grades 3-5 utilizing TEKS aligned materials on grade level **Intended Audience:** Tier 2 and Tier 3 students in Reading Language Arts **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Bi-weekly starting in January **Collaborating Departments:** N/A **Delivery Method:** Data-driven small group instruction **Funding Sources:** Lowman TEKS STAAR instructional and spiral review - Title I (211) - 211-11-6399-501-119-30-119-101000 - $5,924, Fringe new this year - Title I (211) - 211-XX-614X-501-119-30-119-101000 - $569			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: The Two-way Dual Language model in FWISD has experienced limited success, with questionable results in terms of English speaking students gaining biliteracy in Spanish, with schools reporting lackluster results. Daggett's Must and WILL be successful in creating biliteracy for our students in the program. **Root Cause**: The design of the program does not give equal time to both English and Spanish, assuming students cannot rapidly learn an language in primary grades. The program does not include enough conversational Spanish to build confidence and accuracy through practice. Also, the curriculum lacks spiraling scientifically written foundational language curriuclum with intensive phonics & morphology.

Student Learning

Problem Statement 1: Students in 3rd, 4th, and 5th grades have demonstrated significant growth in Reading, as shown on the February benchmarks and MAP MOY data, but these groups still fall below ditrict and national average on Reading performance, with a 49th percentile ranking on MAP and a "Below District Average" on the FWISD benchmark roller coasters. **Root Cause**: School Leadership needs to create tighter systems to ensure all teachers are tracking fluency development in K-2, tracking comprehension scores in 2nd - 5th and increasing the demand for reading and writing daily using rigorous materials.

Problem Statement 2: Daggett lags in reading behind national averages and district in some areas. Special Education students have a particularly large achievement gap compared to the all students group: Lowest performing group overall (21% met grade-level norms) 24-point gap compared to All Students Growth present but not sufficient to close norms gap **Root Cause**: Reading instruction for special education students does not adequately support rapid fluency to comprehension with grade level text due to low expectations and below grade level teaching.

Problem Statement 4: Emergent bilingual students have a significant achievement gap in reading, hitting only 35% making Grade Level Norms on MAP, which is -6% below all students. **Root Cause**: Language bridging and aggressive vocabulary development in English are lacking, due to poor vocabulary curriculum materials that is disjointed and not rule-based and consistent. Teachers need to implement langage and content word walls that focus on word parts and root word meanings.

Problem Statement 5: Reading is the primary root cause gap impacting Math and Science performance across all grade levels. Grade 1 reading and grade 3 reading are the highest leverage targets for acceleration in order to close large gaps in those grade levels. Campus reading norms (45%) lag behind Math and Science, **Root Cause**: Teachers must BEGIN with grade level reading expectations, TEKS, and text levels, scaffolding down for fluency and comprehension. Campus leadership must find ways to create a culture of reading and incentivize their motivation to read.

Problem Statement 6: Special Education (SPED) have the largest and most consistent gaps Reading Grade 3: -28 below the All Students Group Science Grade 5: -23 below the All Students Group **Root Cause**: Implication: Students are not getting enough grade-level, STAAR-like cognitive demand with scaffolds

School Processes & Programs

Problem Statement 2: Executing a powerful Two Way / Opt In Dual language program is a very challenging task with very little success data to share about the design and its effectiveness. We are adding a 2-way program overnight from PK through 5th grade, with many English speaking only students expected to develop bilingualism and biliteracy. **Root Cause**: There are very few opt in dual language programs out there showing real success to follow, and the district curricula and model are not provend to support the development of biliteracy in non-Spanish speakers. We have to overcome many roadblocks to create a truly documented successful program.

Perceptions

Problem Statement 3: De Zavala has been an A campus, and they may hesitate to have faith in a campus with a C rating as they are told to enroll here next year. **Root Cause**: Daggett must raise the rating to B or A and maintain that high performing status through raised expectations, more rapid release of responsibility to students to do hard work, and data goal setting and monitoring / intervening for individual students.

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 37% to 40% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in Spanish from 37% to 40% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (Emergent Bilingual) from 29% to 35% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments
DOL's & Exit Tickets
Weekly and Formative assessments
MAP
STAAR
Six Weeks Assessments

Strategy 1: Ensure every student identified for special education services receives targeted instruction daily based on IEP goals from a trained teacher who implements and tracks appropriate accommodations throughout the year.

Strategy's Expected Result/Impact: 80% of Special Education Students will show commensurate growth to their general education peers

Staff Responsible for Monitoring: Principal, AP, Special education teachers and staff

Title I:
2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 2 - Student Learning 1, 2, 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Ensure special education services (including dyslexia and RISE) are accurately scheduled and delivered to, not only fulfill IEP requirements but to provide maximum time available with highly qualified teachers addressing targeted needs. **Intended Audience:** Special ed students. **Provider / Presenter / Person Responsible:** special ed teachers and leaders **Date(s) / Timeframe:** daily **Collaborating Departments:** SPED / Dyslexia **Delivery Method:** small groups direct instruction			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Campus leadership and special education lead teacher will provide data, IEP printouts and digital copies and traning to all teachers in August 2026 on how to support students with special needs in the general education classroom in order to provide high-quality targeted instruction aligned with IEP goals based on best practices. **Intended Audience:** Special Ed students **Provider / Presenter / Person Responsible:** Leaders **Date(s) / Timeframe:** August **Collaborating Departments:** NA **Delivery Method:** Face to face review with each teacher **Funding Sources:** paper, supplies, - Title I (211) - 211-11-6399-501-119-30-119-101000 - $500			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Create schedule based on student data to implement targeted TEKS driven instruction during WIN time and instructional block to ensure Emergent Bilingual students master specific reading and math TEKS indicated in their DOL, exit ticket data, and benchmark data daily

Strategy's Expected Result/Impact: 40% of 3rd - 5th graders meet grade level on STAAR

Staff Responsible for Monitoring: leaders 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
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Problem Statements: Demographics 1, 3, 4 - Student Learning 1, 2, 3, 4, 5, 6

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Create a special accelerated reading intervention for our Emergent Bilingual Students who are newcomers or have very limited English daily in English to close language gaps in the absence of the FWISD language center services, to ensure EB students rapidly close gaps in English reading proficiency **Intended Audience:** Tier 3 EB students / Newcomers **Provider / Presenter / Person Responsible:** Carranza or Nicholson or Tirado **Date(s) / Timeframe:** Daily or weekly **Collaborating Departments:** NA **Delivery Method:** small group **Funding Sources:** tutoring after school as needed - Title I (211) - 211-11-6116-501-119-30-119-101000 - $2,000, Fringe new this year - Title I (211) - 211-XX-614X-501-119-30-119-101000 - $360			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Daggett ES is facing the challenge of creating a positive, cohesive campus culture in 2026-27, as we receive about 200 new students from De Zavala Elementary that is very sad to be closing at the end of this year. We need to infuse joy into every aspect of our culture for ALL STUDENTS. **Root Cause**: Neighboring school closing due to low enrollment, and the boundaries have been redrawn to assign 74 students living in that attendance zone now into ours. Also, we are receiving the 100 students who are part of the two way dual language program that is moving here as a unit.,
Problem Statement 2: Chronic Absenteeism continues to plague too large of a population at our campus, resulting in about 11% chronically absent students falling behing in reading and math proficiency/ **Root Cause**: Families either don't see and understand the impact that missing school has on their child's academic achievement, or they do not have the support needed to overcome roadblocks to absenteeism such as work schedules, addiction, or family trauma.
Problem Statement 3: Due to the merging of the two campuses, we must carefully design the way we assign students to classes in order to create a balanced, intentional mixture of the schools together while ensuring students are grouped from a lense of performance levels for success. We have limited information about the incoming students and families. **Root Cause**: We need to analyze student data from De Zavala to ensure students are placed in the right program - EB/ DL or two way DL, and that they have the strongest possible academic and social emotional support to succeed.
Problem Statement 4: The Two-way Dual Language model in FWISD has experienced limited success, with questionable results in terms of English speaking students gaining biliteracy in Spanish, with schools reporting lackluster results. Daggett's Must and WILL be successful in creating biliteracy for our students in the program. **Root Cause**: The design of the program does not give equal time to both English and Spanish, assuming students cannot rapidly learn an language in primary grades. The program does not include enough conversational Spanish to build confidence and accuracy through practice. Also, the curriculum lacks spiraling scientifically written foundational language curriuclum with intensive phonics & morphology.

Student Learning

Problem Statement 1: Students in 3rd, 4th, and 5th grades have demonstrated significant growth in Reading, as shown on the February benchmarks and MAP MOY data, but these groups still fall below ditrict and national average on Reading performance, with a 49th percentile ranking on MAP and a "Below District Average" on the FWISD benchmark roller coasters. **Root Cause**: School Leadership needs to create tighter systems to ensure all teachers are tracking fluency development in K-2, tracking comprehension scores in 2nd - 5th and increasing the demand for reading and writing daily using rigorous materials.

Problem Statement 2: Daggett lags in reading behind national averages and district in some areas. Special Education students have a particularly large achievement gap compared to the all students group: Lowest performing group overall (21% met grade-level norms) 24-point gap compared to All Students Growth present but not sufficient to close norms gap **Root Cause**: Reading instruction for special education students does not adequately support rapid fluency to comprehension with grade level text due to low expectations and below grade level teaching.

Problem Statement 3: 4th grade math persistently averages far lower growth on MAP and also fewer students meeting progress measure on STAAR, year after year, with benchmarks showing only 53% making progress measure in March 2026, very close to STAAR test time. **Root Cause**: Teachers over reteach and model while not putting the thinking demand and the rigorous struggle back on the students, failing to provide adequate grade level challenge that will push them to achieve progress measure.

Problem Statement 4: Emergent bilingual students have a significant achievement gap in reading, hitting only 35% making Grade Level Norms on MAP, which is -6% below all students. **Root Cause**: Language bridging and aggressive vocabulary development in English are lacking, due to poor vocabulary curriculum materials that is disjointed and not rule-based and consistent. Teachers need to implement langage and content word walls that focus on word parts and root word meanings.

Problem Statement 5: Reading is the primary root cause gap impacting Math and Science performance across all grade levels. Grade 1 reading and grade 3 reading are the highest leverage targets for acceleration in order to close large gaps in those grade levels. Campus reading norms (45%) lag behind Math and Science, **Root Cause**: Teachers must BEGIN with grade level reading expectations, TEKS, and text levels, scaffolding down for fluency and comprehension. Campus leadership must find ways to create a culture of reading and incentivize their motivation to read.

Problem Statement 6: Special Education (SPED) have the largest and most consistent gaps Reading Grade 3: -28 below the All Students Group Science Grade 5: -23 below the All Students Group **Root Cause**: Implication: Students are not getting enough grade-level, STAAR-like cognitive demand with scaffolds

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 (absent more than 10%) from 14% to 11% by June 2027.
Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (African American) from 21% to 15% by June 2027.

High Priority

Evaluation Data Sources: Focus reports
Cycle Reports
Teacher Attendance Reports
Chronic Absentee Reports

Strategy 1: Award and incentivize perfect and excellent attendance for each six weeks independent of the other six weeks as well as year-end awards for both perfect and excellent attendance during EOY ceremonies.

Strategy's Expected Result/Impact: Students who are even chronically absent (our entire issue) will have short-term attendance goals that they can still earn if they improve.

Staff Responsible for Monitoring: Counselor
Assistant Principal
Attendance Clerk
Teachers

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Announce and award perfect and excellent (2 or less absences) per six weeks on intercom, then call students down for group pictures to post on line and give them local restaurant free meal coupons, etc. **Intended Audience:** Students, particularly chronically absent students **Provider / Presenter / Person Responsible:** Counselor, Assistant Principal, Data Clerk **Date(s) / Timeframe:** Announce to open year then consistently implement at the end of each six weeks **Collaborating Departments:** Truancy / Attendance **Delivery Method:** Six weeks awards assemblies OR special event / presentation in rooms each six weeks with certificate / prizes			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Counselor creates and implements an attendance incentives program and facilitates parent contacts, home viists, SARTS, etc. in support of improved campus attendance **Intended Audience:** Students with excessive absences **Provider / Presenter / Person Responsible:** Counselor, AP, Teachers **Date(s) / Timeframe:** All year and monitor in 3 week checks / letters home **Collaborating Departments:** Attendance, Truancy **Delivery Method:** Parent Contacts, meetings, calls, home visits			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Engage families in the Daggett culture by offering meaningful various ways for parents to contribute and ways for families to strengthen the school / home partnersip as well as the family unit in order to decrease absenteeism.

Strategy's Expected Result/Impact: Decrease the percentage of students who have chronic absenteeism

Staff Responsible for Monitoring: Principal, AP, Counselor

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Create and publish a full year calendar of Family Engagement Events to go home in August at Meet the Teacher Night, then create a constant contact online presence through social media posts, Class Dojo, and Parent Link to ensure parents are aware of all activities for family engagement. **Intended Audience:** Parents and Families **Provider / Presenter / Person Responsible:** Principal, PTA, Leadership Team / Partner Churches-St. Paul, St. John, Southside **Date(s) / Timeframe:** August 2026 and monthly activities **Collaborating Departments:** NA **Delivery Method:** In person events during the evenings, parenting / Parent university, meal and childcare provided, **Funding Sources:** Parent engagement snacks / refreshments and paper goods - Family Engagement (211) - 211-61-6399-503-119-30-119-101000 - $2,500			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Calendar and offer the award winning 4 Families parenting course for six weeks or more during the 2025-26 school year, and actively recruit for increased participation over the current year's 5 families **Intended Audience:** Parents and families **Provider / Presenter / Person Responsible:** Campus Leadership, A4, All Pro Dads, Moms & Mugs, St. Paul, St. John, Southside **Date(s) / Timeframe:** Fall October / NOvember or Spring - February-March and monthly morning activities too **Collaborating Departments:** Partner Churches **Delivery Method:** In person during the mornings, after school and evenings **Funding Sources:** Materials and supplies for Parent Involvement, paper for curriculum and reference materials - Family Engagement (211) - 211-61-6399-503-119-30-119-101000 - $1,089			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Daggett ES is facing the challenge of creating a positive, cohesive campus culture in 2026-27, as we receive about 200 new students from De Zavala Elementary that is very sad to be closing at the end of this year. We need to infuse joy into every aspect of our culture for ALL STUDENTS. **Root Cause**: Neighboring school closing due to low enrollment, and the boundaries have been redrawn to assign 74 students living in that attendance zone now into ours. Also, we are receiving the 100 students who are part of the two way dual language program that is moving here as a unit.,
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Demographics

Problem Statement 3: Due to the merging of the two campuses, we must carefully design the way we assign students to classes in order to create a balanced, intentional mixture of the schools together while ensuring students are grouped from a lense of performance levels for success. We have limited information about the incoming students and families. **Root Cause**: We need to analyze student data from De Zavala to ensure students are placed in the right program - EB/ DL or two way DL, and that they have the strongest possible academic and social emotional support to succeed.

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School Processes & Programs

Problem Statement 3: In adding the De Zavala families, we must design a successful PTA and parent culture at Daggett that is seamless and based on relationships and a unified vision for Daggett that we create TOGETHER, inclusive of the new families' vision. **Root Cause**: Combining schools is a cultural challenge, and we want to ensure the growth of our PTA and the cohesive work of that group. but we have not yet developed and calendared activities to support building those relationships.

Perceptions

Problem Statement 1: Historically unfavorable perceptions of our surrounding neighborhood have driven most families to private schools or to the Montessori school, causing a significant trend of declining enrollment for Daggett ES. **Root Cause**: Daggett ES has failed to effectively inform families in PK and Kindergarten of the academic excellence offered at Daggett and how that compares specifically to the Montessori campus , and Daggett has failed to effectively recruit families in the surrounding community for enrollment into our program with longevity.

Problem Statement 2: PTA is currently viable, powerful, and very well managed, however, the board is quite small with only 6 strong members outside of the staff. Three of those board members will be moving on to middle school in one year. **Root Cause**: Daggett leadership and staff need to create a concerted effort of recruitment with a commitment process that provides levels of PTA leadershipn and development of future board members to ensure sustainability of powerful parent engagement!

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Staff and Faculty gather following each round of Campus wide assessments or six weeks assessments. Data Analysis is part of the culture at Daggett. As part of the Data analysis each testing cycle, we identify:

Trends in the data, Strengths, Weaknesses to address, student peformance levels, TEKS mastery levels, groups for interventions and tutoring, HB 1416 students and services

Parents are part of that process through our Family Night planning and feedback, parent conferences, PTA general and Board meetings, and feedback surveys throughout the year.

1.2: Location for Evidence of Multiple Meetings Held

Title I Parent Meeting number one: Dogs & Data Night, September 3, 2026 TITLE I Parent Meeting Slide Deck

Title I Parent Meeting number two: PTA General Meeting September 8, 2026 SIGN IN

Title I Parent Meeting SIGN INSIGN IN Summary

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

See strategies linked in the plus sign below

Title I Personnel

Name	Position	Program	FTE
Kerry Renta	Math Tutor	Title I tutoring	NO - Part-time hourly
Patricia Jackman	Title I Teacher	Reading Interventions	Yes
Stephanie Welding	Math / Writing Tutor	Title I Tutoring	NO - Part-time hourly

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	1	1	IXL technology application	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-119-30-119-101000	$6,500.00
2	1	1	2	Supplementaal instructional materialss, visuals, manipulatives, intervention resources, technology applications for learning	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-119-30-119-101000	$2,551.00
2	1	2	1	Tutoring - push in during the day as well as after school /Part-time Hourly PAY	Instruction | Temp/Hourly - Professional (11-6117)	211-11-6117-501-119-30-119-101000	$17,039.28
2	1	2	1	Fringe because won't pay this year	Fringe	211-XX-614X-501-119-30-119-101000	$3,067.00
2	1	2	2	Extra Duty Pay for Professional Teachers to tutor	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-119-30-119-101000	$3,000.00
2	1	2	2	Fringe new this year	Fringe	211-XX-614X-501-119-30-119-101000	$540.00
2	2	1	1	After school tutoring	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-119-30-119-101000	$3,000.00
2	2	1	1	supplemental instructional materials, visuals, headphones, manipulatives, intervention resources, technology applications for learning	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-119-30-119-101000	$4,000.00
2	2	1	1	Fringe new this year	Fringe	211-XX-614X-501-119-30-119-101000	$540.00
2	2	1	2	Supplmental resources, materials, software, manipulatives, and instructional supplies, paper, laminating film for activities and instructional anchor charts	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-119-30-119-101000	$3,000.00
2	3	1	1	paper, folders, materials, color ink, general supplies, clothes pins, chart paper, poster machine paper, etc. to present and display data and to create students trackers, goal folders, etc.	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-119-30-119-101000	$2,732.72
3	1	1	1	Title I FRINGE	Fringe	211-XX-614X-501-119-30-119-101000	$13,459.00
3	1	1	1	Title I TEACHER Salary FTE @ $72,004	Instruction |Title I Reading/Math Teacher (11-6119)	211-11-6119-501-119-30-119-101000	$74,773.00
3	1	1	2	Fringe new this year	Fringe	211-XX-614X-501-119-30-119-101000	$569.00

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	1	1	2	Lowman TEKS STAAR instructional and spiral review	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-119-30-119-101000	$5,924.00
3	2	1	2	paper, supplies,	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-119-30-119-101000	$500.00
3	2	2	1	Fringe new this year	Fringe	211-XX-614X-501-119-30-119-101000	$360.00
3	2	2	1	tutoring after school as needed	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-119-30-119-101000	$2,000.00
						Sub-Total	$143,555.00
						Budgeted Fund Source Amount	$143,555.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	2	1	Parent engagement snacks / refreshments and paper goods	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-119-30-119-101000	$2,500.00
4	1	2	2	Materials and supplies for Parent Involvement, paper for curriculum and reference materials	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-119-30-119-101000	$1,089.00
						Sub-Total	$3,589.00
						Budgeted Fund Source Amount	$3,589.00
						+/- Difference	$0.00
						Grand Total Budgeted	$147,144.00
						Grand Total Spent	$147,144.00
						+/- Difference	$0.00

Addendums

Dogs and Data

Presentation

SIGN IN HERE



Title I Parent Meeting September 3, 2026

- **What is Title I funding?**
  - Title I funding is the largest federal grant program for K-12 public schools in the United States, providing supplemental financial assistance to schools with high concentrations of low-income families. Funding must directly support STUDENT LEARNING. FWISD is a Title I DISTRICT so ALL FWISD students receive free lunch/breakfast
- **How much Title I funding does Daggett ES have this year?**
  - Total for 26-27 at Daggett = $147,144.00
- **How does Daggett ES use its Title I money?**
  - Title I Reading Intervention Full-Time Teacher, Trish Jackman, M.Ed., published author, national literacy consulting who LOVES DAGGETT STUDENTS! - Full salary PLUS Fringe costs
  - TUTORING - push in / pull out tutoring most typically in STAAR grades, Kerry Renta-Retired Chair of Excellence award winning FWISD master teacher. Dr. Stephanie Welding - Retired principal of Lily B. Clayton ES and FWISD master teacher. Also Daggett Teachers provide Tutoring after school Spring
  - Materials and Supplies for learning - Lowman Education digital and paper materials TEKS aligned. We budgeted for IXL online support. Materials in print, supplies such as paper, etc to support classroom instruction.
  - FRINGE costs charge to Daggett remove about $25,000 from available funds this year

2026-2027 Title I Budget Breakdown

- FTE Reading Intervention Teacher
- Push in Tutors - Part-time hourly
- After School Tutoring, Extra Duty Pay Teachers
- Lowman Education online/paper TEKS resources
- IXL online TEKS challenge
- Supplies, Materials for classrooms
- Parent Engagement separate budget

TOTAL = $147,144.00



Title I PARENT COMPACT

Daggett Elementary is a Title I campus, and FWISD is a Title I district. As a Title I campus, all families are asked to become an active partner in the education and academic success of your child. We indicate our partnership together with a School / Family Compact to ensure all of us focus on student achievement.

Please read your copy, sign it, and leave it with your teacher tonight or send back tomorrow.

DAGGETT ELEMENTARY SCHOOL COMPACT

We believe that student performance will improve if we all support this compact.

Please read the responsibilities listed below with your child and sign/date this compact. Detach the bottom section and have your child return it to his or her teacher. Keep this upper section for your records and review it with your child on a monthly basis.

Parent/Guardian Responsibilities:

- Provide a quiet time and place to do homework.
- Provide all needed school supplies.
- Read with your child 5 times a week for 20 minutes each time.
- Look over homework assignments and/or daily papers to check for understanding and completion.
- Provide help with questions about homework.
- Sign and return all papers/folder/notes regarding homework and/or behavior that require a parent or guardian signature.
- Encourage the importance of positive attitudes toward school.
- Know and help child comply with school rules.
- Require regular school attendance and promptness.
- Attend all scheduled parent-teacher conferences.
- Comply with school dress code/uniform policy.
- Encourage participation in school events such as the History Fair, Science Fair, Science Night, Math Night, Spelling Bee, and grade level performances.

Student Responsibilities:

- Ask the teacher any questions about the homework.
- Take home materials and information needed to complete the assignment/s.
- Complete homework neatly and return on time.
- Return signed papers/folders/notes to teachers.
- Know and follow school rules and be a good citizen.
- Be responsible for your behavior at school.
- Attend school regularly and be on time.
- Participate in school events.
- Comply with school dress code/uniform policy.

Teacher Responsibilities:

- Provide quality teaching and leadership.
- Provide parent with information about the classroom and how to communicate with the teacher.
- Coordinate with other teachers to make sure nightly assignments are not excessive.
- Give constructive feedback; academic and behavioral.
- Check that homework has been completed.
- Respect cultural, racial, ethnic, and religious differences.
- Schedule necessary teacher-parent conferences.
- Communicate student's progress to parent/guardian.
- Enforce school dress code/uniform policy.

(cut along dotted line)

Parent/Guardian Signature	Child Signature	Teacher Signature

Title I PARENT COMPACT

Daggett Elementary is a Title I campus, and FWISD is a Title I district. As a Title I campus, all families are asked to become an active partner in the education and academic success of your child. We indicate our partnership together with a School / Family Compact to ensure all of us focus on student achievement.

Please read your copy, sign it, and leave it with your teacher tonight or send back tomorrow.

PACTO DE LA ESCUELA DAGGETT PRIMARIA

Creemos que el desempeño del estudiante aumentara si apoyamos este pacto.

Favor de leer y firmar las siguientes responsabilidades del pacto con su hijo. Desprenda la sección de abajo y devuélvalo al maestro con su hijo. Conserve la parte de arriba y repase con su hijo mensualmente.

Responsabilidades de Padre/Guardián:

- Proveer un tiempo y lugar tranquilo para hacer la tarea.
- Proveer todos los útiles escolares necesarios para sus materias.
- Leer con su hijo 5 veces a la semana por 20 minutos.
- Repasar tarea asignada u otros trabajos para verificar que su hijo comprenda y termine su tarea.
- Proporcionar ayuda con preguntas acerca de la tarea.
- Firmar y devolver todos los documentos, carpetas y recados relacionados con tareas o comportamiento que requiera firma del padre o guardián.
- Fomentar la importancia de actitudes positivas para con la escuela.
- Conocer y ayudar a su hijo a seguir las reglas de la escuela.
- Exigir asistencia escolar y puntualidad diaria.
- Asistir a todas las conferencias planeadas entre padre y maestro.
- Cumplir con el código de vestir y la póliza de uniformes escolares.
- Fomentar la participación en actividades escolares tales como la Feria de la Historia, la Feria de la Ciencia, la Convención de Investigación, el Concurso de Deletreo y los programas hechos por su grado.

Responsabilidades del Estudiante:

- Hacer preguntas al maestro sobre la tarea.
- Llevar a casa materiales e información necesaria para completar su tarea.
- Completar tarea legiblemente y a tiempo.
- Devolver documentos, carpetas y recados de maestros.
- Conocer y seguir las reglas de la escuela y ser un alumno bien portado.
- Ser responsable por su comportamiento en la escuela.
- Asistir a la escuela regularmente y llegar a tiempo.
- Participar en actividades escolares.
- Cumplir con el código de vestir y la póliza de uniformes escolares.

Responsabilidad de Maestro:

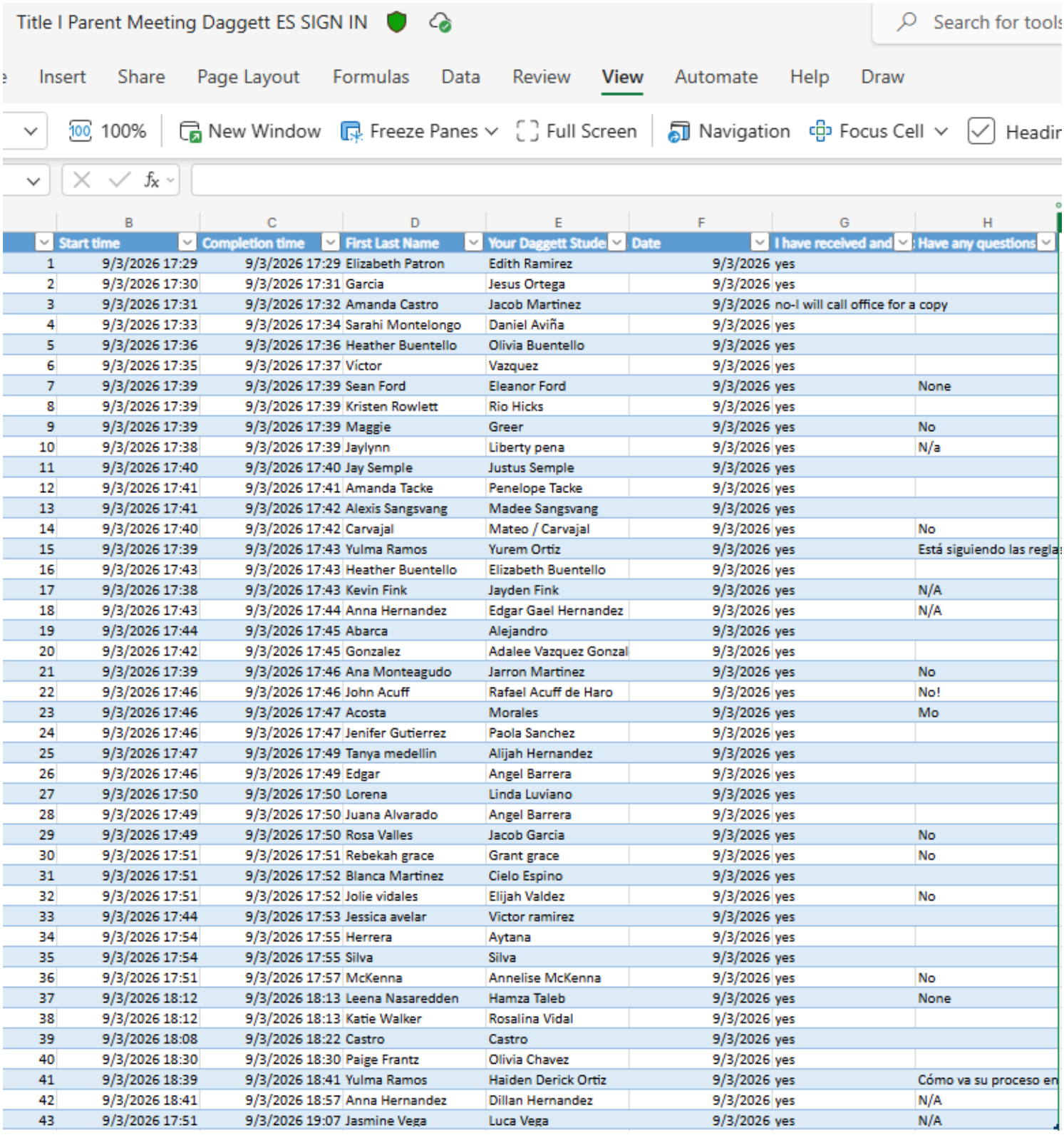
- Proveer enseñanza y liderazgo de calidad.
- Proporcionar lista de libros de lectura sugeridos a los padres.
- Coordinar con los otros maestros para asegurar que tarea diaria no sea excesiva.
- Dar comentarios constructivos; académico y de comportamiento.
- Verificar que la tarea ha sido terminada.
- Respetar diferencias de cultura, raza étnica y religión.
- Planear conferencias necesarias con los padres.
- Comunicar el progreso del estudiante con el padre/guardián.
- Hacer cumplir el código de vestir y la póliza de uniformes escolares.

(cortar en la linea de puntos)

Firme de Padre/Guardian	Firma de Estudiante	Firma del Maestro

Title I Parent Meeting Daggett ES on Thursday, September 3, 2026

Digital Sign in results



Title I Parent Meeting Daggett ES SIGN IN

Search for tools

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	B	C	D	E	F	G	H
	Start time	Completion time	First Last Name	Your Daggett Stude	Date	I have received and	Have any questions
1	9/3/2026 17:29	9/3/2026 17:29	Elizabeth Patron	Edith Ramirez	9/3/2026	yes	
2	9/3/2026 17:30	9/3/2026 17:31	Garcia	Jesus Ortega	9/3/2026	yes	
3	9/3/2026 17:31	9/3/2026 17:32	Amanda Castro	Jacob Martinez	9/3/2026	no-I will call office for a copy	
4	9/3/2026 17:33	9/3/2026 17:34	Sarahi Montelongo	Daniel Aviña	9/3/2026	yes	
5	9/3/2026 17:36	9/3/2026 17:36	Heather Buentello	Olivia Buentello	9/3/2026	yes	
6	9/3/2026 17:35	9/3/2026 17:37	Victor	Vazquez	9/3/2026	yes	
7	9/3/2026 17:39	9/3/2026 17:39	Sean Ford	Eleanor Ford	9/3/2026	yes	None
8	9/3/2026 17:39	9/3/2026 17:39	Kristen Rowlett	Rio Hicks	9/3/2026	yes	
9	9/3/2026 17:39	9/3/2026 17:39	Maggie	Greer	9/3/2026	yes	No
10	9/3/2026 17:38	9/3/2026 17:39	Jaylynn	Liberty pena	9/3/2026	yes	N/a
11	9/3/2026 17:40	9/3/2026 17:40	Jay Semple	Justus Semple	9/3/2026	yes	
12	9/3/2026 17:41	9/3/2026 17:41	Amanda Tacke	Penelope Tacke	9/3/2026	yes	
13	9/3/2026 17:41	9/3/2026 17:42	Alexis Sangsvang	Madee Sangsvang	9/3/2026	yes	
14	9/3/2026 17:40	9/3/2026 17:42	Carvajal	Mateo / Carvajal	9/3/2026	yes	No
15	9/3/2026 17:39	9/3/2026 17:43	Yulma Ramos	Yurem Ortiz	9/3/2026	yes	Está siguiendo las regla
16	9/3/2026 17:43	9/3/2026 17:43	Heather Buentello	Elizabeth Buentello	9/3/2026	yes	
17	9/3/2026 17:38	9/3/2026 17:43	Kevin Fink	Jayden Fink	9/3/2026	yes	N/A
18	9/3/2026 17:43	9/3/2026 17:44	Anna Hernandez	Edgar Gael Hernandez	9/3/2026	yes	N/A
19	9/3/2026 17:44	9/3/2026 17:45	Abarca	Alejandro	9/3/2026	yes	
20	9/3/2026 17:42	9/3/2026 17:45	Gonzalez	Adalee Vazquez Gonzal	9/3/2026	yes	
21	9/3/2026 17:39	9/3/2026 17:46	Ana Monteagudo	Jarron Martinez	9/3/2026	yes	No
22	9/3/2026 17:46	9/3/2026 17:46	John Acuff	Rafael Acuff de Haro	9/3/2026	yes	No!
23	9/3/2026 17:46	9/3/2026 17:47	Acosta	Morales	9/3/2026	yes	Mo
24	9/3/2026 17:46	9/3/2026 17:47	Jenifer Gutierrez	Paola Sanchez	9/3/2026	yes	
25	9/3/2026 17:47	9/3/2026 17:49	Tanya medellin	Alijah Hernandez	9/3/2026	yes	
26	9/3/2026 17:46	9/3/2026 17:49	Edgar	Angel Barrera	9/3/2026	yes	
27	9/3/2026 17:50	9/3/2026 17:50	Lorena	Linda Luviano	9/3/2026	yes	
28	9/3/2026 17:49	9/3/2026 17:50	Juana Alvarado	Angel Barrera	9/3/2026	yes	
29	9/3/2026 17:49	9/3/2026 17:50	Rosa Valles	Jacob Garcia	9/3/2026	yes	No
30	9/3/2026 17:51	9/3/2026 17:51	Rebekah grace	Grant grace	9/3/2026	yes	No
31	9/3/2026 17:51	9/3/2026 17:52	Blanca Martinez	Cielo Espino	9/3/2026	yes	
32	9/3/2026 17:51	9/3/2026 17:52	Jolie vidales	Elijah Valdez	9/3/2026	yes	No
33	9/3/2026 17:44	9/3/2026 17:53	Jessica avelar	Victor ramirez	9/3/2026	yes	
34	9/3/2026 17:54	9/3/2026 17:55	Herrera	Aytana	9/3/2026	yes	
35	9/3/2026 17:54	9/3/2026 17:55	Silva	Silva	9/3/2026	yes	
36	9/3/2026 17:51	9/3/2026 17:57	McKenna	Annelise McKenna	9/3/2026	yes	No
37	9/3/2026 18:12	9/3/2026 18:13	Leena Nasaredden	Hamza Taleb	9/3/2026	yes	None
38	9/3/2026 18:12	9/3/2026 18:13	Katie Walker	Rosalina Vidal	9/3/2026	yes	
39	9/3/2026 18:08	9/3/2026 18:22	Castro	Castro	9/3/2026	yes	
40	9/3/2026 18:30	9/3/2026 18:30	Paige Frantz	Olivia Chavez	9/3/2026	yes	
41	9/3/2026 18:39	9/3/2026 18:41	Yulma Ramos	Haiden Derick Ortiz	9/3/2026	yes	Cómo va su proceso en
42	9/3/2026 18:41	9/3/2026 18:57	Anna Hernandez	Dillan Hernandez	9/3/2026	yes	N/A
43	9/3/2026 17:51	9/3/2026 19:07	Jasmine Vega	Luca Vega	9/3/2026	yes	N/A

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Cynthia Vargas

Employee Job Title: Teacher

Employee Signature: Cynthia Vargas Date: 9-30-26

Supervisor Signature: _____ Date: 9-30-26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Jesus Jimenez

Employee Job Title: teacher

Employee Signature: Jesus Jimenez Date: 09/30/2026

Supervisor Signature: [signature] Date: 9/30/26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Catherine Poole

Employee Job Title: RISE Teacher

Employee Signature: Catherine Poole Date: 9/30/26

Supervisor Signature: [signature] Date: 9/30/26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Nelson Favela

Employee Job Title: Teacher

Employee Signature: N Favela Date: 9/30/26

Supervisor Signature: Sara Brown Date: 9/30/26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Laura Gill

Employee Job Title: Teacher

Employee Signature: _____ Date: 9/30/26

Supervisor Signature: _____ Date: 9/30/26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Nayeli Cervantes Rios

Employee Job Title: teacher

Employee Signature: Nayeli Cervantes Rios Date: 09/30/2026

Supervisor Signature: [signature] Date: 9/30/26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Denise Hernandez-Lopez

Employee Job Title: Teacher

Employee Signature: _____ Date: 9/30/26

Supervisor Signature: _____ Date: 9/30/26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Laura Stacy Gordon

Employee Job Title: Teacher

Employee Signature: Laura Stacy Gordon Date: 9/30/26

Supervisor Signature: [signature] Date: 9/30/26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Mary Wampach

Employee Job Title: Teacher

Employee Signature: Mary Wampach Date: 9/30/26

Supervisor Signature: [signature] Date: 9/30/26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Sarah Wright

Employee Job Title: Teacher

Employee Signature: _____ Date: 9/30/26

Supervisor Signature: _____ Date: 9/30/26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Millailot Tirado Sleseis

Employee Job Title: Special Education Teacher

Employee Signature: [signature] Date: 09/30/2026

Supervisor Signature: [signature] Date: 09/30/26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Susana Wright

Employee Job Title: Teacher - PK

Employee Signature: Susana Wright Date: Sept. 30, 2026

Supervisor Signature: [signature] Date: 9-30-26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Christine Magaña

Employee Job Title: Special Education Teacher

Employee Signature: [signature] Date: 9/30/26

Supervisor Signature: [signature] Date: 9/30-/26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Cindy Jensen

Employee Job Title: 3rd grade teacher

Employee Signature: Cindy Jensen Date: 9-30-2026

Supervisor Signature: [signature] Date: 9-30-26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Rocío Franco

Employee Job Title: Classroom Teacher

Employee Signature: [signature] Date: 9-30-2026

Supervisor Signature: [signature] Date: 9-30-26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Veronica Gracia

Employee Job Title: Teacher

Employee Signature: [signature] Date: 9/30/26

Supervisor Signature: [signature] Date: 9/30/26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Employee Name (please print): Perla Orozco-Wanser

Employee Job Title: Teacher

Employee Signature: [signature] Date: 9/30/26

Supervisor Signature: [signature] Date: 9/30/26

Title I, Part A Funded Extra Duty Employee Agreement Form 2026-2027

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- ☐ Professional Development attendance or planning
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Attention Principals: Please Upload Employment Agreement Forms to the *Title I Compliance and Documentation Portal* by **October 31, 2026**.

Employee Name (please print): Ana Perez

Employee Job Title: Teacher

Employee Signature: Ana Perez Date: 09-30-26

Supervisor Signature: Jaime Brown Date: 9-30 26

Title I, Part A Funded Extra Duty
Employee Agreement Form
2026-2027

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Employee Name (please print): Tiffany Madrid

Employee Job Title: 3rd grade, DLE teacher

Employee Signature: Madrid Date: 9.30.26

Supervisor Signature: [signature] Date: 9-30-26

Title I, Part A Funded Extra Duty
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2026-2027

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Employee Name (please print): Evan Cox

Employee Job Title: 1st grade teacher

Employee Signature: Evan Cox Date: 9/30/26

Supervisor Signature: [signature] Date: 9/30/26

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2026-2027

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Employee Name (please print): Michelle Wilson

Employee Job Title: Classroom Teacher

Employee Signature: Michelle Wilson Date: 9-30-26

Supervisor Signature: [signature] Date: 9-30-26

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Employee Name (please print): Gabriella Ramirez

Employee Job Title: teacher

Employee Signature: Gabriella Ramirez Date: 9.30.26

Supervisor Signature: _____ Date: 9-30-26

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Employee Name (please print): Ayana Smith

Employee Job Title: Teacher

Employee Signature: _____ Date: 9/30/26

Supervisor Signature: _____ Date: 9/30/26

Title I, Part A Funded Extra Duty Employee Agreement Form 2026-2027

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Employee Name (please print): Consuelo Araujo

Employee Job Title: Educator

Employee Signature: Consuelo H Araujo Date: 9-30-26

Supervisor Signature: [signature] Date: 9-30-26

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Employee Name (please print): Jordan Gutt

Employee Job Title: teacher

Employee Signature: Jordan Gutt Date: 9-30-26

Supervisor Signature: [signature] Date: 9-30-26

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Employee Name (please print): Leslie Miller-Garcia

Employee Job Title: teacher

Employee Signature: [signature] Date: 10/2/2026

Supervisor Signature: [signature] Date: 10/2/26