Fort Worth Independent School District

154 M.L. Phillips Elementary School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

Mission Statement

ML Phillips Elementary mission is to provide a nurturing environment committed to achieving excellence for ALL students.

Vision

We commit to inspire and educate all students and represent a culture of lifelong learning while instilling teamwork, excellence, and respect for self, others, and community. At MLP Moments count, Learners grow, and People matter.

Value Statement

MLP Core Values:

Belonging

Encouragement

Teamwork

Respect

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 6
School Processes & Programs 9
Perceptions 11
Priority Problem Statements 13
Comprehensive Needs Assessment Data Documentation 14
Goals 16
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%. 16
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%. 22
Goal 3: Reduce the number of schools that are rated F from x% to y% 28
Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from X% to Y%. 32
Campus Funding Summary 34
Addendums 36

Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Mary Louise Phillips Elementary School was built in 1948 and was named for Mrs. Mary Louise Phillips. Mrs. Phillips served on the FWISD Board of Education from 1935-1941 and was the first lady officer on the board. She was also the only female to serve on the board during the 1930's. The building has undergone additions and renovations throughout its history. The building you see today can house up to 500 students in over 30 classrooms. It is a large U-shape, with a courtyard at the center, allowing for ease of student travel and accessibility. It has a dedicated Art Studio, Auditorium, Thinking Lab, Music Studio, Gymnasium, and Library. M.L. Phillips is located on the west side of Fort Worth in the Ridglea North Neighborhood. Our school mascot is the Roadrunner. We serve students from Pre-Kindergarten to 5th grade. We also have two Early Childhood Special Education (ECSE) classrooms, which serves special education students as young as 3 years old. We have 2 Self-contained Special education (RISE) classrooms, who serve students 1st-5th. Our Dual Language Two-Way program is also present at M.L. Phillips. The Dual Language Two- Way program teaches students in both English and Spanish so they may become biliterate and bilingual. Here at M.L. Phillips, we offer several opportunities for growth and enrichment such as choir, running club, student council, thinking lab, UIL, cheerleading, and garden club. Our current enrollment is 440 total students. Our enrollment has shown a decline since 2018.

The enrollment has been:

2021-2022- 446 students

2022-2023- 406 students

2023-2024- 411 students

2024-2025- 440 students

2025-2026- 421 students

We attribute the overall decline to a large influx of charter schools moving into the Fort Worth area and aggressively recruiting students. We attribute the increase this year to families migrating from South American countries moving into apartments in M.L. Phillips attendance zone.

Our demographic breakdown is 60% Hispanic, 23% Black or African American, and 12% White. We have 49% female and 51% male students. We are currently at 86% economically disadvantaged. We have 26% of students receiving special education services. We have a family engagement specialist to engage families and encourage family involvement within the campus. Our stakeholders include, parents, community members, school board members, teachers, administrators, and students. M.L. Phillips involves stakeholders in the decision-making process through campus committees and meetings. M.L. Phillips employs a talented staff with 100% being highly qualified per-TEA guidelines. The level of teaching experience ranges from 0 to over 32 years.

Demographics Strengths

M.L. Phillips has many strengths. Some of the most notable strengths include:

M.L. Phillips has various programs at our school which meets the needs or our students. We provide services in Dual Language Two-way, ESL, gifted and talented, special education, dyslexia, and fine arts. Our campus is supported by 4 specialized Special education teachers, 2 dyslexia teacher, an LSSP, a diagnostician, and a speech therapist. We also have strong partnerships with various organizations such as:

Texas Health is part of the Site-Based Decision Making Team and supports our student and staff throughout the year by donating food and time.

Ridgmar Neighborhood Association which we have partnered with during National Night Out and beautification projects around the school.

City Church has volunteered time to mentor 4th grade students and donates sweatshirts and teacher appreciation items.

Academy 4 has organized our 4th grade mentor programs and helped recruit a mentor for each of our 4th grade students.

All Saints Episcopal Church donates weekend snack bags for students.

Fort Worth After school maintains the outdoor learning environment in our courtyard.

The Fort Worth Afterschool Program - students participate in various activities such as homework support, garden club, running club, cheer club, coding club, art club, and more.

Leaders 5 in which mentors help 5th grade students mentor 1st grade students.

Ridglea Christian Church adopted families during the holidays.

Purina/LandOLakes donated school supplies and health and beauty items to care closet.

Problem Statements Identifying Demographics Needs

Problem Statement 1: African American student group has gone down from 11% to 8% in Math Benchmarks from December to Feb/March.
Root Cause: There was insufficient alignment between math instruction and the specific skill gaps identified for this student group.

Problem Statement 2 (Prioritized): While the students show growth in STAAR 2025. The Meet and masters percentages remain below overall averages, indicating incomplete gap closures.
Root Cause: Instruction and interventions prioritized growth toward proficiency but lacked the rigor and targeted acceleration necessary to move students into Meets and Masters performance levels.

Student Learning

Student Learning Summary

In 2024-2025 M.L. Phillips rating by TEA was a B.

Here is an summary of the 2024-2025 TEA Accountability data:

Domain 1 (Student Achievement)- 57%

Domain 2A (STAAR Growth)- 87%

Domain 2B (STAAR Relative Performance)- 59%

Domain 3 (Closing the Gaps)- 79%

Overall Score- 85%

Here is a summary of the

2025-2026 Map Growth Data MOY:

Grade Level- Percent Met or Exceeded Projected Growth

Reading	Rdg Span	Math
K- 73%	48%	75%
1- 69%	35%	46%
2- 68%	65%	43%
3- 62%	41%	49%
4- 75%	65%	72%
5- 76%	59%	68%

2025-2026 Map Growth Data EOY:

Grade Level- Percent Met or Exceeded Projected Growth

Reading	Rdg Span	Math
K- xx%	xx%	xx%
1- xx%	xx%	xx%
2- xx%	xx%	xx%
3- xx%	xx%	xx%
4- xx%	xx%	xx%
5- xx%	xx%	xx%

M.L. Phillips has began to systematically address student outcomes by purposefully setting up PLC's for maximization of planning, collaboration, and internalization of lessons by teachers. Teachers receive 45 minutes of planning time daily with an additional 90 minutes for PLCs once a week for each grade level team.

We were in our second year of targeted improvement with the goal of moving to letter grade of A by bringing up student scores.

Student Learning Strengths

M.L. Phillips has 13 TIA designated teachers who have greatly contributed towards our student success and growth.

M.L. Phillips has students who strive for excellence.

Some strengths based on STAAR 2025 are as follows:

67% of 5th grade students at approaches or greater in Math

57% of 4th grade students at approaches or greater in Reading

Some strengths based on MAP Growth for MOY are as follows:

Grade Level- Percent Met or Exceeded Projected Growth

Reading	Rdg Span	Math
K- 73%		75%
1- 69%		
3- 62%		
4- 75%	65%	72%
5- 76%		68%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The high focus group shows only moderate improvement, with meets still around 30% and Mastes uinder 10%, suggesting insufficient accelerating learning.
Root Cause: Instruction and interventions were not consistently intensified or adjusted based on ongoing data to move students beyond Meets toward Masters performance.

Problem Statement 2: Grade 3 Spanish reading saw a decline across all students in meets and masters from Spring Benchmarks 24-25 to Spring Benchmarks 25-26.
Root Cause: Instruction and interventions lacked consistent alignment, rigor, and targeted differentiation to support students in maintaining and advancing Meets and Masters achievement

School Processes & Programs

School Processes & Programs Summary

M.L. Phillips employs teachers who are bilingual/ESL certified and who meet all the State certification requirements in their academic teaching area. Our Pre-K program is full day. We are on year 4 of implementing a new Pre-K curriculum called Creative Curriculum. Curriculum instruction failed to meet the needs of our students and failed to make up for the learning loss. We are on year 5 of Reading (Amplify, now Bluebonnet) and Math (Eureka, now Bluebonnet) curriculums. Implementation of PLC schedule maximizes teacher internalization, analysis of data, collaboration and planning of the curriculums. In semester 1, we dove deep into lesson internalization and Tier 1 instruction best practices. In addition, the second semester continued data analysis of Benchmark and six week assessment and planned our 20 day STAAR review.

Leadership teams are involved in the process of recruiting, hiring, assigning, and retaining high-quality educators. M.L. Phillips has a recruiting committee that includes administration, teachers, staff, and counselor. Applicants are interviewed and the committee then selects candidates to recommend for hire.

In order to provide comprehensive and effective support for students, our school has implemented a multi-tiered level of student support (MTSS) process. This process begins with a teacher referral, which initiates a collaborative effort amongst the school administration, counselor, data analyst, family engagement specialist, parents, and teachers. All stakeholders work together to establish strategies to address student needs within the classroom setting. This collaborative effort allows for a tailored approach for student support to assure all students have access to the resources and assistance they need to succeed academically and behaviorally. This process begins at the beginning of the year to address students who are not making adequate progress by targeting them through MTSS. Documentation implementation has begun in Branching Minds, our multi-tiered student support management system. The counselor leads for managing our MTSS process.

Administrators have implemented a walkthrough schedule to provide actionable feedback loops and coaching sessions with teachers in order to improve student achievement.

School Processes & Programs Strengths

Leadership teams are involved in the process of recruiting, hiring, and assigning and retaining high-quality educators. M.L. Phillips has a recruiting committee that includes administration, teachers, students, data analyst, and counselor. Applicants are interviewed. References are checked and the committee then selects candidates to recommend for hire.

Implementation of a new PLC schedule maximizes internalization, collaboration and planning of new curriculums led by the campus instructional coach. In semester 1, PLC schedule and long term planning was implemented to increase collaboration of best practices for the curriculums. In addition, the second semester brought about deeper data dives to monitor student outcomes. Each grade level has a dedicated day to conduct PLC's to collaborate, plan, and internalize future lessons. Teachers are given time to plan for the upcoming weeks and discuss best practices.

Processes and systems have increased efficiency, communication, collaboration such as PLC's, Weekly Update Smore Update, and culture routines and processes.

At M.L. Phillips, we provide free breakfast in the classroom and free lunch to all Pre-K to 5th grade students to support classroom performance, attendance, and SEL needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Attendance rate has gone down from 93.9% to 92.3% from semester 1 to cycle 4.
Root Cause: Systems for monitoring, early identification, and intervention for student absenteeism were not implemented tightly enough with fidelity or consistency.

Problem Statement 2: Our AA student group in 3rd, 4th, and 5th grade's attendance has decreased each 6 weeks.

Root Cause: Systems for early identification and targeted intervention were not implemented to address ongoing absenteeism.

Perceptions

Perceptions Summary

We continue to work on refining our expectations which reflect in our values and vision. Our vision reads as follows: At MLP, we commit to inspire and educate all students to represent a culture of lifelong learning while instilling teamwork, excellence, and respect for self, others, and community. At MLP moments count, learners grow, and people matter. MLP's core values are belonging, encouragement, teamwork, and respect.

As a Title 1 campus, opportunities for parental involvement and supplemental resources to enhance the home to school connection are provided. Multiple modes of communication are used including Blackboard, school website, Facebook, Instagram, flyers, emails, phone calls, and conferences.

M.L. Phillips has a PTO and volunteer opportunities for parents and community members. Parents and community members are encouraged to participate in the campus decision-making process through the site-based decision-making committee which meets a minimum of six times a year.

In addition, we have a family engagement specialist who facilitates opportunities to engage with local businesses and community partners. The family engagement specialist supports families by making personal phone calls, making home visits, providing supports with technology and resources such as snack packs. She also is a major organizer of our Campus Food Pantry, which serves all families in our neighborhood.

We also have committees such as Student Support Team (SST) and Instructional Leadership Team (ILT) who meet a minimum of once a month to review different data sources such as attendance, academics, discipline, schedules, and equitable access to resources.

Our attendance as of March is xx%. The percentage at MOY for chronically absent students is xx%.

Perceptions Strengths

The campus is characterized by a high level of morale and contentment, which is evident in the positive atmosphere that permeates our school environment.

Our implementation of a house system, inspired by the Ron Clark Academy, has been instrumental in fostering a sense of belonging and motivation. This system encourages camaraderie and healthy competition, allowing students to feel connected to their peers and invested in their school experience. The house system has not only enhanced student engagement but has also strengthened the bonds between faculty and staff, creating a unified and supportive educational community.

Each morning, students are greeted with music, joy, and encouragement, setting a positive tone for the day ahead. This welcoming environment helps students start their day with enthusiasm and a positive mindset, which is crucial for their academic and personal growth. The morning routine is a reflection of our commitment to nurturing a supportive and inspiring school culture.

Our family engagement specialist has played a pivotal role in actively involving parents, volunteers, and community partners in our school activities. This high level of engagement has strengthened the connection between the school and the wider community, fostering a collaborative environment that supports student success. By building strong partnerships with families and community members, we are able to provide a more comprehensive and enriching educational experience for our students.

At our school, we implement a Staff and Teacher of the Month program to acknowledge and celebrate the exceptional contributions of our educators. This initiative not only boosts morale but also fosters a culture of excellence and dedication among our staff. By recognizing outstanding work, we aim to inspire all team members to continue striving for greatness in their roles.

We are committed to strengthening the bonds within our school community by organizing at least one family and community-building activity each month. These events provide opportunities for families to engage with the school, fostering a sense of belonging and partnership. Additionally, we host staff events to enhance camaraderie and collaboration, which in turn contributes to a positive and supportive student culture.

For our students, we have introduced a student council to empower them with leadership opportunities and a platform to voice their ideas and concerns. Furthermore, the Student of the Month program highlights individual achievements, encouraging students to excel academically and socially. These initiatives are designed to cultivate a sense of responsibility and pride among our students.

We celebrate our students' growth and accomplishments through house days and level-up parties. These events are a testament to our commitment to recognizing and rewarding progress, motivating students to continue their personal and academic development. By celebrating their successes, we aim to create an environment where students feel valued and inspired to reach their full potential.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a belief that students in intervention groups are for punitive or indicative of failure, rather than as opportunities for acceleration and growth as evident in low summer learning enrollment of 16 out of 35 allotted slots.
Root Cause: Interventions were not effectively reframed or communicated as acceleration opportunities, leading students and families to perceive them as punitive rather than supportive.

Problem Statement 2 (Prioritized): Teachers and students lack a shared understanding of what proficient and advanced performances actually require leading to misalignment in instruction and students effort. This is evident in Spring Benchmark of 31% in Math and 39% in Reading for meets and up.
Root Cause: Instructional planning and learning tasks, were not consistently aligned to clear success criteria, rigor, and exemplars tied to Meets and Masters standards, resulting in misalignment between instruction, student effort, and assessment expectations.

Priority Problem Statements

Problem Statement 1: The high focus group shows only moderate improvement, with meets still around 30% and Mastes uinder 10%, suggesting insufficient accelerating learning.

Root Cause 1: Instruction and interventions were not consistently intensified or adjusted based on ongoing data to move students beyond Meets toward Masters performance.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: While the students show growth in STAAR 2025. The Meet and masters percentages remain below overall averages, indicating incomplete gap closures.

Root Cause 2: Instruction and interventions prioritized growth toward proficiency but lacked the rigor and targeted acceleration necessary to move students into Meets and Masters performance levels.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Teachers and students lack a shared understanding of what proficient and advanced performances actually require leading to misalignment in instruction and students effort. This is evident in Spring Benchmark of 31% in Math and 39% in Reading for meets and up.

Root Cause 3: Instructional planning and learning tasks, were not consistently aligned to clear success criteria, rigor, and exemplars tied to Meets and Masters standards, resulting in misalignment between instruction, student effort, and assessment expectations.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Attendance rate has gone down from 93.9% to 92.3% from semester 1 to cycle 4.

Root Cause 4: Systems for monitoring, early identification, and intervention for student absenteeism were not implemented tightly enough with fidelity or consistency.

Problem Statement 4 Areas: School Processes & Programs

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject
- Enrollment trends
- Mobility/stability rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent engagement rate
- Parent and community partnership data

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Action research results
- Technology and resource allocation data

Goals

Revised/Approved: November 10, 2026

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

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 25% to 65% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 22% to 50% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Utilize PLCS and on-campus professional development opportunities to ensure Proper Lesson Pacing and Rigor.

Strategy's Expected Result/Impact: Increase Grade 3 Reading Performance to "Meets Grade Level" on May 2027 STAAR.

Staff Responsible for Monitoring: Campus administrators

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: 1.Utilize the Cowtown 12 observation tool to ensure teachers maintain proper lesson pacing and students conduct quick writes/SCR/ECRs with the targeted skill. 2. Daily dedicated instruction time is provided at the depth and complexity of the grade level and above standards by having lesson internalization and lesson rehearsal. 3. Lessons will have rigor and alignment to TEKs, objectives, classroom activities, small groups and formative assessments. **Intended Audience:** Classroom Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** Sept 2026- May 2027 **Collaborating Departments:** School Leadership **Delivery Method:** In-person **Funding Sources:** Headphones - Title I (211) - 211-11-6399-501-154-30-154-101000 - $2,000, General Supplies - Title I (211) - 211-61-6399-503-154-30-154-101000 - $10,443, Substitutes- Planning - Title I (211) - 211-11-6112-501-154-30-154-101000 - $1,640, Substitutes -Fringe - Title I (211) - 211-XX-614X-501-154-30-154-101000 - $360			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Title 1 Teacher Assistant will aid school in supporting quality tier 1 instruction by supporting PLCs, testing, MTSS/ARDs coverage, administration, and planning periods. **Intended Audience:** Teacher and Students **Provider / Presenter / Person Responsible:** Title 1 TA **Date(s) / Timeframe:** Aug 2026- May 2027 **Collaborating Departments:** None **Delivery Method:** In-Person **Funding Sources:** Title 1 TA- 26,894+fringe - Title I (211) - 211-11-6129-501-154-30-154-101000 - $26,894, Title 1 TA -Fringe - Title I (211) - 211-XX-614X-501-154-30-154-101000 - $4,841			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: While the students show growth in STAAR 2025. The Meet and masters percentages remain below overall averages, indicating incomplete gap closures. **Root Cause**: Instruction and interventions prioritized growth toward proficiency but lacked the rigor and targeted acceleration necessary to move students into Meets and Masters performance levels.

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 44% to 65% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 54% to 65% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 51% to 65% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: The campus will identify students who are at risk of:
1) not meeting expected growth projections and
2) below the 60th percentile in achievement
according to MAP Growth by analyzing data during PLCs to adjust Tier 2 instruction.

Strategy's Expected Result/Impact: MOY and EOY 65% of all students will reach their expected growth targets and 70% of students will be at 60th percentile in achievement in reading as measured by the Reading MAP Growth assessment

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Demographics 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: 1. Teachers will group students for Tier 2 support based on specific skill deficits and implement targeted strategies (e.g., small-group guided reading, explicit vocabulary and comprehension instruction, structured interventions, and scaffolded supports) 2. Monitoring progress in PLC data trackers and adjusting groups and strategies every 3-4 weeks based on student response data, 3.Leadership will review implementation during data meetings, with overall success measured by at least 65% of students meeting their expected Reading MAP Growth targets by MOY and EOY. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** Aug 2026- May 2027 **Collaborating Departments:** None **Delivery Method:** In Person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Tutoring 1. Identify students for tutoring by Oct 20 2. Recruit teachers for tutoring by Oct 3. 3. Create a tutoring schedule for the first semester by Oct 20. 4. Create tutoring groups and inform parents by Oct 20. Begin tutoring schedule by week of Oct 31 5. Tutoring groups will be added or adjusted after analyzing MAP MOY. 6. Added tutoring groups will begin by Feb. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin and Teachers **Date(s) / Timeframe:** Oct 2026-April 2027 **Collaborating Departments:** None **Delivery Method:** In-Person **Funding Sources:** Tutoring - Title I (211) - 211-11-6116-501-154-30-154-101000 - $7,380, Paper and Tutoring Supplies - Title I (211) - 211-11-6399-501-154-30-154-101000 - $5,500, Tutoring Fringe - Title I (211) - 211-XX-614X-501-154-30-154-101000 - $1,620			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: While the students show growth in STAAR 2025. The Meet and masters percentages remain below overall averages, indicating incomplete gap closures. **Root Cause**: Instruction and interventions prioritized growth toward proficiency but lacked the rigor and targeted acceleration necessary to move students into Meets and Masters performance levels.

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

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 20% to 46% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 27% to 34% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Facilitate data meetings that analyze student performance at the question level to pinpoint targeted areas of need.

Strategy's Expected Result/Impact: Improved student performance on the TEKS identified as areas of need based on benchmark data.

Staff Responsible for Monitoring: Campus administrators and teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Campus administration will conduct data meetings to support teachers in developing targeted reteach plans to address TEKS identified as areas of need based Benchmark data by: 1. Follow Data Protocol 2. Analyze Question-Level Trends 3. Identify Priority TEKs/Skills 4. Group Students by Need 5. Plan Targeted Instruction with timelines 6. Monitor and Follow Up **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin and Teachers **Date(s) / Timeframe:** Sept 2026- April 2027 **Collaborating Departments:** None **Delivery Method:** In-Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The high focus group shows only moderate improvement, with meets still around 30% and Mastes uinder 10%, suggesting insufficient accelerating learning. **Root Cause**: Instruction and interventions were not consistently intensified or adjusted based on ongoing data to move students beyond Meets toward Masters performance.

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 32% to 49% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 22% to 33% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Utilize PLCS and on-campus professional development opportunities to ensure Proper Lesson Pacing and Rigor.

Strategy's Expected Result/Impact: Increase Grade 3 Reading Performance to "Meets Grade Level" on May 2027 STAAR.

Staff Responsible for Monitoring: Campus administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Demographics 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: 1.Utilize the Cowtown 12 observation tool to ensure teachers maintain proper lesson pacing and students conduct quick writes/SCR/ECRs with the targeted skill. 2. Daily dedicated instruction time is provided at the depth and complexity of the grade level and above standards by having lesson internalization and lesson rehearsal. 3. Lessons will have rigor and alignment to TEKs, objectives, classroom activities, small groups and formative assessments. **Intended Audience:** Classroom Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** Sept 2026- May 2027 **Collaborating Departments:** School Leadership **Delivery Method:** In-person			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: While the students show growth in STAAR 2025. The Meet and masters percentages remain below overall averages, indicating incomplete gap closures. **Root Cause**: Instruction and interventions prioritized growth toward proficiency but lacked the rigor and targeted acceleration necessary to move students into Meets and Masters performance levels.

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

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in English from 54% to 65% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in Spanish from 50% to 65% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 47% to 65% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: The campus will identify students who are at risk of:
1) not meeting expected growth projections and
2) below the 60th percentile in achievement
according to MAP Growth by analyzing data during PLCs to adjust Tier 2 instruction.

Strategy's Expected Result/Impact: MOY and EOY 65% of all students will reach their expected growth targets and 70% of students will be at 60th percentile in achievement in reading as measured by the Reading MAP Growth assessment

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Demographics 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: 1. Teachers will group students for Tier 2 support based on specific skill deficits and implement targeted strategies (e.g., small-group guided reading, explicit vocabulary and comprehension instruction, structured interventions, and scaffolded supports) 2. Monitoring progress in PLC data trackers and adjusting groups and strategies every 3-4 weeks based on student response data, 3.Leadership will review implementation during data meetings, with overall success measured by at least 65% of students meeting their expected Reading MAP Growth targets by MOY and EOY. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** Aug 2026- May 2027 **Collaborating Departments:** None **Delivery Method:** In Person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Tutoring 1. Identify students for tutoring by Oct 20 2. Recruit teachers for tutoring by Oct 3. 3. Create a tutoring schedule for the first semester by Oct 20. 4. Create tutoring groups and inform parents by Oct 20. Begin tutoring schedule by week of Oct 31 5. Tutoring groups will be added or adjusted after analyzing MAP MOY. 6. Added tutoring groups will begin by Feb. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin and Teachers **Date(s) / Timeframe:** Oct 2026-April 2027 **Collaborating Departments:** None **Delivery Method:** In-Person **Funding Sources:** Tutoring - Title I (211) - 211-11-6116-501-154-30-154-101000 - $7,380, Paper and Tutoring Supplies - Title I (211) - 211-11-6399-501-154-30-154-101000 - $3,000, Tutoring- Fringe - Title I (211) - 211-XX-614X-501-154-30-154-101000 - $1,620			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: While the students show growth in STAAR 2025. The Meet and masters percentages remain below overall averages, indicating incomplete gap closures. **Root Cause**: Instruction and interventions prioritized growth toward proficiency but lacked the rigor and targeted acceleration necessary to move students into Meets and Masters performance levels.

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 18% to 49% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 8% to 33% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Facilitate data meetings that analyze student performance at the question level to pinpoint targeted areas of need.

Strategy's Expected Result/Impact: Improved student performance on the TEKS identified as areas of need based on benchmark data.

Staff Responsible for Monitoring: Campus administrators and teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Campus administration will conduct data meetings to support teachers in developing targeted reteach plans to address TEKS identified as areas of need based Benchmark data by: 1. Follow Data Protocol 2. Analyze Question-Level Trends 3. Identify Priority TEKs/Skills 4. Group Students by Need 5. Plan Targeted Instruction with timelines 6. Monitor and Follow Up **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin and Teachers **Date(s) / Timeframe:** Sept 2026- April 2027 **Collaborating Departments:** None **Delivery Method:** In-Person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Campus Leadership team and teachers will collaborate during Data Meetings to analyze student TEK mastery and planning to use Sirius Zingers and IXL to increase student outcomes. **Intended Audience:** Teachers and Students **Provider / Presenter / Person Responsible:** Teacher **Date(s) / Timeframe:** September 2026 **Collaborating Departments:** None **Delivery Method:** In-Person and Online **Funding Sources:** Sirius Zingers - Title I (211) - 211-11-6329-501-154-30-154-101000 - $3,500, IXL - Title I (211) - 211-11-6299-501-154-30-154-101000 - $10,500			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The high focus group shows only moderate improvement, with meets still around 30% and Mastes uinder 10%, suggesting insufficient accelerating learning. **Root Cause**: Instruction and interventions were not consistently intensified or adjusted based on ongoing data to move students beyond Meets toward Masters performance.

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

Performance Objective 1: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in English from 39% to 46% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in Spanish from 35% to 36% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to 34% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement High-Frequency Instructional Walkthroughs.

Strategy's Expected Result/Impact: Increase student outcomes

Staff Responsible for Monitoring: Admin

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Admin will: 1.Conduct 9 walkthroughs weekly minimum. 2.Provide real-time feedback within the lesson when appropriate; same day whenever possible. 3.Track trends campus-wide. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** Aug 2026-May 2027 **Collaborating Departments:** None **Delivery Method:** In- Person			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Teachers and students lack a shared understanding of what proficient and advanced performances actually require leading to misalignment in instruction and students effort. This is evident in Spring Benchmark of 31% in Math and 39% in Reading for meets and up. **Root Cause**: Instructional planning and learning tasks, were not consistently aligned to clear success criteria, rigor, and exemplars tied to Meets and Masters standards, resulting in misalignment between instruction, student effort, and assessment expectations.

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

Performance Objective 2: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 31% to 49% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in Spanish from 35% to 49% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 8% to 33% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement High-Frequency Instructional Walkthroughs.

Strategy's Expected Result/Impact: Increase student outcomes

Staff Responsible for Monitoring: Admin

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Admin will: 1.Conduct 9 walkthroughs weekly minimum. 2.Provide real-time feedback within the lesson when appropriate; same day whenever possible. 3.Track trends campus-wide. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** Aug 2026-May 2027 **Collaborating Departments:** None **Delivery Method:** In- Person			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Teachers and students lack a shared understanding of what proficient and advanced performances actually require leading to misalignment in instruction and students effort. This is evident in Spring Benchmark of 31% in Math and 39% in Reading for meets and up. **Root Cause**: Instructional planning and learning tasks, were not consistently aligned to clear success criteria, rigor, and exemplars tied to Meets and Masters standards, resulting in misalignment between instruction, student effort, and assessment expectations.

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 .04% to .02% by June 2027.
Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from .04% to .02% by June 2027.

Strategy 1: Establish a strong school-wide attendance culture to improve student attendance through a tiered system of support which will include consistent monitoring of daily attendance data, proactive communication with families, the implementation of attendance incentives, and targeted interventions to address and reduce chronic absenteeism.

Strategy's Expected Result/Impact: Decrease chronic absences.

Staff Responsible for Monitoring: Campus Leadership

Title I:
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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement a reward system to incentivize good attendance, such as monthly recognition for students with perfect attendance or improved attendance, and class-wide rewards for meeting attendance goals. Campus Attendance Committee will meet every 6 weeks to engage in the development of incentives. **Intended Audience:** Campus Attendance Committee **Provider / Presenter / Person Responsible:** FES, AP, Data Clerk, Counselor **Date(s) / Timeframe:** August 2025- May 2026 **Collaborating Departments:** SST **Delivery Method:** In-Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key

strategic and programs by 15 people at each event by May 2027.

Strategy's Expected Result/Impact: Increase collaboration with parents as partners by increasing the number of engagement activities during and outside of regular school hours.

Staff Responsible for Monitoring: FES and Principal

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: There will be Monthly Family Engagement Opportunities during and outside of regular school hours to increase participation to increase collaboration with parents as partners **Intended Audience:** School Community **Provider / Presenter / Person Responsible:** FES and Admin **Date(s) / Timeframe:** Aug 2026- May 2027 **Collaborating Departments:** None **Delivery Method:** In-Person **Funding Sources:** Snacks - Family Engagement (211) - 211-61-6499-503-154-30-154-101000 - $800, Supplies for Events - Family Engagement (211) - 211-61-6399-503-154-30-154-101000 - $1,000, RIF books - Family Engagement (211) - 211-61-6329-503-154-30-154-101000 - $367			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Attendance rate has gone down from 93.9% to 92.3% from semester 1 to cycle 4. **Root Cause**: Systems for monitoring, early identification, and intervention for student absenteeism were not implemented tightly enough with fidelity or consistency.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Substitutes- Planning	Instruction | Subs - Professional (11-6112)	211-11-6112-501-154-30-154-101000	$1,640.00
1	1	1	1	Substitutes -Fringe	Fringe	211-XX-614X-501-154-30-154-101000	$360.00
1	1	1	1	Headphones	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-154-30-154-101000	$2,000.00
1	1	1	1	General Supplies	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-154-30-154-101000	$10,443.00
1	1	1	2	Title 1 TA- 26,894+fringe	Instruction |Title I Teacher Assistant (11-6129)	211-11-6129-501-154-30-154-101000	$26,894.00
1	1	1	2	Title 1 TA -Fringe	Fringe	211-XX-614X-501-154-30-154-101000	$4,841.00
1	2	1	2	Paper and Tutoring Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-154-30-154-101000	$5,500.00
1	2	1	2	Tutoring Fringe	Fringe	211-XX-614X-501-154-30-154-101000	$1,620.00
1	2	1	2	Tutoring	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-154-30-154-101000	$7,380.00
2	2	1	2	Tutoring	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-154-30-154-101000	$7,380.00
2	2	1	2	Paper and Tutoring Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-154-30-154-101000	$3,000.00
2	2	1	2	Tutoring- Fringe	Fringe	211-XX-614X-501-154-30-154-101000	$1,620.00
2	3	1	2	Sirius Zingers	Instruction | Other Reading Materials (11-6329)	211-11-6329-501-154-30-154-101000	$3,500.00
2	3	1	2	IXL	Instruction | Misc Contracted Services (11-6299)	211-11-6299-501-154-30-154-101000	$10,500.00
						Sub-Total	$86,678.00

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						Budgeted Fund Source Amount	$86,678.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	2	1	Snacks	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-154-30-154-101000	$800.00
4	1	2	1	RIF books	Family Engagement | Other Reading Materials (61-6329)	211-61-6329-503-154-30-154-101000	$367.00
4	1	2	1	Supplies for Events	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-154-30-154-101000	$1,000.00
						Sub-Total	$2,167.00
						Budgeted Fund Source Amount	$2,167.00
						+/- Difference	$0.00
						Grand Total Budgeted	$88,845.00
						Grand Total Spent	$88,845.00
						+/- Difference	$0.00

Addendums

Mary Louise Phillips Elementary School
September 17, 2026

Mission

ML Phillips Elementary School provides a nurturing environment committed to achieving excellence for ALL students.

Vision

We commit to inspire and educate all students and represent a culture of lifelong learning while instilling teamwork, excellence, and respect for self, others, and community. At MLP Moments count, Learners grow, and People matter.

Core Values

Belonging, Encouragement, Teamwork, Respect

Agenda:

Title 1 School
Building Parent Capacity
Title 1 Funds
Curriculum
Academic Status
Assessments
Parent Student Teacher Compact
Stakeholder Questions and Comments

Title I Annual Meeting
Minutes

Mary Louise Phillips Elementary School

The purpose of this meeting is to provide information to parents and / or guardians about the Title I program offered at our school and your right to be involved in your child's education.

When?	Thursday, September 17th, 2026 at 5:30 p.m.
Where?	MLP Auditorium
Who is invited?	All parents/guardians and stakeholders are invited and encouraged to attend
Who attended?	Please see attached sign-in sheets
What?	The following topics were discussed: ***Welcome*** • Mrs. Nandayapa welcomed all in attendance to the meeting and told them a little about the school and the meeting. ***Agenda*** • Read the attached agenda ***Title I, Part A Overview*** • Read the slide as written ***Title I, Part A at our school*** • Read the slide as written ***Academics*** • Read the slide as written ***Parent Rights*** • Read the slide as written ***Parent Feedback and Participation*** • Read the slide as written ***Upcoming Events for Parents*** • Informed parents that correspondence of future events would be sent out closer to the event dates. ***Question and Comments from Stakeholders*** • *None* ***Conclusion*** • She thanked everyone for coming and introduced Mr. Reed for the PTO meeting.
Taken by:	Kathy Hobbs, Family Engagement Specialist

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Teacher Name: _____

Title I: Parent-Student-Teacher Compact of Shared Responsibilities

Mary Louise Phillips Elementary School
2026-2027

Mission

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Vision

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Core Values

Belonging, Encouragement, Teamwork, Respect

PARENT/GUARDIAN AGREEMENT

I want my child to reach his/her full academic potential; therefore, I will do the following to support my child's learning:

- Have on-going communication with my child's school; including parent-teacher conferences, signing up for Parent Portal and volunteering in the classroom.
- See that my child attends school regularly and arrives on time and is picked up on time.
- Ensure my child has needed school supplies and takes care of his/her technology devices.
- Supports the school staff and respects cultural differences of others.
- Establishes a time and place for homework and checks it regularly.
- Monitor television and movie viewing.
- Help to make positive use of extracurricular time.

Parent/Guardian Signature _____ Date: _____

STUDENT AGREEMENT

It is important that I do the best that I can; therefore, I will do the following:

- Come to school each day on time with my device, my homework completed and have the supplies that I need.
- Always work to the best of my ability.
- Believe that I can learn, and I will learn.
- Obey all school rules, routines, and procedures.
- Show respect for my school, myself, other students, and staff members.
- Be considerate of cultural differences.

Student Signature _____ Date: _____

SCHOOL AGREEMENT

The entire school staff will share the responsibility for improved student achievement; therefore, we will do the following:

- Hold parent/teacher conferences.
- Send frequent reports to parents on their child's progress and regularly update the on-line grading book.
- Provide opportunities for parents to volunteer and participate in their child's class and observe classroom activities.
- Provide an environment conducive to learning.
- Respect the student, their parents, and the diverse culture of the school.

Teacher Signature _____ Date: _____

Teacher Name: Kristin Miller

Title I: Parent-Student-Teacher Compact of Shared Responsibilities

Mary Louise Phillips Elementary School
2026-2027

Mission

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- Have on-going communication with my child's school; including parent-teacher conferences, signing up for Parent Portal and volunteering in the classroom.
- See that my child attends school regularly and arrives on time and is picked up on time.
- Ensure my child has needed school supplies and takes care of his/her technology devices.
- Supports the school staff and respects cultural differences of others.
- Establishes a time and place for homework and checks it regularly.
- Monitor television and movie viewing.
- Help to make positive use of extracurricular time.

Parent/Guardian Signature [signature] Date: 9-18-26

STUDENT AGREEMENT

It is important that I do the best that I can; therefore, I will do the following:

- Come to school each day on time with my device, my homework completed and have the supplies that I need.
- Always work to the best of my ability.
- Believe that I can learn, and I will learn.
- Obey all school rules, routines, and procedures.
- Show respect for my school, myself, other students, and staff members.
- Be considerate of cultural differences.

Student Signature Marc Anthony Vazquez Date: 9-18-26

SCHOOL AGREEMENT

The entire school staff will share the responsibility for improved student achievement; therefore, we will do the following:

- Hold parent/teacher conferences.
- Send frequent reports to parents on their child's progress and regularly update the on-line grading book.
- Provide opportunities for parents to volunteer and participate in their child's class and observe classroom activities.
- Provide an environment conducive to learning.
- Respect the student, their parents, and the diverse culture of the school.

Teacher Signature [signature] Date: 9-10-26

G. Oliver

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** [redacted]

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Alma	Checa Herrera	Diego	682-785-44-24	
Kenia	de Garay	Alexis	682 470 24-75	Madre
Nancy	Sustaita	Alena Hidalgo	214-440-7120	Madre
Genesis	Medina	Galilea Lugo	832 830 3349	Madre
Selena	Tejada	Yerik Medina	682 279 7114	Madre.
Sarah	Halliburton	Tiffany Halliburton	214 597 0348	Mom
Bailey	Weismuller	Olivia Corbett W.	214-218-4881	Mom
David	Reveria	Elijah Reveria	682-774-0694	Dad
Epifanio	Rocha	Diego Cruz	817-716-6250	mamá x papá
Marsa ~~Lopez~~	Lopez	Daiana Gomez	817-893-4768	mamá
Nat	West	Clara West	682-283-7244	Dad

K. Martinez

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs**

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Yasmine	Paredes	Niko Chavez	(817)879-3946	Mom
Kristen	Mason	Steele Mason	9402977240	Mom
Hailey	Wigley	Harry Wigley	346-406-9681	Mom
Rosa	Camarillo	Erick	682-320-4494	Mom
~~AneAna~~	Portillo	LilianaR	817-914-4707	Mom
Barish	Madanoglu	Bankston	631-697-1955	Dad
Olivia	"	"	631-838-9850	Mom
Alice	Ngoyera	michael Tshibwabwa	312-539-9861	mom
Nick ~~Gresham~~	Gresham	Kitt Gresham	713-355-7035	Dad
Victor	Ramirez	Victor Ramirez	682-553-1143	Dad

Ms. Montoya

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** (redacted)

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Natalie	Cabrera	Elijah Hultman	682-458-1184	Parent
TAURAY	MATANDA	MAILA MATANDA	915 279 8281	PARENT
Emily	McKee	Thomas McKee	682-362-2508	Parent

Hyman

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs**

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Skyla	McDaniel	Kyla Wilson	817-729-9176	Parent

Lucy

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** [redacted]

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Edith	Gonzalez	Evie N	817 606-9783	Parent
Eliben	Ramos	Ariadna R	817 855 9969	Madre
Berenice	camargo	Celany	(214)588-9319	Mamma
Trinidad	Nava	Denise Nava	817 689 9955	padre.
Mayra	Guevara	[redacted] Lorenzo Guevara	817-793-9848	MOM
Jenny	Gonzalez	Juliette Zarate	817-713-7419	mom

Puente - Kinder

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs**

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Monica	Davis	Nyzir Richmond	414-343-9217	
Madison	Viesca	Mahleni Corona	682-215-4896	
Osheanna	Campbell	Derravain	817-353-4238	
Kristina	Bautista	Oliver		

Wooldridge – 1st grade

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** (illegible)

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Peggy	Williams	Hannah Williams	682 299-7088	Parent
NICK/Kody	Cresham	Remy Cresham	713-355-7035	parents
Emily	McKee	James McKee	682-362-2808	Parents
Alivia	Rios	Logan Jones	8176578082	parent
Alexandra	Ramirez	Jocelyne Zapata	682-760-5936	parent

Chairez

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** [redacted]

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Yadira	Briones	Sebastian Briones	(214)809-2147	Parent
Dilcia	Damaris.	Emely Abigail	(214) 778-7260	Parent
Yheycelis	Palacios	Aranza Palacios	817 971 2574	Parent.
Joselys Vel	Velarde	Josielys Colina	312 956 7800	Parent
Amia	Zamora			
Joselin	Zamora	Ahinoa Robles	817.938.0971	Madre
Mar	Wesa	Clara Wesa	682-283-7244	Padre

Oelfke
1st

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** (Redacted)

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Kristen	Mason	Kyrie Mason	9402977240	Mom
Sarudzai	Dhliwayo	Ivana Gukwe	915-280-9514	Mom
~~Mara~~ Amy	~~Martino~~ Bumps	Mara Martino	817-578-6631	mom
Sadia	Waseem	Alisha	214 514 9285	
Claudia	Reyes	Levi Reyes	682-554-2639	Aunt
Haley	McNill	Brylin McNill	817-324-5561	Mom
Fatima	R			Mom

K Smith

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** (K. Smith)

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Natalie	Cabrera	Daimon Aultman	682-458-1184	Parent
Brian	Reeves	Brienne Reeves	832-593-1165	Parent
~~Alexa~~ Alivia	Rios	Ava	817 657 8082	
Monica	Davis	Nylah Richmond	414-343-9217	Parent
Esther	Mota	Scarlett Hernandez	682-560-1448	mom.
TAMARA	MATANDA	NATALIE MATANDA	915 279 8281	PARENT
Oshenna	Campbell	Demi Campbell	817-353-4238	Parent

2nd Vac

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** (Marin-Vac)

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Jesus	Leon	Liam	817 823 2935	Papa
Andrea	Sanchez	Valentina Sanchez	682 272 1776	mamá
Deyanira	Sepulveda	Keisi Vizcaino	929-436-9600	Madre

Kinney

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** (Main)

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Abigail	Keen	Julian Lopez		
Trinidad	Nava	Maddelen Nava		
Haylei	Rodriguez	Amariyana Olguin		
Leri	Peterson	Ezra Peterson	817-992-5730	Parent
Claudia	Reyes	Addison Reyes	682-554-2639	Aunt
Jessica	Fedorick	Jett Polnitz	682-557-1452	Mom
Haley	McGill	Aleeyan McGill	817 324 5561	MOM

marin

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** (Kinney)

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Izarely	Manzanares	Yamir	956-612-4562	Parent
Jennifer	Canel	Sophia	817-919-7198	Madre.
"Murray" Mary K.	Garcia	"Kat" Katya L Garcia	817-808-1793	madre
Evelin	Lugo	Everlin	7207611641	Madre.
Eduard	Lugo	Ediacngs	7202706549	Padre
Stefany	Dominguez	Ronan Merrell	817-210-5118	Parent
Sarah	Halliburton	Theodore Halliburton	2145970349	Mom
Bailey	Weismuller	Harrison Weismuller	214-218-4881	Mom
Xochitl	Barragan	Meztli Santillan	817-948-7658	mom
Ana	Morales	Emma Montes	817-883-4082	Mamá
Genesis	Medina	Cristian Medina	832-8303349	tia.

Bednarski

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** (Chairez)

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Cynthia	Rodriguez	Osiris Martinez	817-770-7705	
Cristina	Mendez	Madelyn Lopez	805-436-9622	mom
Epifania	ROCha	Andrea L Cruz	817-716-6250	mama x papa
Chase	Reed	Georgia		Dad
Anahi	Vasquez	Adrian Rios	8173530986	mom
Janet	Navarro	Jonathan Torres	682-375-6412	mom
Emma	Aristizabal	Emma		Mom

Salazar

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** (Woodridge)

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Christal	Isidoro	Violet Grayson	6827163514	mother

Ingram

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** ~~(Cooper)~~

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
JASMINE	Paredes	EVRA FLORES	(817)879-3946	Mom
Sadia	Waseem	Ammad	214 514 9285	Mom
Alexandra	Ramirez	Patricia Ramirez	682-760-5936	Mom
Mayra	Guevara	Mia Guevara	817-793-9848	mom

Valmore

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs**

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Bruce	Sullivan	Kayla Sullivan	682-268-8069	
Kaileigh	Alberti	Mia Alberti	8174353404	

Betancourth

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** [redacted]

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Gabriela	Camacho	Kaden Baeza	972-940-5754	Mom
Gregory	Shorts	Greg Jr	817-909-1600	Father
Joselin	Zamora	Heedimar Robles	817.938.0971	Madre.
Alivia	Rios	Mason Rios	817 657 8082	Mom
Claudia	Reyes	Dakota Reyes	682-554-2639	Aunt

Ramirez

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** ([redacted])

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Joselin	Zamora	Heedimar Robles	817-938 0971	Madre
Claudia	Reyes	Dakota Reyes	682-554-2639	Aunt

Rangel (5th)

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** ([redacted])

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Adanely	Cerantes	Alondra Dominguez	817-212-9931	mom
Rehan	HASSANI	Mihal HUSSaini		
Chase	Reed	Truman		Father
Edith	Gonzalez	Coraline N.	817 606-9783	parent
Adusbet	Perez	Dylan Aristizabal	830-352-0202	Mom
Izarely	Manzanares	Yosmar Linares	956.612.4562	Parent

Peyton HR.

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** (redacted)

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Claudia	Anguiano	Daisy Garcia	(714) 507-6533	mother
Esther	mota	Emily Hernandez	682-560-1448	mother
Eli	Peterson	Alexis Peterson	917-492-1307	mother
Corinne	Stedman	Ana Rodriguez	817-475-5567	mom
Miyoshi	Erwin	Brailon Moss	682-313-4625	mom

6th Smith H.R.

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs**

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Jessica	Gonzalez	Kylie Barraza	817 376 7455	Mom
Johnathen ~~Parede~~s	Paredes	Tan flores	817-951-1620	DaD
Corey ~~Hyman~~	Hyman	Kourtney Hyman	214-907-5104	DaD
Angelica	Cervantes	Ivan Cervantes	682-220-8436	Mom

Miller

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs (Spanish)**

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Lisette	Quintana	Marc Anthony Vazquez	817-231-2691	Parent

Shannon

Parent Class Sign-In Sheet Class Topic: **Title 1/PTO/Open House** FES/LPE Name: **Kathy Hobbs** ~~Blackburn~~

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/17/2026** Time: **5:30 p.m. to 6:45 p.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Aaron	Dyson	Aydrian Dyson	(817) 918-6881	PARENT

Mary Louise Phillips Elementary School
September 10, 2026

Mission

ML Phillips Elementary School provides a nurturing environment committed to achieving excellence for ALL students.

Vision

We commit to inspire and educate all students and represent a culture of lifelong learning while instilling teamwork, excellence, and respect for self, others, and community. At MLP Moments count, Learners grow, and People matter.

Core Values

Belonging, Encouragement, Teamwork, Respect

Agenda:

Title 1 School
Building Parent Capacity
Title 1 Funds
Curriculum
Academic Status
Assessments
Parent Student Teacher Compact
Stakeholder Questions and Comments

Title I Annual Meeting
Minutes

Mary Louise Phillips Elementary School

The purpose of this meeting is to provide information to parents and / or guardians about the Title I program offered at our school and your right to be involved in your child's education.

When?	Thursday, September 10th, 2026 at 8:00 a.m.
Where?	MLP Auditorium
Who is invited?	All parents/guardians and stakeholders are invited and encouraged to attend
Who attended?	Please see attached sign-in sheets
What?	The following topics were discussed: ***Welcome*** • Mrs. Nandayapa welcomed all in attendance to the meeting and told them a little about the school and the meeting. ***Agenda*** • Read the attached agenda ***Title I, Part A Overview*** • Read the slide as written ***Title I, Part A at our school*** • Read the slide as written ***Academics*** • Read the slide as written ***Parent Rights*** • Read the slide as written ***Parent Feedback and Participation*** • Read the slide as written ***Upcoming Events for Parents*** • Informed parents that correspondence of future events would be sent out closer to the event dates. ***Question and Comments from Stakeholders*** • None ***Conclusion*** • She thanked everyone for coming
Taken by:	Kathy Hobbs, Family Engagement Specialist

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Parent Class Sign-In Sheet Class Topic: **Title 1 Information Meeting** FES/LPE Name: **Kathy Hobbs**

Campus: **M.L. Phillips #154** Facilitator/Department: **Kathy Hobbs** Date: **09/10/2026** Time: **8:00 a.m.**

Parent First Name **Primer Nombre** **Example/Ejemplo:** **Kathy**	**Parent Last Name** **Apellido** **Hobbs**	**Child or Children's names** **El nombre del niño** **Liam Hobbs**	**Parent phone number** **Número de teléfono de los padres** **817-815-1693**	**Role (Parent or Community Member)** Rol (Padre o Miembro de la Comunidad) **Parent/Padre**
Rachael	Arroyo	Jade Arroyo	817-757-8624	Parent
Hailey	wigley	Harry wigley	346-406-96081	Parent

TITLE I MEETING

ML Phillips is a Title 1 campus. Title I is a federal program designed to provide financial assistance to schools with high percentages of low-income students, ensuring they receive a fair and high-quality education. We are offering two opportunities for you to learn about this program and how it effects your student.

Thursday, September 10th @ 8:00 a.m.
Thursday, September 17th@ 5:30 p.m..
in the MLP Auditorium

You will receive a Free Dress Pass for you student to use on Friday, September 18th, for attending one of the two meetings. **No pajamas, spaghetti straps or short shirts/shorts.**

TITLE I MEETING

ML Phillips es una escuela de Título 1. El Título I es un programa federal diseñado para proporcionar asistencia financiera a las escuelas con altos porcentajes de estudiantes de bajos ingresos, asegurando que reciban una educación justa y de alta calidad. Estamos ofreciendo dos oportunidades para que aprenda sobre este programa y cómo afecta a su estudiante.

Jueves, September 10th a las 8:00 a.m.
Jueves, September17th a las 5:30 p.m.
en el Auditorio de MLP

Recibirás un Pase de Vestido Gratis para que tu estudiante lo use el viernes 18 de septiembre, por asistir a una de las dos reuniones. **No se permiten pijamas, prendas de tirantes finos ni camisetas o** pantalones cortos.

TITLE I MEETING

ML Phillips is a Title 1 campus. Title I is a federal program designed to provide financial assistance to schools with high percentages of low-income students, ensuring they receive a fair and high-quality education. We are offering two opportunities for you to learn about this program and how it effects your student.

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JUNTA DE TÍTULO I

ML Phillips es una escuela de Título 1. El Título 1 es un programa federal diseñado para proporcionar asistencia financiera a las escuelas con altos porcentajes de estudiantes de bajos ingresos, asegurando que reciban una educación justa y de alta calidad. Estamos ofreciendo dos oportunidades para que aprenda sobre este programa y cómo afecta a su estudiante.

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