Fort Worth Independent School District

149 North Hi Mount Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Academic Achievement in English Language Arts/Reading
Postsecondary Readiness

Board Approval Date: November 10, 2026

Mission Statement

North Hi Mount ensures that our students are prepared for today's global society by providing rigorous, meaningful instruction, in a safe, supportive and positive environment.

Vision

At North Hi Mount Elementary, we envision a community of lifelong learners and leaders who are prepared to thrive in a global society. Through rigorous and meaningful learning experiences, a culture of integrity, respect, and inclusion, and strong partnerships between school and families, our students will work hard to achieve their highest potential, embrace diversity, demonstrate exceptional character, and positively impact their community and the world.

Value Statement

We, the staff and the parents, work together to help our students:

1. **Work Hard** to get smarter.
2. Be students of **Integrity** who are the best behaved in Texas at school, at home, and in the community.
3. Embrace diversity, and treat all individuals with **respect**.
4. Develop **Leadership** skills to positively impact their lives and community.

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

North Hi Mount Elementary School is a vibrant PreK through 5th grade campus in Fort Worth ISD, serving approximately 348 students in a diverse and academically focused learning community. The school holds a B rating under the Texas accountability system and has earned Distinction Designations in Reading/Language Arts and Postsecondary Readiness, reflecting strong performance and growth. North Hi Mount provides a supportive, relationshipdriven environment that promotes academic success and wholechild development.

North Hi Mount is strengthened by its active collaboration among students, families, staff, and community partners. The campus intentionally supports a wide range of learners, including students identified as economically disadvantaged, emergent bilingual, and those receiving special education services, ensuring equitable access to highquality instruction. Together, this collective effort fosters a safe, inclusive, and missiondriven school culture where every student is empowered to thrive.

We have 30 highly-qualified teachers serving students in PK-5th grade general education, art, music, physical education, dexiysia, speech and special education.

Demographics Strengths

We have 30 highly-qualified teachers serving students in PK-5th grade general education, art, music, physical education, dyslexia, speech and special education. 9 out of our 21 PK to 5th grade teachers are TIA Certified. Moblility of North Hi Mount students is less than 11%. This is less than the rest of the district. We have many families that choose to transfer into NHM and are willing to wait on the wait List due to our student performance and high family engagement. Interim reading test performance for grades 3,4, and 5 are 65% in growth. Strength remains in 3rd, 4th, and 5th grade reading Achievement performance for with 56% of students meeting the February reading benchmark. Our Two-Way Dual Language program has increased requests for transfers to our school from outside our attendance area. We have an extremely generous and supportive community. Our PTA board consists of 60 volunteer leaders and we have over 100 parents who consistently volunteer in school. Parents and community members are truly our partners in education. PTA raises and spends approximately $ per student per year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In 2025-2026, only 38% of African American students met projected growth on the February Reading Benchmark, further impacted by approximately 24% of all 3rd-5th grade students scoring a 0 on their Extended Constructed Response.
Root Cause: The effectiveness of support personnel in providing consistent academic assistance particularly in implementing the new Jane Schaffer writing approach was limited, contributing to weak constructed-response performance.

Problem Statement 2: In 2025-2026 MAP MOY, 36% of all students did not meet their projected growth goal on MAP Reading, partly due to 1st grade performing significantly below the school average (49% vs. 64%), contributing to the overall low percentage.

Root Cause: PK/K/1st grade students did not receive sufficient, systematic instruction in vocabulary development and phonological awareness, contributing to lower reading readiness and early-grade performance.

Problem Statement 3 (Prioritized): In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth.
Root Cause: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 4: In 2025-2026 MAP MOY, 35% of all students did not meet projected growth goals on MAP Math, with low results influenced by 1st-grade performance falling below the school average (48% vs. 70%) and contributing to the overall deficit.
Root Cause: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 5: In 2025-2026 only 34% of all students scored meets or higher on the 4th Grade February Math Benchmark .
Root Cause: The absence of a full-time, stable fourth-grade math teacher limited opportunities for structured, high-quality instruction aligned to the TEKS, negatively impacting student performance.

Problem Statement 6: In the 2025-2026 school year, 14% of our students are chronically absent with 10 or more absences.
Root Cause: Transportation barriers for students living within the designated walking zone where reliable or safe passage is not always available combined with inconsistent and ineffective truancy enforcement that fails to motivate parents to ensure regular attendance, contribute directly to chronic absenteeism on the campus.

Problem Statement 7 (Prioritized): In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals.
Root Cause: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 8: In the 2026 Math Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals.
Root Cause: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 9: North Hi Mount has a perceptions of high achieving campus our Math Middle of Year MAP data shows low growth in First grade at 48%.
Root Cause: Teachers need training on rigorous scaffolding. There is disconnect between levels need to add training to make sure language is clear with teaching math at all levels.

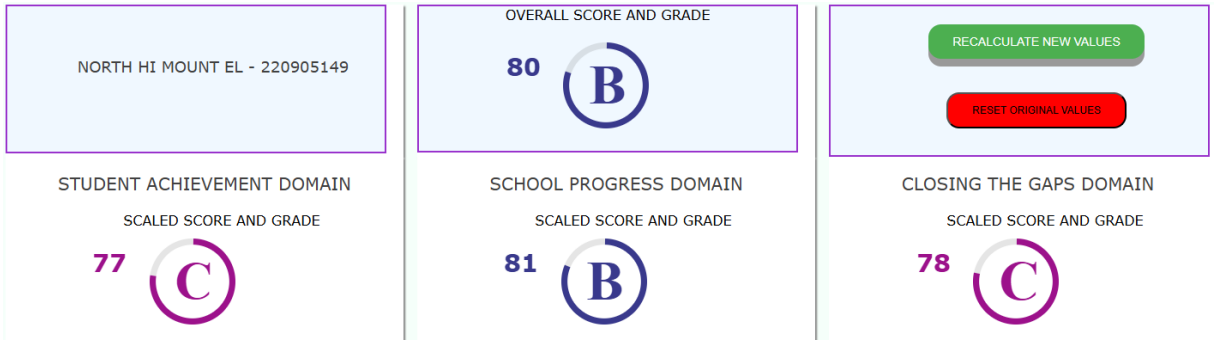
Problem Statement 10: North Hi Mount has a perceptions of high achieving campus our Reading Middle of Year Math MAP data shows low growth in First grade at 49% and 4th grade at 54%.
Root Cause: Teachers need training on rigorous scaffolding. There is disconnect between levels need to add training to make sure language is clear with teaching reading at all levels.

Problem Statement 11 (Prioritized): Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark.
Root Cause: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Student Learning

Student Learning Summary

The Campus Leadership Team and gradelevel teachers met to analyze a comprehensive range of student academic data, including district and campus MAP assessments, past STAAR performance, and teacher input. The team examined differences among student groups such as Special Education, AtRisk, and Emergent Bilingual students as well as patterns across grade levels, identifying the most significant trends that emerged from the data review. During the 2024–2025 school year, North Hi Mount earned a B rating from the Texas Education Agency and received 2 of the 6 possible distinctions in Postsecondary Readiness, and Academic Achievements in Reading/Language Arts.



MAP assessments are given three times a year to measure student growth and progress. MAP is considered highly correlated to STAAR. The chart below shows growth from Fall

Fort Worth INDEPENDENT SCHOOL DISTRICT

MAP Growth Mathematics
Middle of the Year 2025-2026

149 - North Hi Mount ES

% Met Growth	% Met Grade Level Norm	Avg RITS
70	64	193

MOY Meeting Growth By Gender



Student Group

	N Testers		Met Projected Growth			Met Grade Level Norms			Avg RITS		
Student Group	MOY 2024	MOY 2025	BOY - MOY 2024	BOY - MOY 2025	DIFF	MOY 2024	MOY 2025	DIFF	MOY 2024	MOY 2025	DIFF
All Students	293	277	48	70	22	50	64	14	190	193	3
Hispanic	162	155	49	68	19	44	61	17	188	192	4
African American	41	50	33	69	36	15	46	31	176	181	5
White	76	60	56	74	18	75	83	8	198	203	5
Asian	2	2									
Pacific Islander	1										
Two or More	11	9	36	67	31	82	78	-4	201	208	7
EB	31	41	40	60	20	23	44	21	180	187	7
ED	158	159	43	65	22	30	47	17	183	184	1
SE	58	56	48	71	23	24	39	15	185	193	8
Chronic Absentee	36	41	47	62	15	33	37	4	182	180	-2

2024 to Winter 2024,

	N Testers		Met Projected Growth			Met Grade Level Norms			Avg RITS		
Grade Level	MOY 2024	MOY 2025	BOY - MOY 2024	BOY - MOY 2025	DIFF	MOY 2024	MOY 2025	DIFF	MOY 2024	MOY 2025	DIFF
KG	34	29	28	85	57	47	69	22	150	155	5
01	35	31	47	48	1	40	55	15	165	164	-1
02	61	50	50	67	17	41	64	23	183	182	-1
03	51	59	48	72	24	53	64	11	197	196	-1
04	59	50	53	71	18	59	62	3	205	210	5
05	53	58	56	75	19	55	66	11	213	218	5
All	293	277	48	70	22	50	64	14	190	193	3

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MAP Growth Mathematics Spanish
Middle of the Year 2025-2026

149 - North Hi Mount ES

% Met Growth	% Met Grade Level Norm	Avg RITS
86	66	162

MOY Meeting Growth By Gender



Student Group

	N Testers		Met Projected Growth			Met Grade Level Norms			Avg RITS		
Student Group	MOY 2024	MOY 2025	BOY - MOY 2024	BOY - MOY 2025	DIFF	MOY 2024	MOY 2025	DIFF	MOY 2024	MOY 2025	DIFF
All Students	43	29	50	86	36	40	66	26	157	162	5
Hispanic	30	16	36	81	45	30	56	26	157	155	-2
African American	1	1									
White	11	11	82	91	9	73	73	0	158	171	13
Two or More	1	1									
EB	24	15	35	87	52	29	60	31	156	157	1
ED	24	9	32	78	46	25	67	42	156	158	2
SE	7	4	29		46	29		46	151		10
Chronic Absentee	7	5	33	60	27	14	0	-14	151	147	-4

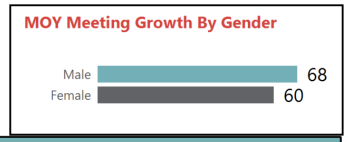
	N Testers		Met Projected Growth			Met Grade Level Norms			Avg RITS		
Grade Level	MOY 2024	MOY 2025	BOY - MOY 2024	BOY - MOY 2025	DIFF	MOY 2024	MOY 2025	DIFF	MOY 2024	MOY 2025	DIFF
KG	17	16	75	88	13	53	63	10	148	153	5
01	24	13	29	85	56	33	69	36	162	174	12
03	2										
All	43	29	50	86	36	40	66	26	157	162	5

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MAP Growth Reading English
Middle of the Year 2025-2026

149 - North Hi Mount ES

% Met Growth	% Met Grade Level Norm	Avg RITS
64	64	187



Student Group

	N Testers		Met Projected Growth			Met Grade Level Norms			Avg RITS		
Student Group	MOY 2024	MOY 2025	BOY - MOY 2024	BOY - MOY 2025	DIFF	MOY 2024	MOY 2025	DIFF	MOY 2024	MOY 2025	DIFF
All Students	302	306	48	64	16	55	64	9	186	187	1
Hispanic	163	171	44	62	18	48	60	12	185	184	-1
African American	41	51	44	68	24	27	51	24	174	180	6
White	83	71	57	66	9	77	82	5	192	196	4
Asian	2	2									
Pacific Islander	1										
Two or More	12	10	55	70	15	67	80	13	194	199	5
EB	31	56	50	74	24	19	45	26	170	174	4
ED	158	168	46	63	17	37	49	12	180	180	0
SE	60	60	54	52	-2	30	35	5	181	186	5
Chronic Absentee	37	46	53	64	11	43	39	-4	179	174	-5

	N Testers		Met Projected Growth			Met Grade Level Norms			Avg RITS		
Grade Level	MOY 2024	MOY 2025	BOY - MOY 2024	BOY - MOY 2025	DIFF	MOY 2024	MOY 2025	DIFF	MOY 2024	MOY 2025	DIFF
KG	43	45	39	69	30	56	64	8	149	150	1
01	35	43	38	49	11	37	53	16	158	165	7
02	61	50	31	70	39	39	66	27	176	183	7
03	51	59	65	71	6	69	53	-16	199	194	-5
04	59	50	58	54	-4	71	72	1	207	205	-2
05	53	59	45	71	26	51	76	25	207	213	6
All	302	306	48	64	16	55	64	9	186	187	1

Fort Worth INDEPENDENT SCHOOL DISTRICT

MAP Growth Reading Spanish
Middle of the Year 2025-2026

149 - North Hi Mount ES

% Met Growth	% Met Grade Level Norm	Avg RITS
56	39	172

MOY Meeting Growth By Gender



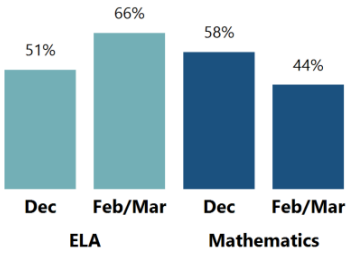
Student Group

	N Testers		Met Projected Growth			Met Grade Level Norms			Avg RITS		
Student Group	MOY 2024	MOY 2025	BOY - MOY 2024	BOY - MOY 2025	DIFF	MOY 2024	MOY 2025	DIFF	MOY 2024	MOY 2025	DIFF
All Students	122	108	46	56	10	29	39	10	167	172	5
Hispanic	79	70	46	59	13	34	46	12	168	174	6
African American	3	3									
White	36	32	44	50	6	17	28	11	163	170	7
Two or More	4	3									
EB	46	47	46	72	26	39	62	23	162	173	11
ED	52	42	43	63	20	35	52	17	164	176	12
SE	24	24	35	50	15	13	25	12	163	171	8
Chronic Absentee	14	9	31	78	47	29	56	27	159	161	2

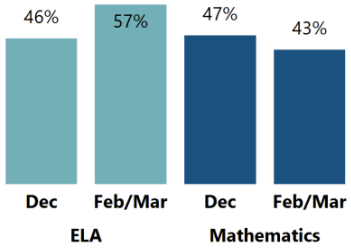
	N Testers		Met Projected Growth			Met Grade Level Norms			Avg RITS		
Grade Level	MOY 2024	MOY 2025	BOY - MOY 2024	BOY - MOY 2025	DIFF	MOY 2024	MOY 2025	DIFF	MOY 2024	MOY 2025	DIFF
KG	17	16	63	88	25	41	69	28	139	143	4
01	24	13	48	69	21	50	62	12	155	158	3
02	25	20	42	75	33	20	70	50	161	183	22
03	23	21	64	57	-7	35	19	-16	179	180	1
04	15	22	29	33	4	0	18	18	177	181	4
05	18	16	28	19	-9	17	6	-11	191	178	-13
All	122	108	46	56	10	29	39	10	167	172	5

Benchmark/District assessments are given multiples times a year to measure student growth and progress. These assessments are considered highly correlated to STAAR, the February/March being the previous years STAAR Test for the given grade level. The chart below shows growth from Fall 2024 to Winter 2024,

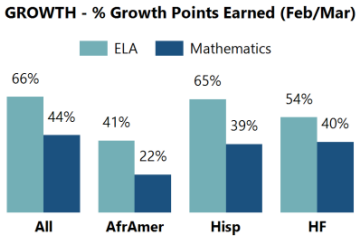
GROWTH - % Growth Points Earned

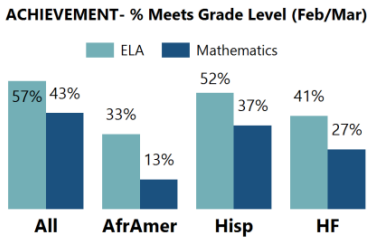


ACHIEVEMENT- % Meets Grade Level



		December Benchmark							Feb/March Benchmark						
	Test Grade	# Tests	% App GL	% Meets GL	% Mast GL	Avg % Score	% Earn 1 Growth Pt	2A Growth Pts	# Tests	% App GL	% Meets GL	% Mast GL	Avg % Score	% Earn 1 Growth Pt	2A Growth Pts
RLA	3	57	58%	37%	32%	47%			54	74%	46%	31%	52%		
	4	47	77%	43%	19%	51%	38%	40%	48	81%	54%	29%	56%	48%	52%
	5	56	75%	59%	36%	61%	54%	59%	56	82%	70%	45%	67%	74%	78%
Math	3	57	60%	39%	26%	54%			56	70%	46%	25%	57%		
	4	48	56%	42%	17%	53%	41%	43%	45	62%	31%	13%	49%	28%	30%
	5	56	80%	61%	27%	63%	65%	70%	56	75%	48%	13%	56%	47%	55%





Bolded groups are accountability groups for 25-26		December Benchmark							Feb/March Benchmark						
	Student Group	**# Tests**	**% App GL**	**% Meets GL**	**% Mast GL**	**Avg % Score**	**% Earn 1 Growth Pt**	**2A Growth Pts**	**# Tests**	**% App GL**	**% Meets GL**	**% Mast GL**	**Avg % Score**	**% Earn 1 Growth Pt**	**2A Growth Pts**
RLA	**All Students**	**160**	**69%**	**46%**	**29%**	**53%**	**46%**	**51%**	**158**	**79%**	**57%**	**35%**	**59%**	**62%**	**66%**
	Hispanic	**90**	**68%**	**42%**	**24%**	**51%**	**45%**	**50%**	**91**	**77%**	**52%**	**33%**	**57%**	**59%**	**65%**
	Afr American	**23**	**43%**	**17%**	**9%**	**37%**	**21%**	**29%**	**21**	**57%**	**33%**	**5%**	**43%**	**36%**	**41%**
	White	38	89%	68%	53%	66%	63%	66%	38	95%	76%	55%	70%	79%	79%
	Two or More	8	63%	63%	38%	60%	60%	60%	7	86%	86%	57%	69%	100%	100%
	High Focus	**101**	**57%**	**30%**	**18%**	**44%**	**34%**	**41%**	**99**	**67%**	**41%**	**22%**	**50%**	**48%**	**54%**
	Spec Ed	40	45%	15%	13%	38%	32%	41%	39	46%	26%	13%	42%	43%	52%
	Emergent Bil	22	50%	23%	14%	39%	13%	22%	22	55%	23%	23%	43%	25%	28%
Math	**All Students**	**161**	**66%**	**47%**	**24%**	**57%**	**54%**	**58%**	**157**	**69%**	**43%**	**17%**	**54%**	**39%**	**44%**
	Hispanic	**91**	**63%**	**42%**	**20%**	**54%**	**43%**	**46%**	**89**	**67%**	**37%**	**11%**	**52%**	**33%**	**39%**
	Afr American	**23**	**39%**	**9%**	**0%**	**39%**	**33%**	**43%**	**23**	**35%**	**13%**	**4%**	**37%**	**13%**	**22%**
	White	38	84%	76%	37%	71%	83%	84%	36	92%	69%	39%	69%	73%	75%
	Two or More	8	88%	75%	63%	72%	100%	100%	8	88%	75%	25%	65%	40%	40%
	High Focus	**101**	**53%**	**32%**	**12%**	**49%**	**49%**	**55%**	**98**	**58%**	**27%**	**5%**	**46%**	**33%**	**40%**

Bolded groups are accountability groups for 25-26		December Benchmark							Feb/March Benchmark						
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Math	Spec Ed	40	40%	23%	5%	43%	46%	51%	38	42%	11%	3%	39%	19%	23%
	Emergent Bil	22	36%	27%	14%	45%	11%	17%	20	45%	30%	10%	47%	25%	34%

Student Learning Strengths

- More than 70% of all students met their projected growth in math & reading MAP.
- 70% or more of students in 2nd, 3rd, and 5th met their projected growth in English Reading.
- 70% or more of students in Kinder, 1st, 2nd, 3rd, 4th and 5th met their projected growth in English Math.
- 5th met their grade-level projected Meets reading of 68% meets by getting 68% of students at Meets for the February Reading Benchmark.
- 5th Dual Language self-contained met their grade-level projected Meets of 53% in Math by getting 76% of students at Meets for the February Math Benchmark.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals.
Root Cause: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 2: In the 2026 Math Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals.
Root Cause: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

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Root Cause: The absence of a full-time, stable fourth-grade math teacher limited opportunities for structured, high-quality instruction aligned to the TEKS, negatively impacting student performance.

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Root Cause: Transportation barriers for students living within the designated walking zone where reliable or safe passage is not always available combined with inconsistent and ineffective truancy enforcement that fails to motivate parents to ensure regular attendance, contribute directly to chronic absenteeism on the campus.

Problem Statement 9: North Hi Mount has a perceptions of high achieving campus our Math Middle of Year MAP data shows low growth in First grade at 48%.

Root Cause: Teachers need training on rigorous scaffolding. There is disconnect between levels need to add training to make sure language is clear with teaching math at all levels.

Problem Statement 10: North Hi Mount has a perceptions of high achieving campus our Reading Middle of Year Math MAP data shows low growth in First grade at 49% and 4th grade at 54%.
Root Cause: Teachers need training on rigorous scaffolding. There is disconnect between levels need to add training to make sure language is clear with teaching reading at all levels.

Problem Statement 11 (Prioritized): Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark.
Root Cause: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

School Processes & Programs

School Processes & Programs Summary

North Hi Mount maintains systems and structures that promote a safe, organized, and academically focused learning environment. The Campus Leadership Team and grade-level teachers collaborate consistently to ensure that all processes support high-quality instruction, student engagement, and smooth campus operations.

North Hi Mount implements explicit, developmentally appropriate schedules for each grade level to maximize instructional time and ensure students receive equitable access to core content, enrichment, and intervention. These schedules are reviewed and adjusted throughout the year to protect instructional minutes and accommodate the needs of diverse student groups, including Special Education, 504, Dyslexia, and Emergent Bilingual students.

The campus is committed to recruiting, developing, and retaining highly effective educators. Teachers participate in ongoing professional learning offered by the district, Region 11, campus instructional leadership, and other professional networks. Grade-level teams engage in weekly collaborative planning, during which they review instructional resources, align lessons to state standards, and analyze student data to ensure instruction is rigorous and responsive to student needs. Teachers maintain high expectations for student progress and utilize individual student data to support goal setting and growth monitoring.

North Hi Mount office staff provides exemplary customer service to families, community members, and all stakeholders, ensuring the campus remains welcoming, responsive, and solution-oriented. Strong communication systems including weekly staff bulletins, family newsletters, classroom teacher updates, and timely announcements ensure all stakeholders are well informed. Policies, procedures, and expectations are clearly outlined in student, staff, and family handbooks that are reviewed annually and communicated prior to the beginning of each school year.

The campus maintains wellestablished systems for safety, transitions, dropoff, dismissal, lunch procedures, and hallway movement. Teachers and staff follow consistent routines and expectations so students can focus on learning in a safe, predictable environment. Technology is integrated intentionally to enhance instruction, with teachers monitoring screen time and balancing digital tools with hands-on, engaging learning experiences.

North Hi Mount leadership uses a team-based structure to support continuous improvement. Committees such as the Site-Based Decision Making Team, Instructional Leadership Team, and Campus Leadership Team meet regularly to review data, monitor instructional practices, gather stakeholder input, and identify areas of need. These structures ensure that decisions are grounded in data, aligned to student needs, and supported by collaborative planning and feedback.

School Processes & Programs Strengths

North Hi Mount demonstrates strong, wellestablished systems and practices that contribute to a positive and effective learning environment. The campus maintains clear, developmentally appropriate schedules that maximize instructional time and ensure equitable access to learning for all students. Teachers consistently implement routines and procedures that promote safety, smooth transitions, and focused learning throughout the school day. The campus is staffed with highly effective educators who participate in ongoing professional learning, collaborate in gradelevel teams, and maintain high expectations for student progress. Office staff provide exceptional customer service to families and community members, ensuring positive relationships and a welcoming school culture. Communication is frequent, clear, and proactive, with weekly staff updates, family newsletters, and classroom communications keeping all stakeholders informed. Additionally, North Hi Mount has strong leadership structures including the Campus Leadership Team, Instructional Leadership Team, and SiteBased Decision Making Committee that regularly analyze data, monitor systems, and guide continuous campus improvement. Technology is integrated intentionally as a tool for learning, balanced with handson, engaging instructional practices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In 2025-2026, only 38% of African American students met projected growth on the February Reading Benchmark, further impacted by approximately 24% of all 3rd-5th grade students scoring a 0 on their Extended Constructed Response.
Root Cause: The effectiveness of support personnel in providing consistent academic assistance particularly in implementing the new Jane Schaffer writing approach was limited, contributing to weak constructed-response performance.

Problem Statement 2: In 2025-2026 MAP MOY, 36% of all students did not meet their projected growth goal on MAP Reading, partly due to 1st grade performing significantly below the school average (49% vs. 64%), contributing to the overall low percentage.
Root Cause: PK/K/1st grade students did not receive sufficient, systematic instruction in vocabulary development and phonological awareness, contributing to lower reading readiness and early-grade performance.

Problem Statement 3 (Prioritized): In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth.
Root Cause: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 4: In 2025-2026 MAP MOY, 35% of all students did not meet projected growth goals on MAP Math, with low results influenced by 1st-grade performance falling below the school average (48% vs. 70%) and contributing to the overall deficit.
Root Cause: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 5: In 2025-2026 only 34% of all students scored meets or higher on the 4th Grade February Math Benchmark .
Root Cause: The absence of a full-time, stable fourth-grade math teacher limited opportunities for structured, high-quality instruction aligned to the TEKS, negatively impacting student performance.

Problem Statement 6: In the 2025-2026 school year, 14% of our students are chronically absent with 10 or more absences.
Root Cause: Transportation barriers for students living within the designated walking zone where reliable or safe passage is not always available combined with inconsistent and ineffective truancy enforcement that fails to motivate parents to ensure regular attendance, contribute directly to chronic absenteeism on the campus.

Problem Statement 7 (Prioritized): In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals.
Root Cause: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 8: In the 2026 Math Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals.
Root Cause: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 9: North Hi Mount has a perceptions of high achieving campus our Math Middle of Year MAP data shows low growth in First grade at 48%.
Root Cause: Teachers need training on rigorous scaffolding. There is disconnect between levels need to add training to make sure language is clear with teaching math at all levels.

Problem Statement 10: North Hi Mount has a perceptions of high achieving campus our Reading Middle of Year Math MAP data shows low growth in First grade at 49% and 4th grade at 54%.
Root Cause: Teachers need training on rigorous scaffolding. There is disconnect between levels need to add training to make sure language is clear with teaching reading at all levels.

Problem Statement 11 (Prioritized): Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark.
Root Cause: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time

interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Perceptions

Perceptions Summary

North Hi Mount Elementary is widely regarded as a welcoming, studentcentered school where high expectations, strong relationships, and a commitment to excellence guide everything we do. Families, students, and staff consistently express pride in being part of the NHM community. Teachers and staff believe deeply that all students can learn at high levels, and this belief drives their daily work, from delivering rigorous instruction to fostering a positive and supportive classroom environment. Our twoway dual language program continues to be a point of distinction, offering students rich opportunities for bilingual development while upholding strong academic standards.

Parents are active partners in their children's education and engage in conferences, special events, and volunteer opportunities throughout the year. They report feeling welcomed, valued, and respected confident that teachers know their children well and work relentlessly to understand and support each student's individual needs. Families also feel comfortable asking questions, offering feedback, or advocating for their children, knowing that communication with staff remains transparent, respectful, and solutionoriented.

Students consistently share that they feel safe, cared for, and proud to be North Hi Mount Eagles. They recognize the dedication of teachers and staff who work diligently to keep them safe, support their learning, and encourage them to meet personal goals. Classroom communities emphasize kindness, responsibility, and grace, and students understand the expectations to "do what is right, do their best, and treat others with honor."

Our partnership with the NHM PTA further strengthens the school culture by expanding enrichment opportunities, supporting teachers with additional resources, and fostering connections between school and home. Community engagement events help build a closeknit environment where families feel connected to the school and to one another.

Staff turnover at North Hi Mount remains low, and educators express appreciation for the collaborative, positive working environment. Teachers and support staff value the strong leadership, the clear systems and routines, and the shared commitment to doing what is best for children each day. NHM's reputation as a warm, highperforming, communitydriven school continues to attract interest from families and educators across Fort Worth ISD.

Perceptions Strengths

North Hi Mount Elementary continues to cultivate a positive, collaborative, and supportive school culture where staff, students, and families feel valued and connected. Teachers report a significant improvement in the overall campus climate, emphasizing trust, teamwork, and shared commitment to student success. This year's reflected a powerful point of pride: 100% teacher retention, with no staff members seeking to transition to another school or district. Staff also expressed appreciation for the respectful, transparent, and studentcentered leadership provided by administrators and office personnel. Students consistently demonstrate joyful learning, and they report feeling safe, respected, and encouraged by the adults on campus. Parents regularly express gratitude for the dedication of teachers and staff and note increased pride in strengthened relationships, building enhancements, playground improvements, and consistent enrichment opportunities for their children.

North Hi Mount's reputation for fostering a strong educational community is further enhanced by ongoing university partnerships with TCU and Texas Wesleyan, with five student teachers placed on campus this year. These partnerships bring fresh instructional perspectives, support teacher pipeline development, and reinforce NHM's role as a professional learning community. Additionally, many teachers across grade levels are actively pursuing leadership pathways and advanced degrees, demonstrating a culture of continuous growth and professional excellence. Qualitative feedback collected through parent meetings, social media, emails, and informal conversations further affirms that families feel welcomed, respected, and confident in the school's mission. Together, these strengths reflect a thriving, hightrust environment where all stakeholders believe deeply in the success and wellbeing of every North Hi Mount student.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: North Hi Mount has a perceptions of high achieving campus our Math Middle of Year MAP data shows low growth in First grade at 48%.
Root Cause: Teachers need training on rigorous scaffolding. There is disconnect between levels need to add training to make sure language is clear with teaching math at all levels.

Problem Statement 2: North Hi Mount has a perceptions of high achieving campus our Reading Middle of Year Math MAP data shows low growth in First grade at 49% and 4th grade at 54%.
Root Cause: Teachers need training on rigorous scaffolding. There is disconnect between levels need to add training to make sure language is clear with teaching reading at all levels.

Problem Statement 3 (Prioritized): Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark.
Root Cause: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 4: Only 40% of high focus group students met projected growth on the 2026 Feb Math benchmark.
Root Cause: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 5: In 2025-2026, only 38% of African American students met projected growth on the February Reading Benchmark, further impacted by approximately 24% of all 3rd-5th grade students scoring a 0 on their Extended Constructed Response.
Root Cause: The effectiveness of support personnel in providing consistent academic assistance particularly in implementing the new Jane Schaffer writing approach was limited, contributing to weak constructed-response performance.

Problem Statement 6: In 2025-2026 MAP MOY, 36% of all students did not meet their projected growth goal on MAP Reading, partly due to 1st grade performing significantly below the school average (49% vs. 64%), contributing to the overall low percentage.
Root Cause: PK/K/1st grade students did not receive sufficient, systematic instruction in vocabulary development and phonological awareness, contributing to lower reading readiness and early-grade performance.

Problem Statement 7 (Prioritized): In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth.
Root Cause: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 8: In 2025-2026 MAP MOY, 35% of all students did not meet projected growth goals on MAP Math, with low results influenced by 1st-grade performance falling below the school average (48% vs. 70%) and contributing to the overall deficit.
Root Cause: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 9: In 2025-2026 only 34% of all students scored meets or higher on the 4th Grade February Math Benchmark .
Root Cause: The absence of a full-time, stable fourth-grade math teacher limited opportunities for structured, high-quality instruction aligned to the TEKS, negatively impacting student performance.

Problem Statement 10: In the 2025-2026 school year, 14% of our students are chronically absent with 10 or more absences.
Root Cause: Transportation barriers for students living within the designated walking zone where reliable or safe passage is not always available combined with inconsistent and ineffective truancy enforcement that fails to motivate parents to ensure regular attendance, contribute directly to chronic absenteeism on the campus.

Problem Statement 11 (Prioritized): In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals.
Root Cause: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time

interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 12: In the 2026 Math Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals.
Root Cause: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Priority Problem Statements

Problem Statement 1: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth.

Root Cause 1: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals.

Root Cause 2: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

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

Problem Statement 3: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark.

Root Cause 3: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 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 End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent 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
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the 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 74% to 80% by June 2027.
Increase the growth of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 46% to 80% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Instructional Framework to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, internalization, lesson rehearsal, planning, materials, data driven meetings, and intervention time.

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from X% to Y% by June 2027.

Staff Responsible for Monitoring: All Teachers and Administrators

Title I:
2.51, 2.52
- **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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
Action Step 1: Teachers attend and progress through the required professional learning for their curriculum and attend PLC's regularly to focus on curriculum implementation. **Intended Audience:** Teachers	Formative		
	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: 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 diverse instructional materials and resources.

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

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of all teachers to implement curriculum and upgrades addressed in PLCs and feedback through observations and walkthroughs, **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Instructional Leaders **Date(s) / Timeframe:** 2026-2027 School Year			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 3: Implement a structured, data-driven tutoring system that provides targeted reading instruction during the school day and beyond regular school hours to accelerate literacy growth for Kindergarten-Grade 3 and Grade 3 ELAR students, with a specific focus on African American students and other identified marginalized student groups.

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

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Identify and provide targeted tutoring to students based on six weeks assessments and MAP Growth Reading data through scheduled in-school intervention blocks and extended learning opportunities, including before-school, after-school, and/or Saturday tutoring sessions, delivered by trained staff using aligned instructional resources and progress-monitoring tools. **Intended Audience:** Students and Teachers **Provider / Presenter / Person Responsible:** Teachers, Tutors, Instructional Support Staff **Delivery Method:** Tutoring - Direct Instruction			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Student Learning

Problem Statement 1: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 5: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

School Processes & Programs

Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

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Perceptions

Problem Statement 3: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

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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 5 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 57% to 80% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Instructional Framework to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, internalization, lesson rehearsal, planning, materials, data driven meetings, and intervention time.

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from X% to Y% by June 2027.

Staff Responsible for Monitoring: All Teachers and Administrators

Title I:
2.51, 2.52
- **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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers attend and progress through the required professional learning for their curriculum and attend PLC's regularly to focus on curriculum implementation. **Intended Audience:** Teachers			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: 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 diverse instructional materials and resources.

Title I:

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

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of all teachers to implement curriculum and upgrades addressed in PLCs and feedback through observations and walkthroughs, **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Instructional Leaders **Date(s) / Timeframe:** 2026-2027 School Year			

No Progress Accomplished Continue/Modify Discontinue

Strategy 3: Implement a structured, data-driven tutoring system that provides targeted reading instruction during the school day and beyond regular school hours to accelerate literacy growth for Kindergarten-Grade 3 and Grade 3 ELAR students, with a specific focus on African American students and other identified marginalized student groups.

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

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Identify and provide targeted tutoring to students based on six weeks assessments and MAP Growth Reading data through scheduled in-school intervention blocks and extended learning opportunities, including before-school, after-school, and/or Saturday tutoring sessions, delivered by trained staff using aligned instructional resources and progress-monitoring tools. **Intended Audience:** Students and Teachers **Provider / Presenter / Person Responsible:** Teachers, Tutors, Instructional Support Staff **Delivery Method:** Tutoring - Direct Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.
Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.
Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.
Student Learning
Problem Statement 1: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.
Problem Statement 5: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.
Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.
School Processes & Programs
Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

School Processes & Programs

Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Perceptions

Problem Statement 3: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 7: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 11: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

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 k-5 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 54% to 75% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Instructional Framework to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, internalization, lesson rehearsal, planning, materials, data driven meetings, and intervention time.

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from X% to Y% by June 2027.

Staff Responsible for Monitoring: All Teachers and Administrators

Title I:
2.51, 2.52
- **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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers attend and progress through the required professional learning for their curriculum and attend PLC's regularly to focus on curriculum implementation. **Intended Audience:** Teachers			

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: 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 diverse instructional materials and resources.

Title I:

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

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of all teachers to implement curriculum and upgrades addressed in PLCs and feedback through observations and walkthroughs, **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Instructional Leaders **Date(s) / Timeframe:** 2026-2027 School Year			

No Progress Accomplished Continue/Modify Discontinue

Strategy 3: Implement a structured, data-driven tutoring system that provides targeted reading instruction during the school day and beyond regular school hours to accelerate literacy growth for Kindergarten-Grade 3 and Grade 3 ELAR students, with a specific focus on African American students and other identified marginalized student groups.

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

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Identify and provide targeted tutoring to students based on six weeks assessments and MAP Growth Reading data through scheduled in-school intervention blocks and extended learning opportunities, including before-school, after-school, and/or Saturday tutoring sessions, delivered by trained staff using aligned instructional resources and progress-monitoring tools. Tutor students to accelerate their growth and learning. Provide expanded tutoring opportunities for students by enabling staff to offer academic support during the school day and after school. This will be accomplished through additional staffing support for after-school tutoring and attendance restoration efforts, helping bridge learning gaps and improve student outcomes. **Intended Audience:** Students and Teachers **Provider / Presenter / Person Responsible:** Teachers, Tutors, Instructional Support Staff **Delivery Method:** Tutoring - Direct Instruction			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.
Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.
Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Student Learning
Problem Statement 1: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.
Problem Statement 5: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.
Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

School Processes & Programs

Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Perceptions

Problem Statement 3: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 7: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 11: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

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 53% to 65% by June 2027.
Increase the percent of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) meeting their growth goals from 46% to 80% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

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

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide expanded tutoring opportunities for students by enabling staff to offer academic support during the school day and after school. This will be accomplished through additional pay support for after-school tutoring and attendance restoration efforts, helping bridge learning gaps and improve student outcomes. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Staff members who will tutor **Date(s) / Timeframe:** August 2026 to May 2027 **Delivery Method:** Direct Instruction and Targeted intervention and planning **Funding Sources:** Tutoring - Additional pay for Afterschool and Attendance recovery - Title I (211) - 211-11-6116-501-149-30-149-101000 - $2,359, Tutoring - Additional pay for Afterschool and Attendance recovery Fringe - Title I (211) - 211-XX-614X-501-149-30-149-101000 - $425			

Action Step 2 Details	Formative Reviews		
Action Step 2: To ensure positive outcomes for all GT students supplies will be purchased to support GT instruction. **Intended Audience:** GT Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** August 2026 - April 2026 **Collaborating Departments:** GT **Delivery Method:** Direct Instruction	Formative		
	Nov	Jan	Mar

Action Step 3 Details	Formative Reviews		
Action Step 3: Provide expanded tutoring opportunities for students by enabling staff to offer academic support during the school day and after school. This will be accomplished through additional pay support for after-school tutoring and attendance restoration efforts, helping bridge learning gaps and improve student outcomes. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Title 1 Tutor **Date(s) / Timeframe:** August 2026-May 2027 **Funding Sources:** TUTOR 1ZF - Title I (211) - 211-11-6117-501-149-30-149-101000 - $22,186, TUTOR 1ZF Fringe - Title I (211) - 211-XX-614X-501-149-30-149-101000 - $3,994	Formative		
	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: 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 diverse instructional materials and resources.

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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize curriculum. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Delivery Method:** Direct Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.
Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.
Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.
Student Learning
Problem Statement 1: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.
Problem Statement 5: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.
Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.
School Processes & Programs
Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

School Processes & Programs

Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Perceptions

Problem Statement 3: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 7: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 11: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

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 5 students who Meet or Exceed grade level norms on EOY MAP Growth Math in English from 58% to 80% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

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

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
Action Step 1: Provide expanded tutoring opportunities for students by enabling staff to offer academic support during the school day and after school. This will be accomplished through additional pay support for after-school tutoring and attendance restoration efforts, helping bridge learning gaps and improve student outcomes. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Staff members who will tutor **Date(s) / Timeframe:** August 2026 to May 2027 **Delivery Method:** Direct Instruction and Targeted intervention and planning	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
	Formative		
Action Step 2: To ensure positive outcomes for all GT students supplies will be purchased to support GT instruction. **Intended Audience:** GT Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** August 2026 - April 2026 **Collaborating Departments:** GT **Delivery Method:** Direct Instruction	Nov	Jan	Mar

No Progress | Accomplished | Continue/Modify | Discontinue

Strategy 2: 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 diverse instructional materials and resources.

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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize curriculum. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Delivery Method:** Direct Instruction			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.
Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Demographics

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Student Learning

Problem Statement 1: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 5: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

School Processes & Programs

Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Perceptions

Problem Statement 3: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 7: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 11: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

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 53% to 65% by June 2027.
Increase the percentage of 4th grade students that score meets grade level or above on Math benchmark assessments from 55% to 65% by June 2027.
Increase the percentage of 5th grade students that score meets grade level or above on Math benchmark assessments from 49% to 65% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

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

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide expanded tutoring opportunities for students by enabling staff to offer academic support during the school day and after school. This will be accomplished through additional pay support for after-school tutoring and attendance restoration efforts, helping bridge learning gaps and improve student outcomes. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Staff members who will tutor **Date(s) / Timeframe:** August 2026 to May 2027 **Delivery Method:** Direct Instruction and Targeted intervention and planning			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: To ensure positive outcomes for all GT students supplies will be purchased to support GT instruction. **Intended Audience:** GT Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** August 2026 - April 2026 **Collaborating Departments:** GT **Delivery Method:** Direct Instruction			

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: 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 diverse instructional materials and resources.

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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize curriculum. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Delivery Method:** Direct Instruction			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Student Learning

Problem Statement 1: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 5: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

School Processes & Programs

Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Perceptions

Problem Statement 3: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 7: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Perceptions

Problem Statement 11: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Goal 3: 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 through 5th grade students that score meets grade level or above on ELAR benchmark assessments in English from 66% to 75% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

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

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide expanded tutoring opportunities for students by enabling staff to offer academic support during the school day and after school. This will be accomplished through additional pay support for after-school tutoring and attendance restoration efforts, helping bridge learning gaps and improve student outcomes. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Staff members who will tutor **Date(s) / Timeframe:** August 2026 to May 2027 **Delivery Method:** Direct Instruction and Targeted intervention and planning			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: To ensure positive outcomes for all GT students supplies will be purchased to support GT instruction. **Intended Audience:** GT Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** August 2026 - April 2026 **Collaborating Departments:** GT **Delivery Method:** Direct Instruction			

No Progress | Accomplished | Continue/Modify | Discontinue

Strategy 2: 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 diverse instructional materials and resources.

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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize curriculum. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Delivery Method:** Direct Instruction			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.
Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Demographics

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Student Learning

Problem Statement 1: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 5: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

School Processes & Programs

Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Perceptions

Problem Statement 3: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 7: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 11: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Goal 3: 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 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 52% to 70% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

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

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide expanded tutoring opportunities for students by enabling staff to offer academic support during the school day and after school. This will be accomplished through additional pay support for after-school tutoring and attendance restoration efforts, helping bridge learning gaps and improve student outcomes. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Staff members who will tutor **Date(s) / Timeframe:** August 2026 to May 2027 **Delivery Method:** Direct Instruction and Targeted intervention and planning			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: To ensure positive outcomes for all GT students supplies will be purchased to support GT instruction. **Intended Audience:** GT Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** August 2026 - April 2026 **Collaborating Departments:** GT **Delivery Method:** Direct Instruction			

No Progress | Accomplished | Continue/Modify | Discontinue

Strategy 2: 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 diverse instructional materials and resources.

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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize curriculum. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Delivery Method:** Direct Instruction			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.
Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Demographics

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Student Learning

Problem Statement 1: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 5: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

School Processes & Programs

Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Perceptions

Problem Statement 3: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 7: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 11: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

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 2% to 1% by June 2027.

Strategy 1: Provide operational and instructional systems that support student success and overall positive school climate for all stakeholders.

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

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Monitor student attendance and collaborate with counselor and teachers to track students and provide support services and interventions while rewarding students for meeting attendance goals. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** All Staff **Date(s) / Timeframe:** August 2026-May 2027			

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

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

Problem Statements: Demographics 3, 7, 11 - Student Learning 1, 5, 11 - School Processes & Programs 3, 7, 11 - Perceptions 3, 7, 11

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Celebrate and acknowledge students' academic and attendance gains (treasure box, reading reward cart, star student) **Intended Audience:** Students **Provider / Presenter / Person Responsible:** All Staff **Date(s) / Timeframe:** August 2026-May 2027 **Funding Sources:** - Family Engagement (211) - 211-61-6399-503-149-30-149-101000 - $724			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.
Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.
Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Student Learning
Problem Statement 1: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.
Problem Statement 5: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.
Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

School Processes & Programs

Problem Statement 3: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 7: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 11: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Perceptions

Problem Statement 3: Only 54% of high focus group students met projected growth on the 2026 Feb RLA benchmark. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Problem Statement 7: In 2025-2026 MAP MOY, 37% of economically disadvantaged (ED) students did not meet projected growth goals on MAP Reading, with 1st grade performing below the school average (49% vs. 64%), increasing the percentage of ED students not meeting growth. **Root Cause**: Inconsistent use of scaffolds and differentiation in early-grade reading instruction, especially within a new 1st-grade team still learning campus expectations.

Problem Statement 11: In the 2026 Reading Spring Benchmarks 28% percent of emergent bilingual students achieved their growth goals. **Root Cause**: Teachers need increased support for managing effective small-group rotations particularly during reteach, challenge, and intervention blocks and the lack of a full-time interventionist or demonstration teacher further limits the consistency, depth, and effectiveness of targeted instructional support.

Title I

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

1.1: Description of CNA Process

The campus conducted a Comprehensive Needs Assessment (CNA) through a collaborative and ongoing process involving teachers, campus committees, parents, and community stakeholders throughout the school year. Multiple meetings were held with teachers, School-Based Decision-Making (SBDM) committees, and staff to identify academic and campus-wide needs. Parent and community input was gathered through regularly scheduled Parent-Teacher Association (PTA) meetings, typically held every other Tuesday, as well as additional parent meetings offered throughout the year and upon parent request.

Data reviewed during the CNA process included MAP assessments, CIRCLE data, district benchmark assessments, and prior-year STAAR and TELPAS results. The campus also met after each major district assessment to analyze data and determine areas of focus. Teacher input was consistently gathered during weekly Tuesday Professional Learning Community (PLC) meetings. This continuous review of multiple data sources ensured that identified needs were accurate and aligned to student performance trends.

1.2: Location for Evidence of Multiple Meetings Held

Multiple meetings were offered and accessible to stakeholders throughout the year. These meetings were held in various locations on campus, including the auditorium, PLC/Data Room, and the principal’s office. Evidence of these meetings—including agendas, meeting notes, minutes, and attendance lists—is maintained in the campus Google Drive.

Sign-in sheets for SBDM meetings are stored digitally, while sign-in sheets for parent meetings and campus events are kept in the front office. These records demonstrate consistent stakeholder engagement and multiple opportunities for participation.

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

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

he development of the Schoolwide Plan/Campus Improvement Plan (CIP) took place across the school year and was informed by regular stakeholder meetings. Campus leadership, teachers, and committees met after major assessment periods to review data and adjust priorities. Planning discussions also occurred during SBDM meetings, weekly PLCs, and parent engagement events.

Evidence of these meetings, including agendas, notes, and sign-in sheets, is maintained in the campus Google Drive and front office records.

2.2: Stakeholders 1114(b)(2)

Campus staff, families, and community members were actively included in the plan development process. Teachers and staff provided input through weekly Tuesday PLC meetings and committee discussions. Parents participated through PTA meetings, campus events, and additional meetings scheduled upon request. Community stakeholders also contributed through partnerships and outreach efforts.

Feedback on the plan and campus needs was solicited through open communication channels, including weekly emails, parent meetings, and direct communication with campus administration. Stakeholder lists and sign-in sheets with names and roles are maintained in meeting documentation available in the Google Drive and front office.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Schoolwide Plan/Campus Improvement Plan is made available to the district, parents, and the public through the campus website in an understandable format and language. During the development process, the plan and progress toward goals are shared with parents through meetings and public links. Ongoing communication is provided via weekly emails, phone calls, text messages, and PTA outreach to ensure accessibility and transparency.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The campus coordinates the Schoolwide Plan with other Federal, State, and local services and programs as applicable. Community resources such as the FWISD Help program are discussed and leveraged to support attendance and students experiencing academic challenges. Behavior and social-emotional needs are addressed through counseling services and partnerships with local churches that provide reading volunteers. These coordinated efforts strengthen student support systems and align academic, behavioral, and family engagement initiatives.

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

The statutorily required descriptions aligned to Title I Schoolwide elements are addressed at the strategy level within the plan. The appropriate boxes have been checked at the strategy level to auto-populate these descriptions into this section. A separate narrative is not required, as alignment is documented within the plan.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation for evaluating program effectiveness is maintained online within the Plan4Learning system. Program effectiveness is reviewed through formative reviews throughout the year and at least semiannually, with notes documented accordingly. An annual summative evaluation of the Schoolwide Plan is completed and recorded in the Summative Review section.

Supporting documentation—such as agendas, sign-in sheets, and meeting notes—is aligned with data analyzed during the evaluation process, including state assessments, district benchmarks, MAP, CIRCLE, TELPAS, and perception data. The results of the Schoolwide program evaluation are incorporated into the CNA process to inform planning and program adjustments for the following school year. Additional fidelity checks are conducted using a printed checklist to ensure

effectiveness and compliance.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
2	1	1	1	Tutoring - Additional pay for Afterschool and Attendance recovery Fringe	Fringe	211-XX-614X-501-149-30-149-101000	$425.00
2	1	1	1	Tutoring - Additional pay for Afterschool and Attendance recovery	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-149-30-149-101000	$2,359.00
2	1	1	3	TUTOR 1ZF	Instruction | Temp/Hourly - Professional (11-6117)	211-11-6117-501-149-30-149-101000	$22,186.00
2	1	1	3	TUTOR 1ZF Fringe	Fringe	211-XX-614X-501-149-30-149-101000	$3,994.00
						Sub-Total	$28,964.00
						Budgeted Fund Source Amount	$28,964.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	2	1		Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-149-30-149-101000	$724.00
						Sub-Total	$724.00
						Budgeted Fund Source Amount	$724.00
						+/- Difference	$0.00
						Grand Total Budgeted	$29,688.00
						Grand Total Spent	$29,688.00
						+/- Difference	$0.00