# Fort Worth Independent School District

# 157 Luella Merrett Elementary School

# 2026-2027 Campus Improvement Plan

**Board Approval Date:** November 10, 2026

# Mission Statement

We will provide a safe, inclusive learning environment that cultivates strong academic, social-emotional, and independent life-long learners while building positive community relationships.

# Vision

Preparing our students to succeed for a changing tomorrow.

# Value Statement

Compassion, Accountability, Empathy, A Growth Mindset, and Respect for ALL.

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# Comprehensive Needs Assessment

**Revised/Approved: November 10, 2026**

## Demographics

### Demographics Summary

Luella Merrett Elementary is located in the West side of Fort Worth Texas.  Students from our school feed to Western Hills High School.
372-Hispanic students
27-African American
61-White
11-2 or more races
473-**Total Students**

428-Economically Disadvantaged Students
389-At Risk students
269-LEP students
84-SpEd students - includes Speech, Dyslexia, RISE, and Academic Special Education,
73-GT students

We have two R.I.S.E units serving a total of 18 students

Our campus qualifies for Title I funding with academic programming for pre-kindergarten through fifth grade. Additional programming includes self-contained and inclusion special education classes.

We offer an afterschool program and have a PTA that is working to bridge our families and educators in creating an optimal learning environment for students.

95% of our staff is highly qualified with only 2 teachers on a probationary certificate and 64% of the school's teaching staff has 11 or more years teaching experience.

### Demographics Strengths

Our school takes great pride in maintaining a high teacher retention rate, which is a testament to the supportive and collaborative environment we foster. This stability not only benefits our educators but also ensures continuity and consistency in the learning experience for our students. Our experienced teaching staff brings a wealth of knowledge and expertise to the classroom, enhancing the quality of education and providing students with a rich and engaging learning environment.

Effective communication between parents and teachers is a cornerstone of our educational philosophy. We prioritize open and ongoing dialogue to ensure that parents are well-informed about their children's academic progress and can actively participate in their educational journey. This partnership is crucial in supporting student success and fostering a community of trust and collaboration.

Recognizing the diverse needs of our student body, we are proud to offer Dual Language classes to support our large Hispanic population and Emergent Bilingual students across all grade levels. This program not only aids in language acquisition but also celebrates cultural diversity, enriching the educational experience for all students.

To address the economic needs of our students and families, we provide a range of resources, including free breakfast and lunch for all students, as well as essential items such as iPads, school supplies, school uniforms, and winter coats for those in need. These initiatives ensure that every student has the necessary tools and support to succeed academically, regardless of their economic background.

Additionally, our after-school program for students in grades 3rd through 5th offers extended learning opportunities and enrichment activities. This program is designed to support academic growth, provide a safe and nurturing environment, and help students develop important social and life skills.

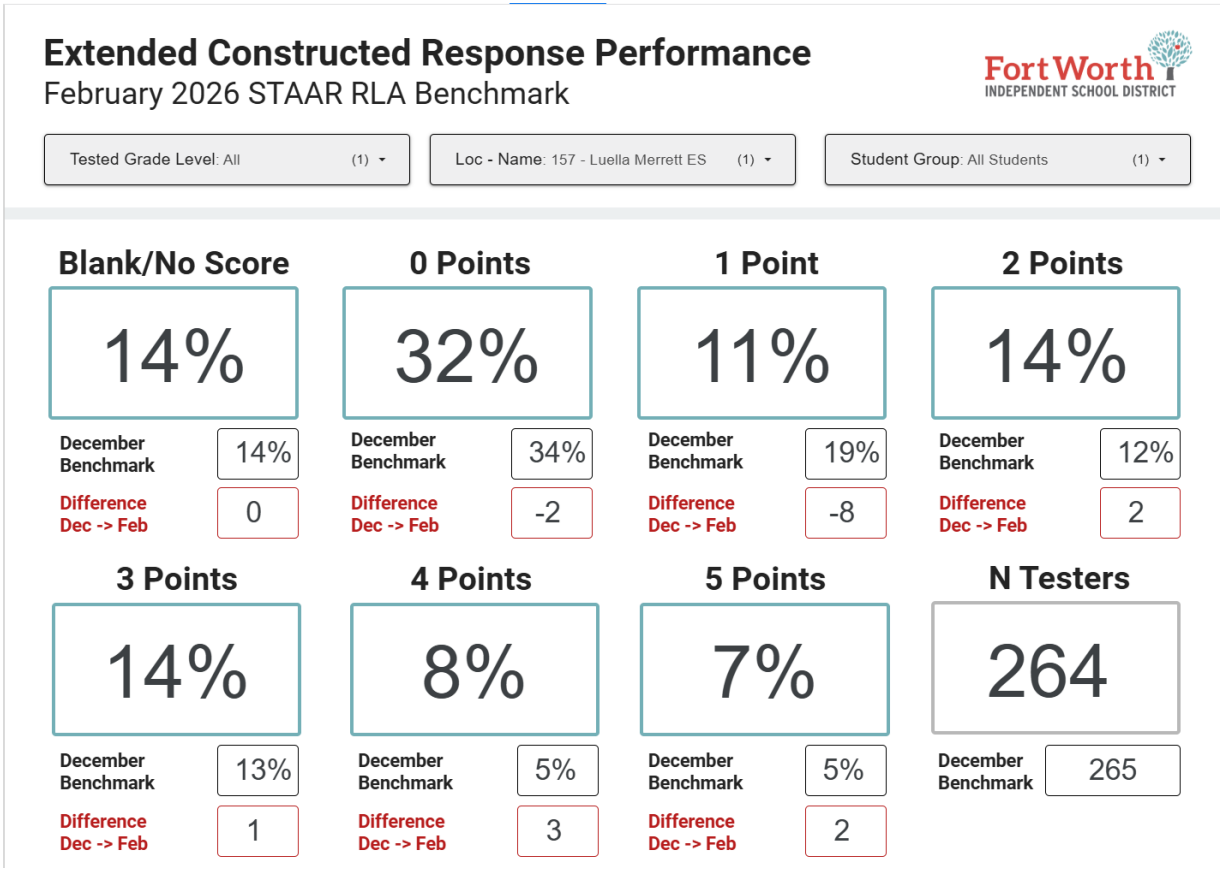
**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):**
Only 32% of students receiving special education services meet grade-level norms on the MAP MOY Reading assessment, and 36% meet grade-level norms on the MAP MOY Math assessment.
**Root Cause:** Inclusion and special education teachers lack consistent collaborative planning structures to design targeted supports, regularly progress monitor MAP data, and implement focused interventions aligned to students' individual needs.

**Problem Statement 2 (Prioritized):** Only 57% of Hispanic students meet grade-level norms on the MAP MOY Reading assessment, and 59% meet grade-level norms on the MAP MOY Math assessment.
**Root Cause:** Hispanic students who need additional academic and linguistic scaffolds are not consistently receiving the differentiated, ELPS-aligned instruction necessary to meet grade-level norms.

# Student Learning

## Student Learning Summary



Fort Worth INDEPENDENT SCHOOL DISTRICT

# MAP Growth Mathematics
## Middle of the Year 2025-2026

**157 - Luella Merrett ES**

| % Met Growth | % Met Grade Level Norm | Avg RITS |
|---|---|---|
| 66 | 60 | 197 |

**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 | 353 | 329 | 40 | 66 | 26 | 41 | 60 | 19 | 189 | 197 | 8 |
| Hispanic | 274 | 251 | 40 | 65 | 25 | 40 | 59 | 19 | 189 | 198 | 9 |
| African American | 32 | 20 | 52 | 73 | 21 | 34 | 60 | 26 | 186 | 189 | 3 |
| White | 38 | 49 | 33 | 66 | 33 | 55 | 59 | 4 | 191 | 193 | 2 |
| Asian | | | | | | | | | | | |
| American Indian | 1 | | | | | | | | | | |
| Two or More | 6 | 7 | 33 | 60 | 27 | 67 | 86 | 19 | 173 | 190 | 17 |
| EB | 166 | 157 | 41 | 69 | 28 | 36 | 59 | 23 | 191 | 203 | 12 |
| ED | 326 | 299 | 40 | 67 | 27 | 39 | 59 | 20 | 189 | 197 | 8 |
| SE | 64 | 64 | 40 | 54 | 14 | 17 | 36 | 19 | 183 | 188 | 5 |
| Chronic Absentee | 54 | 43 | 31 | 63 | 32 | 24 | 56 | 32 | 179 | 189 | 10 |

## Grade Level

| | 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 | 31 | 19 | 48 | 75 | 27 | 42 | 47 | 5 | 148 | 152 | 4 |
| 01 | 25 | 31 | 22 | 55 | 33 | 40 | 55 | 15 | 170 | 169 | -1 |
| 02 | 81 | 45 | 33 | 58 | 25 | 52 | 60 | 8 | 184 | 184 | 0 |
| 03 | 82 | 75 | 35 | 65 | 30 | 34 | 69 | 35 | 191 | 198 | 7 |
| 04 | 76 | 84 | 44 | 71 | 27 | 34 | 58 | 24 | 200 | 208 | 8 |
| 05 | 58 | 75 | 56 | 68 | 12 | 45 | 57 | 12 | 207 | 215 | 8 |
| All | 353 | 329 | 40 | 66 | 26 | 41 | 60 | 19 | 189 | 197 | 8 |

Fort Worth INDEPENDENT SCHOOL DISTRICT

# MAP Growth Reading English
# Middle of the Year 2025-2026

## 157 - Luella Merrett ES

| % Met Growth | % Met Grade Level Norm | Avg RITS |
|---|---|---|
| 75 | 57 | 191 |

**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 | 313 | 306 | 51 | 75 | 24 | 40 | 57 | 17 | 185 | 191 | 6 |
| Hispanic | 235 | 228 | 52 | 75 | 23 | 39 | 57 | 18 | 186 | 193 | 7 |
| African American | 32 | 20 | 56 | 60 | 4 | 41 | 60 | 19 | 183 | 184 | 1 |
| White | 37 | 49 | 37 | 77 | 40 | 49 | 53 | 4 | 186 | 188 | 2 |
| Asian | | | | | | | | | | | |
| American Indian | 1 | | | | | | | | | | |
| Two or More | 6 | 7 | 50 | 100 | 50 | 33 | 57 | 24 | 163 | 185 | 22 |
| EB | 127 | 135 | 51 | 75 | 24 | 28 | 46 | 18 | 186 | 194 | 8 |
| ED | 288 | 276 | 51 | 74 | 23 | 37 | 55 | 18 | 185 | 192 | 7 |
| SE | 60 | 60 | 46 | 68 | 22 | 15 | 32 | 17 | 178 | 184 | 6 |
| Chronic Absentee | 51 | 43 | 37 | 77 | 40 | 37 | 65 | 28 | 178 | 188 | 10 |

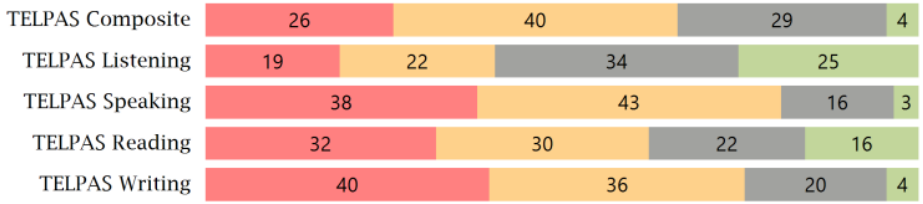
## Grade Level

| | 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 | 31 | 19 | 45 | 87 | 42 | 45 | 63 | 18 | 145 | 150 | 5 |
| 01 | 22 | 31 | 29 | 79 | 50 | 36 | 55 | 19 | 165 | 163 | -2 |
| 02 | 46 | 22 | 33 | 62 | 29 | 37 | 82 | 45 | 178 | 189 | 11 |
| 03 | 82 | 75 | 53 | 72 | 19 | 35 | 53 | 18 | 185 | 190 | 5 |
| 04 | 76 | 84 | 60 | 75 | 15 | 36 | 54 | 18 | 196 | 199 | 3 |
| 05 | 56 | 75 | 61 | 77 | 16 | 52 | 56 | 4 | 204 | 208 | 4 |
| All | 313 | 306 | 51 | 75 | 24 | 40 | 57 | 17 | 185 | 191 | 6 |

Fort Worth INDEPENDENT SCHOOL DISTRICT

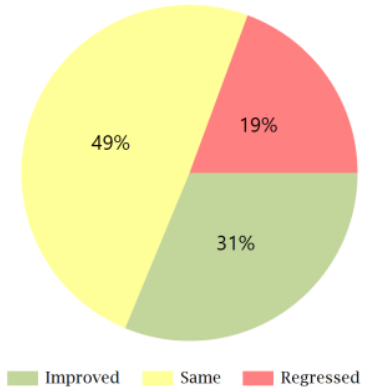
# 2024-25 PRELIMINARY TELPAS
# 157 - Luella Merrett ES

## Proficiency by Domain




| | Beginning | | Intermediate | | Advanced | | Advanced High | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| **TELPAS Composite** | **53** | **26%** | **80** | **40%** | **59** | **29%** | **9** | **4%** |
| TELPAS Listening | 38 | 19% | 44 | 22% | 69 | 34% | 51 | 25% |
| TELPAS Speaking | 77 | 38% | 86 | 43% | 32 | 16% | 7 | 3% |
| TELPAS Reading | 65 | 32% | 60 | 30% | 44 | 22% | 32 | 16% |
| TELPAS Writing | 80 | 40% | 72 | 36% | 40 | 20% | 9 | 4% |

## *Preliminary* Composite Rating Change




| Grade | Change in Composite Rating | # | % of Grade Level |
|---|---|---|---|
| 01 | Improved | 20 | 100% |
| 02 | Improved | 3 | 8% |
| | Same | 15 | 39% |
| | Regressed | 20 | 53% |
| 03 | Improved | 14 | 35% |
| | Same | 25 | 63% |
| | Regressed | 1 | 3% |
| 04 | Improved | 4 | 10% |
| | Same | 30 | 73% |
| | Regressed | 7 | 17% |
| 05 | Improved | 9 | 43% |
| | Same | 9 | 43% |
| | Regressed | 3 | 14% |
| All | Improved | 50 | 31% |
| | Same | 79 | 49% |
| | Regressed | 31 | 19% |

**Student Learning Strengths**

Based on the data from the February 2026 STAAR RLA Benchmark for Luella Merrett ES, there are several key areas where student performance has shown measurable improvement compared to the December results.

**Key Strengths & Growth Areas**

**Significant Growth in Higher-Tier Scores:**

The most notable strength is the increase in students reaching the upper point brackets. There was growth across almost all "passing" point categories:

**5 Points:** Increased by **2%** (from 5% to 7%).

**4 Points:** Increased by **3%** (from 5% to 8%).

**3 Points:** Increased by **1%** (from 13% to 14%).

**2 Points:** Increased by **2%** (from 12% to 14%).

**Reduction in Low-Performing Categories:**

The percentage of students receiving **0 Points** decreased by **2%** (dropping from 34% to 32%). This indicates that fewer students are completely failing to meet the criteria for the constructed response.

**Shift Away from Marginal Performance:**

There was a sharp **8% decrease** in the "1 Point" category. When combined with the growth in the 2, 3, 4, and 5-point categories, this suggests that students who were previously scoring at a minimal level are successfully moving up into higher proficiency tiers.

Based on the MAP Growth Mathematics data for Luella Merrett ES (Middle of the Year 2025-2026), several key strengths stand out:

**Significant Year-Over-Year Growth**

**Overall Projected Growth:** The percentage of "All Students" meeting projected growth jumped from **40% in 2024 to 66% in 2025**, a substantial **26-point increase**.

**Grade Level Norms:** Students meeting grade-level norms rose from **41% to 60%**, showing a strong upward trend in proficiency across the campus.

Based on the MAP Growth Reading English data for Luella Merrett ES (Middle of the Year 2025-2026), here are the key strengths:

**1. Massive Campus-Wide Growth**

**Significant Improvement:** The percentage of "All Students" meeting projected growth jumped from **51% to 75%**, a massive **24-point increase** f

rom the previous year.

**Grade Level Norms:** Students meeting grade-level norms rose significantly from **40% to 57%**.

**2. High-Performing Student Groups**
**Chronic Absentee Recovery:** Students identified as chronically absent showed some of the highest gains, with a **40-point increase** in meeting projected growth and a **28-point increase** in meeting grade-level norms.

**White Students:** This group saw a **40-point increase** in meeting projected growth (rising from 37% to 77%).

**Emergent Bilingual (EB) & Economically Disadvantaged (ED):** Both groups showed strong, consistent growth, with **75% and 74%** respective ly meeting their projected growth targets.

Based on the **2024-25 Preliminary TELPAS** data for Luella Merrett ES, the following strengths are evident in student language proficiency:
**1. Strong Listening Performance**
**Highest Advanced/Advanced High Proficiency:** Listening is the school's strongest domain, with **59%** of students scoring in the top two tiers (**3 4% Advanced, 25% Advanced High**).

**Lowest "Beginning" Scores:** This domain has the fewest students at the "Beginning" level (**19%**), indicating strong receptive language skills across the campus.

**2. Stability and Growth in Composite Ratings**
**High Retention of Progress: 80%** of all students either improved their composite rating (**31%**) or maintained their previous level (**49%**).

**Minimal Regression:** Only **19%** of the student population saw a decrease in their composite rating, showing that the majority are at least holding steady in their language development.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 46% of 3rd through 5th grade students scored a zero or received a no-score on the ECR portion of the February benchmark assessment.
**Root Cause:** Teachers have had limited training in evidence-based writing structures, such as the Jane Schaffer framework, resulting in inconsistent instruction and student difficulty producing organized, standards-aligned written responses.

**Problem Statement 2:** 34% of 3rd through 5th grade students achieved the Meets Grade Level standard on the February benchmark assessment.
**Root Cause:** Math problem-solving structures and MRS engagement strategies are not implemented consistently across grade levels.

# School Processes & Programs

**School Processes & Programs Summary**

## What We Implemented in the 2025–2026 School Year

During the 2025–2026 school year, Luella Merrett Elementary implemented several systems and processes to strengthen instruction, leadership, and student support. Weekly 60minute PLCs were established and implemented consistently, focusing on DataDriven Instruction (DDI), weekly planning, analysis of student learning, identifying targeted TEKS, and engaging in aligned professional development. Monthly PLC meetings included time for updating MTSS interventions and identifying students needing additional support.

The campus continued to strengthen attendance systems through an Attendance Committee that met every six weeks to identify chronically absent students. Perfect attendance celebrations were held each sixweeks period, classrooms tracked attendance for incentives, and attendance recovery opportunities were offered for students.

Leadership structures were strengthened through weekly Administrative Team meetings on Fridays and Instructional Leadership Team meetings on Mondays, ensuring strong communication and aligned decisionmaking.

Academic tutoring was provided after winter break, with targeted afterschool tutoring beginning midFebruary based on student performance data. The Demo Teacher and Data Analyst supported student learning through small-group pullout instruction during acceleration and intervention blocks.

Schoolwide parentteacher conferences were hosted in the fall and winter to strengthen communication and support student progress.

Instructionally, the campus emphasized DDI, effective reteach practices, and the integration of linguistic supports. ELPS were embedded across content areas, and teachers used the Lead4ward Teacher Learning Report to monitor standards taught and mastered.

The school also launched campuswide implementation of the Classroom Management Hierarchy (BRES) to support consistent behavior expectations and routines.

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## What We Will Add and Strengthen in the 2026–2027 School Year

In the 2026–2027 school year, Luella Merrett Elementary will continue all existing systems while enhancing and expanding key areas to strengthen instruction and progress monitoring.

The campus will add TEKS mastery tracking to the regular PLC rotation, ensuring teachers consistently monitor standards taught, assessed, and mastered to better inform instruction and intervention.

The campus will also refine and deepen the implementation of standardsbased grading in Kindergarten through 2nd grade, strengthening teacher understanding and use of proficiency scales to more accurately track student progress toward mastery of foundational skills.

These additions will support more intentional progress monitoring, clearer communication of student learning, and stronger alignment of instruction across grade levels, building on the foundation established during the 25–26 school year.

**School Processes & Programs Strengths**

- Weekly PLCs implemented with fidelity, focusing on DDI and weekly instructional planning.
- Established MTSS processes with monthly updates during PLCs.
- Strong attendance incentives and interventions supported by an active Attendance Committee.
- Consistent leadership systems through weekly Admin Team and ILT meetings.
- Targeted tutoring opportunities aligned to student performance data.
- Demo Teacher and Data Analyst providing valuable smallgroup instruction.
- Fall and winter parentteacher conferences supporting strong home–school communication.
- Consistent implementation of ELPS across content areas.
- Classroom Management Hierarchy (BRES) implemented schoolwide.
- Effective use of Lead4ward Teacher Learning Reports to monitor standards taught.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** 34% of 3rd through 5th grade students met the Meets Grade Level standard on the February math benchmark, and 47% met the Meets Grade Level standard on the February reading benchmark.
**Root Cause:** TEKS-mastery tracking and DOL monitoring need to be established at the beginning of the year and embedded consistently into PLC practices to ensure data is used effectively to guide instruction.

**Problem Statement 2 (Prioritized):** 57% of K-5 students met their Reading MAP growth goal, and 60% met their Math MAP growth goal as measured by the MOY MAP assessment.
**Root Cause:** Growth is not consistently tracked through aligned formative assessments and standards-based grading using proficiency scales, limiting teachers' ability to monitor progress and adjust instruction effectively.

# Perceptions

**Perceptions Summary**

Luella Merrett Elementary continues to promote a positive and supportive school climate through PBIS implementation, consistent recognition systems, community engagement, and growing family partnerships. During the 2025–2026 school year, the campus strengthened culture, communication, and engagement practices to support students, families, and staff.

The campus maintained a positive learning environment by implementing PBIS schoolwide and celebrating both teacher and student achievements. Students earned LiveSchool Points for demonstrating PBIS expectations and exchanged points biweekly for prizes or experiences. Teachers also nominated Students of the Month, who were recognized through celebrations, certificates, and treats—reinforcing a campus culture that values student success and positive behavior.

Family and community partnership remained a priority. Parentteacher conferences were held to review student progress, attendance, and academic needs. Gradelevel open houses provided opportunities for families with children across multiple grade levels to meet all their teachers. Monthly musical performances drew families to campus and strengthened community involvement. Students also participated in enriching academic experiences such as the Cowtown 5K, Zoo Run, District History Fair, District Science Fair, UIL competitions, Math Bee, and Battle of the Books.

Communication efforts supported family partnership through regular updates to campus social media pages, ensuring parents stayed informed and connected. Community events were hosted on campus to deepen partnerships, and work began on rebuilding and strengthening a more active PTA. Campus appearance and facilities continued to be improved to foster pride, safety, and a positive environment.

The Attendance Committee met every six weeks to identify chronically absent students and implement interventions. Attendance celebrations and classroom incentives promoted positive habits, and attendance recovery opportunities were provided for students. Staff and student feedback continued to shape climate practices and decisionmaking structures.

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## Looking Ahead to the 2026–2027 School Year

In the 2026–2027 school year, Luella Merrett will continue to build on these established systems while expanding efforts to strengthen communication, family involvement, and student support.

The campus will enhance communication by strengthening its social media presence and ensuring that celebrations, events, and academic information are shared consistently and clearly. To deepen family engagement, the school will offer additional academic workshops for parents focused on helping families support learning at home.

Attendance will remain a schoolwide priority. The campus will improve systems for identifying, monitoring, and intervening with chronically absent students, including earlier outreach, stronger communication with families, and increased collaboration with support services.

Luella Merrett will continue to reinforce a positive school climate through PBIS, ongoing community partnerships, improved facility appearance, and expanded opportunities for parent involvement—including ongoing efforts to strengthen the PTA.

**Perceptions Strengths**

- A positive school climate is reinforced through consistent PBIS practices, LiveSchool points, and Student of the Month recognition.
- Strong culture of celebration for both students and staff, reinforcing belonging and motivation.
- Parentteacher conferences in fall and winter support communication about student progress, attendance, and academic needs.
- Gradelevel open houses and monthly musical performances provide regular opportunities for parent engagement.
- Uptodate social media platforms strengthen communication and highlight student and staff accomplishments.
- Community partnerships continue to grow, with increased participation in district and community events such as Cowtown 5K, Zoo Run, UIL, fairs, and competitions.
- Attendance Committee meets every six weeks to monitor chronic absenteeism and provide interventions.
- Leadership structures, including weekly Admin Team and ILT meetings, support clear communication and decisionmaking.
- Increased campus effort to strengthen the PTA and expand overall parent involvement.
- Ongoing facility improvement efforts enhance climate, safety, and school pride.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parent engagement in utilizing district progress-monitoring tools and participating in academic training opportunities remains low, limiting families' ability to effectively support student learning at home.
**Root Cause:** Parents have not received sufficient, structured training in the use of district progress-monitoring tools or in academic best practices necessary to effectively support student learning at home.

**Problem Statement 2 (Prioritized):** The campus average daily attendance for the 2025-2026 school year is 94%, which is below the level needed to ensure consistent student learning and academic progress.
**Root Cause:** The campus lacks a consistent, systematic approach for identifying chronically absent students and implementing targeted interventions, including timely outreach and home visits.

**Problem Statement 3:** Campus communication through social media and newsletters is not consistently maintained, resulting in missed opportunities to highlight student and staff achievements and to effectively inform families about upcoming events.
**Root Cause:** The campus lacks a structured, sustainable system for regularly updating social media platforms and publishing newsletters, including designated roles, timelines, and processes for content collection and distribution.

# Priority Problem Statements

**Problem Statement 1**: The campus average daily attendance for the 2025-2026 school year is 94%, which is below the level needed to ensure consistent student learning and academic progress.

**Root Cause 1**: The campus lacks a consistent, systematic approach for identifying chronically absent students and implementing targeted interventions, including timely outreach and home visits.

**Problem Statement 1 Areas**: Perceptions

**Problem Statement 2**: 34% of 3rd through 5th grade students met the Meets Grade Level standard on the February math benchmark, and 47% met the Meets Grade Level standard on the February reading benchmark.

**Root Cause 2**: TEKS-mastery tracking and DOL monitoring need to be established at the beginning of the year and embedded consistently into PLC practices to ensure data is used effectively to guide instruction.

**Problem Statement 2 Areas**: School Processes & Programs

**Problem Statement 3**: 46% of 3rd through 5th grade students scored a zero or received a no-score on the ECR portion of the February benchmark assessment.

**Root Cause 3**: Teachers have had limited training in evidence-based writing structures, such as the Jane Schaffer framework, resulting in inconsistent instruction and student difficulty producing organized, standards-aligned written responses.

**Problem Statement 3 Areas**: Student Learning

**Problem Statement 4**: Only 32% of students receiving special education services meet grade-level norms on the MAP MOY Reading assessment, and 36% meet grade-level norms on the MAP MOY Math assessment.

**Root Cause 4**: Inclusion and special education teachers lack consistent collaborative planning structures to design targeted supports, regularly progress monitor MAP data, and implement focused interventions aligned to students' individual needs.

**Problem Statement 4 Areas**: Demographics

**Problem Statement 5**: Only 57% of Hispanic students meet grade-level norms on the MAP MOY Reading assessment, and 59% meet grade-level norms on the MAP MOY Math assessment.

**Root Cause 5**: Hispanic students who need additional academic and linguistic scaffolds are not consistently receiving the differentiated, ELPS-aligned instruction necessary to meet grade-level norms.

**Problem Statement 5 Areas**: Demographics

**Problem Statement 6**: 57% of K-5 students met their Reading MAP growth goal, and 60% met their Math MAP growth goal as measured by the MOY MAP assessment.

**Root Cause 6**: Growth is not consistently tracked through aligned formative assessments and standards-based grading using proficiency scales, limiting teachers' ability to monitor progress and adjust instruction effectively.

**Problem Statement 6 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
- 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
- Federal Report Card and accountability data

**Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Dyslexia data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data

**Parent/Community Data**

- Parent engagement rate
- Parent and community partnership data
- Parent activity evaluations and feedback data

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies

# 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 37% to 55% by June 2027.
Increase the performance of Hispanic students from 34% to 55% by June 2027.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Six Weeks Assessments

**Strategy 1:** Teachers in grades 1 through 2 will strengthen foundational literacy by consistently implementing high-quality phonics and fluency instruction aligned to the district-adopted High-Quality Instructional Materials (HQIM), ensuring students develop strong decoding skills, reading automaticity, and fluency necessary for overall reading success.

**Strategy's Expected Result/Impact:** Students in grades 1-2 will demonstrate increased reading fluency and decoding skills, resulting in higher performance on six-week assessments and improved readiness for 3rd grade STAAR expectations.

**Staff Responsible for Monitoring:** Principal, ILT, Teachers

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

**Problem Statements:** Student Learning 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 1:** Teachers will participate in professional development focused on strengthening phonics instruction, fluency routines, and corrective feedback aligned to HQIM.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT, Demo Teacher, Administration<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Literacy Department<br>**Delivery Method:** In-person | Formative | | |
| | Nov | Jan | Mar |
| | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 2:** Teachers will engage in weekly PLC meetings to internalize phonics and fluency lessons, including modeling, rehearsal, and alignment to standards.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT, Demo Teacher<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Literacy Department<br>**Delivery Method:** In-person | Formative | | |
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| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 3:** Instructional leaders will conduct regular walkthroughs to monitor phonics and fluency implementation and provide timely, actionable feedback.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** Principal, ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** Classroom walkthroughs and coaching conversations | Formative | | |
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 No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 2:** Teachers will implement a TEKS mastery system that prioritizes essential standards and aligns instruction, assessment, and reteach.

**Strategy's Expected Result/Impact:** Teachers will clearly align instruction and assessment to priority TEKS, resulting in increased mastery rates and improved student performance on assessments.

**Staff Responsible for Monitoring:** Principal, ILT

**Title I:**
2.52

**- TEA Priorities:**
Improve low-performing schools

**Problem Statements:** School Processes & Programs 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 1:** Teachers will identify priority TEKS for each instructional unit using district-aligned tools and resources.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT, Teachers<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Assessment<br>**Delivery Method:** In-person | Formative | | |
| | Nov | Jan | Mar |
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| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 2:** Teachers will maintain TEKS mastery trackers to monitor student progress toward mastery.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT, Teachers<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Assessment<br>**Delivery Method:** In-person | Formative | | |
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| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 3:** Teachers will analyze TEKS mastery data during PLCs to plan reteach and targeted instruction.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT, Teachers<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Assessment<br>**Delivery Method:** In-person | Formative | | |
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No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 3:** Teachers will intentionally integrate English Language Proficiency Standards (ELPS) into daily instruction to support the development of academic language and increase access to grade-level content.

**Strategy's Expected Result/Impact:** Emergent bilingual students along with all other students will increase access to grade-level content and improve academic language, resulting in improved performance across content areas.

**Staff Responsible for Monitoring:** Teachers, ILT, Demo Teacher

**Title I:**
2.51
- **TEA Priorities:**
Improve low-performing schools

**Problem Statements:** Demographics 2

| Action Step 1 Details | Formative Reviews | | |
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| | Formative | | |
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| **Action Step 1:** Teachers will include ELPS-aligned language objectives in daily lesson plans.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** Teachers, ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Bilingual/ESL<br>**Delivery Method:** In-person | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
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| **Action Step 2:** Teachers will implement structured language supports, including sentence stems and academic discourse, during instruction.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** Teachers, ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Bilingual/ESL<br>**Delivery Method:** In-person | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 2**: Only 57% of Hispanic students meet grade-level norms on the MAP MOY Reading assessment, and 59% meet grade-level norms on the MAP MOY Math assessment. **Root Cause**: Hispanic students who need additional academic and linguistic scaffolds are not consistently receiving the differentiated, ELPS-aligned instruction necessary to meet grade-level norms. |

## Student Learning

**Problem Statement 1**: 46% of 3rd through 5th grade students scored a zero or received a no-score on the ECR portion of the February benchmark assessment. **Root Cause**: Teachers have had limited training in evidence-based writing structures, such as the Jane Schaffer framework, resulting in inconsistent instruction and student difficulty producing organized, standards-aligned written responses.

## School Processes & Programs

**Problem Statement 1**: 34% of 3rd through 5th grade students met the Meets Grade Level standard on the February math benchmark, and 47% met the Meets Grade Level standard on the February reading benchmark. **Root Cause**: TEKS-mastery tracking and DOL monitoring need to be established at the beginning of the year and embedded consistently into PLC practices to ensure data is used effectively to guide instruction.

**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 50% 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 72% to 85% by June 2027.
Increase the performance of SpEd students from 30% to 55% by June 2027.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP

**Strategy 1:** The campus will strengthen teacher use of student performance data by implementing structured systems for ongoing progress monitoring, instructional planning, and reteach.

**Strategy's Expected Result/Impact:** Teachers will use data effectively to guide instruction, resulting in increased student growth and higher MAP performance.

**Staff Responsible for Monitoring:** ILT, Teachers

**Title I:**
2.52
- **TEA Priorities:**
Improve low-performing schools

**Problem Statements:** Student Learning 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
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| **Action Step 1:** Teachers will engage in structured PLC data meetings to analyze MAP, STAAR, benchmark, and DOL data in order to monitor student progress and identify TEKS that need to be retaught based on student performance.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Assessment<br>**Delivery Method:** In-person | | | |

| Action Step 2 Details | Formative Reviews | | |
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| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** Teachers will utilize individual student data trackers to monitor progress toward mastery and growth goals and maintain classroom data trackers to evaluate overall progress toward STAAR and MAP performance targets.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Assessment<br>**Delivery Method:** In-person | | | |

| Action Step 3 Details | Formative Reviews | | |
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| | Formative | | |
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| **Action Step 3:** Students in grades K-5 will maintain individual data folders to monitor their performance on MAP, STAAR, and benchmark assessments. Students will engage in after-school, student-led conferences to present their data folders, share achievement data, and discuss progress toward mastery and growth goals with their parents.<br>**Intended Audience:** Teachers, Students<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Assessment<br>**Delivery Method:** In-person | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 2 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 1**: 46% of 3rd through 5th grade students scored a zero or received a no-score on the ECR portion of the February benchmark assessment. **Root Cause**: Teachers have had limited training in evidence-based writing structures, such as the Jane Schaffer framework, resulting in inconsistent instruction and student difficulty producing organized, standards-aligned written responses. |

**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 37% to 55% by June 2027.
Increase the performance of Hispanic students from 34% to 55% by June 2027.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Benchmark Assessments

**Strategy 1:** The campus will strengthen writing instruction across all content areas through the implementation of the Jane Schaffer writing framework.

**Strategy's Expected Result/Impact:** Students will improve their ability to produce organized, standards-aligned written responses, resulting in higher performance on constructed response assessments.

**Staff Responsible for Monitoring:** Principal, ILT, Teachers

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

**Problem Statements:** Student Learning 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
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| **Action Step 1:** Teachers will receive training and refresher sessions on the Jane Schaffer writing framework.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Literacy<br>**Delivery Method:** In-person | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 2:** Teachers will implement structured writing strategies to support student responses in reading and content areas.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Literacy<br>**Delivery Method:** In-person | Formative | | |
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| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 3:** Teachers will identify students requiring Tier 2 and Tier 3 supports and develop targeted intervention plans aligned to specific skill gaps during PLC meetings.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** MTSS<br>**Delivery Method:** In-person | Formative | | |
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 No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 2:** Teachers will engage in a structured Professional Learning Community (PLC) cycle that includes unit internalization, lesson internalization, implementation of a Multi-Tiered System of Supports (MTSS), and data-driven instruction (DDI) analysis to ensure high-quality Tier 1 instruction and targeted support for all students.

**Strategy's Expected Result/Impact:** Teachers will deliver high-quality Tier 1 instruction and targeted intervention, resulting in increased student mastery and improved achievement.

**Staff Responsible for Monitoring:** Principal, ILT, Teachers

**Title I:**
2.52
- **TEA Priorities:**
Improve low-performing schools

**Problem Statements:** Demographics 1 - School Processes & Programs 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 1:** Teachers will engage in weekly 60-minute PLC meetings, following a PLC calendar created by the Instructional Leadership Team (ILT), to unpack TEKS, internalize lesson content, anticipate student misconceptions, and rehearse effective instructional strategies.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT, Demo Teacher<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** In-person | Formative | | |
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| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 2:** Teachers will analyze benchmark and formative assessment data during PLCs to monitor student progress, adjust instructional practices, and identify students requiring targeted tutoring based on performance data<br>**Intended Audience:** Teachers, Students<br>**Provider / Presenter / Person Responsible:** ILT, Demo Teacher<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** In-person<br><br>**Funding Sources:** Before/After/Saturday Tutoring - Title I (211) - 211-11-6116-501-157-30-157-101000 - $11,416, Fringe Extra Duty - Title I (211) - 211-XX-614X-501-157-30-157-101000 - $2,506 | Formative | | |
| | Nov | Jan | Mar |
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| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 3:** Teachers will use student performance data to identify students requiring intervention and provide targeted, skill-based support aligned to specific gaps during structured Tier 2 and Tier 3 intervention time.<br>**Intended Audience:** Teacher<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** MTSS<br>**Delivery Method:** In-person | Formative | | |
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 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 3 Problem Statements:

## Demographics

**Problem Statement 1**: Only 32% of students receiving special education services meet grade-level norms on the MAP MOY Reading assessment, and 36% meet grade-level norms on the MAP MOY Math assessment. **Root Cause**: Inclusion and special education teachers lack consistent collaborative planning structures to design targeted supports, regularly progress monitor MAP data, and implement focused interventions aligned to students' individual needs.

## Student Learning

**Problem Statement 1**: 46% of 3rd through 5th grade students scored a zero or received a no-score on the ECR portion of the February benchmark assessment. **Root Cause**: Teachers have had limited training in evidence-based writing structures, such as the Jane Schaffer framework, resulting in inconsistent instruction and student difficulty producing organized, standards-aligned written responses.

## School Processes & Programs

**Problem Statement 1**: 34% of 3rd through 5th grade students met the Meets Grade Level standard on the February math benchmark, and 47% met the Meets Grade Level standard on the February reading benchmark. **Root Cause**: TEKS-mastery tracking and DOL monitoring need to be established at the beginning of the year and embedded consistently into PLC practices to ensure data is used effectively to guide instruction.

**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 42% to 55% by June 2027.
Increase the performance of Hispanic students from 39% to 55% by June 2027.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Six Weeks Assessments

**Strategy 1:** The campus will strengthen instructional capacity by utilizing a Demo Teacher to model high-quality math instruction, support lesson internalization, and provide ongoing coaching to teachers.

**Strategy's Expected Result/Impact:** Teachers will improve instructional practices, resulting in higher-quality math instruction and improved student achievement.

**Staff Responsible for Monitoring:** Principal, Demo Teacher, ILT

**Title I:**
2.51
- **TEA Priorities:**
Recruit, support, retain teachers and principals

**Problem Statements:** School Processes & Programs 1

| Action Step 1 Details | Formative Reviews | | |
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| | Formative | | |
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| **Action Step 1:** The campus will hire a Demo Teacher to support math instruction, with a focus on improving instructional practices in upper grades.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** Principal<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** In-person<br><br>**Funding Sources:** Math Demo Teacher - Title I (211) - 211-11-6119-501-157-30-157-101000 - $72,005, Math Demo Teacher Fringe - Title I (211) - 211-XX-614X-501-157-30-157-101000 - $12,960 | | | |

| Action Step 2 Details | Formative Reviews | | |
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| **Action Step 2:** The Demo Teacher will model effective math lessons, co-plan with teachers, and provide coaching feedback to strengthen instructional delivery..<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** Demo Teacher<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Math<br>**Delivery Method:** In-person | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 2:** Teachers will engage in a structured Professional Learning Community (PLC) cycle that includes unit internalization, lesson internalization, data-driven instruction (DDI) analysis, and implementation of a Multi-Tiered System of Supports (MTSS) to ensure high-quality Tier 1 instruction and targeted support for all students.

**Strategy's Expected Result/Impact:** Teachers will consistently deliver TEKS-aligned instruction, resulting in improved student performance.

**Staff Responsible for Monitoring:** ILT, Teachers

**Title I:**
2.53
**- TEA Priorities:**
Improve low-performing schools

**Problem Statements:** School Processes & Programs 2

| Action Step 1 Details | Formative Reviews | | |
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| **Action Step 1:** Teachers will participate in weekly PLC meetings to unpack priority TEKS, internalize upcoming math units and lessons, anticipate student misconceptions, and rehearse key instructional strategies to ensure aligned and rigorous Tier 1 instruction.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership, Assessment<br>**Delivery Method:** In-person | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 2:** Teachers will analyze formative and summative student data (DOLs, benchmarks, MAP) during PLCs to monitor student progress, identify trends, and adjust instruction accordingly.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership, Assessment<br>**Delivery Method:** In-person | Formative | | |
| | Nov | Jan | Mar |
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| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 3:** Teachers will identify students requiring Tier 2 and Tier 3 interventions and develop targeted support plans aligned to specific math skill gaps during PLC meetings.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership, Assessment<br>**Delivery Method:** In-person | Formative | | |
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No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 3:** The campus will strengthen students' mathematical problem-solving skills and academic language development by consistently implementing the Read-Draw-Write strategy aligned to the district-adopted High-Quality Instructional Materials (HQIM) and intentionally integrating the English Language Proficiency Standards (ELPS), ensuring students develop conceptual understanding, mathematical reasoning, and the ability to clearly explain their thinking through structured mathematical discourse.

**Strategy's Expected Result/Impact:** Students will develop conceptual understanding, mathematical reasoning, and the ability to clearly explain their thinking, resulting in improved performance in math.

**Staff Responsible for Monitoring:** Teachers, ILT

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

**Problem Statements:** School Processes & Programs 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 1:** Teachers will implement the Read-Draw-Write strategy during daily math instruction to support problem-solving and student explanations.<br>**Intended Audience:** Teacher, Students<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Math<br>**Delivery Method:** In-person | Formative | | |
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| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 2:** Teachers will incorporate ELPS-aligned language supports, including sentence stems and structured discourse, to help students explain their mathematical thinking.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Bilingual<br>**Delivery Method:** In-person | Formative | | |
| | Nov | Jan | Mar |
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 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 1**: 34% of 3rd through 5th grade students met the Meets Grade Level standard on the February math benchmark, and 47% met the Meets Grade Level standard on the February reading benchmark. **Root Cause**: TEKS-mastery tracking and DOL monitoring need to be established at the beginning of the year and embedded consistently into PLC practices to ensure data is used effectively to guide instruction. |
| **Problem Statement 2**: 57% of K-5 students met their Reading MAP growth goal, and 60% met their Math MAP growth goal as measured by the MOY MAP assessment. **Root Cause**: Growth is not consistently tracked through aligned formative assessments and standards-based grading using proficiency scales, limiting teachers' ability to monitor progress and adjust instruction effectively. |

**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 72% to 80% 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 66% to 80% by June 2027.
Increase the performance of SpEd students from 44% to 60% by June 2027.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP

**Strategy 1:** The campus will strengthen teacher use of student performance data by implementing structured systems for ongoing progress monitoring, instructional planning, and reteach.

**Strategy's Expected Result/Impact:** Teachers will use data effectively to guide instruction, resulting in increased student growth and higher MAP performance. [157 Luella...nd Summary | PDF]

**Staff Responsible for Monitoring:** Principal, ILT, Teachers

**Title I:**
2.52
- **TEA Priorities:**
Improve low-performing schools

**Problem Statements:** Demographics 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** Teachers will engage in structured PLC data meetings to analyze MAP, STAAR, benchmark, and DOL data in order to monitor student progress and identify TEKS that need to be retaught based on student performance.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Assessment, Math<br>**Delivery Method:** In-person | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** Teachers will utilize individual student data trackers to monitor progress toward mastery and growth goals and maintain classroom data trackers to evaluate overall progress toward STAAR and MAP performance targets.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Assessment, Math<br>**Delivery Method:** In-person | | | |

| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 3:** Students in grades K-5 will maintain individual data folders to monitor their performance on MAP, STAAR, and benchmark assessments. Students will engage in after-school, student-led conferences to present their data folders, share achievement data, and discuss progress toward mastery and growth goals with their parents.<br>**Intended Audience:** Teachers, Students<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Assessment<br>**Delivery Method:** In-person | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 2 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: Only 32% of students receiving special education services meet grade-level norms on the MAP MOY Reading assessment, and 36% meet grade-level norms on the MAP MOY Math assessment. **Root Cause**: Inclusion and special education teachers lack consistent collaborative planning structures to design targeted supports, regularly progress monitor MAP data, and implement focused interventions aligned to students' individual needs. |

**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 42% to 55% by June 2027.
Increase the performance of Hispanic students from 39% to 55% by June 2027.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Benchmark Assessments

**Strategy 1:** Teachers will engage in a structured PLC cycle that includes unit internalization, lesson internalization, data-driven instruction (DDI), and MTSS implementation to strengthen Tier 1 Math instruction.

**Strategy's Expected Result/Impact:** Teachers will engage in a structured PLC cycle that includes unit internalization, lesson internalization, data-driven instruction (DDI), and MTSS implementation to strengthen Tier 1 Math instruction.

**Staff Responsible for Monitoring:** ILT, Teachers

**Title I:**
2.52
- **TEA Priorities:**
Improve low-performing schools

**Problem Statements:** School Processes & Programs 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** Teachers will engage in weekly 60-minute PLC meetings, following a PLC calendar created by the Instructional Leadership Team (ILT), to unpack TEKS, internalize lesson content, anticipate student misconceptions, and rehearse effective instructional strategies.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT, Demo Teacher<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** In-person | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 2:** Teachers will analyze benchmark and formative assessment data during PLCs to monitor student progress, adjust instructional practices, and identify students requiring targeted tutoring based on performance data.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT, Demo teacher<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Assessment<br>**Delivery Method:** In-person | Formative | | |
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| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 3:** Teachers will use student performance data to identify students requiring intervention and provide targeted, skill-based support aligned to specific math gaps during structured Tier 2 and Tier 3 intervention time.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** MTSS<br>**Delivery Method:** In-person | Formative | | |
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 No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 2:** Teachers will intentionally plan and embed Multiple Response Strategies (MRS) within lesson plans to ensure consistent checks for understanding and active student engagement throughout instruction.

**Strategy's Expected Result/Impact:** Student engagement will increase, resulting in improved understanding, participation, and academic performance.

**Staff Responsible for Monitoring:** Principal, ILT, Teachers

**Title I:**
2.52
- **TEA Priorities:**
Improve low-performing schools

**Problem Statements:** School Processes & Programs 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** Teachers will implement Multiple Response Strategies (MRS) at strategic points in instruction, such as checks for understanding and guided practice, to ensure active student engagement and demonstration of learning. Teachers will participate in a refresher on MRS and utilize visual supports (posters) to promote consistent use.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** In-person | | | |

| Action Step 2 Details | Formative Reviews | | |
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| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** Instructional leaders will monitor the use of Multiple Response Strategies during walkthroughs and provide targeted feedback to increase the frequency and effectiveness of student engagement.<br>**Intended Audience:** ILT, Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** In-person | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 3 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 1**: 34% of 3rd through 5th grade students met the Meets Grade Level standard on the February math benchmark, and 47% met the Meets Grade Level standard on the February reading benchmark. **Root Cause**: TEKS-mastery tracking and DOL monitoring need to be established at the beginning of the year and embedded consistently into PLC practices to ensure data is used effectively to guide instruction. |

**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 45% to 55% 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 55% by June 2027.
Increase the performance of Hispanic students from 41% to 55% by June 2027.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Benchmark Assessments

**Strategy 1:** Teachers will implement Demonstrations of Learning (DOLs) and actively monitor students during independent, group, and DOL activities by circulating the classroom, providing immediate feedback, and identifying misconceptions in real time. Teachers will use this data to adjust instruction and ensure mastery of learning objectives.

**Strategy's Expected Result/Impact:** Students will receive immediate feedback and targeted instruction, resulting in increased mastery of learning objectives and improved benchmark performance.

**Staff Responsible for Monitoring:** Principal, ILT, Teachers

**Title I:**
2.51
- **TEA Priorities:**
Improve low-performing schools

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** Teachers will actively monitor students during independent practice, group work, and DOL completion by circulating the classroom, observing student work, and providing immediate feedback to address misconceptions in real time.<br>**Intended Audience:** Teacher, ILT<br>**Provider / Presenter / Person Responsible:** Teachers, ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** In-person | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 2:** Teachers will use an academic monitoring system (e.g., tracking sheets, checklists, or digital tools) to document student responses and identify trends in mastery and misunderstanding.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** Teachers, ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** In-person | Formative | | |
| | Nov | Jan | Mar |
| | | | |

| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 3:** Teachers will use data gathered from DOLs and academic monitoring to identify students who need reteaching, targeted small group instruction, or intervention support.<br>**Intended Audience:** Teachers, Students<br>**Provider / Presenter / Person Responsible:** ILT, Teachers<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Assessment<br>**Delivery Method:** In-person | Formative | | |
| | Nov | Jan | Mar |
| | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 2:** The campus will strengthen Tier 1 instructional effectiveness by providing structured opportunities for collaborative planning and lesson internalization to ensure rigorous, standards-aligned instruction. Campus leadership will provide timely, real-time coaching and feedback during walkthroughs to support teachers in refining instructional practices and increasing student outcomes.

**Strategy's Expected Result/Impact:** Teachers will deliver rigorous, standards-aligned instruction, resulting in improved student engagement and increased academic performance.

**Staff Responsible for Monitoring:** Principal, ILT

**Title I:**
2.52
- **TEA Priorities:**
Improve low-performing schools

**Problem Statements:** Student Learning 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** Teachers will participate in structured planning sessions every six weeks to internalize lessons, align instruction to standards, and prepare for effective delivery.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** In-person | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** The campus leadership team will develop and communicate a clear schedule for after-school collaborative planning sessions every six weeks, outlining expectations, focus areas (unit internalization, lesson planning), and required teacher participation to ensure consistency and effectiveness.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** Principal, ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Literacy, Math<br>**Delivery Method:** In-person | | | |

| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 3:** Campus leadership will conduct frequent walkthroughs to observe instruction and provide real-time, actionable coaching and feedback to support effective instructional practices.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** Principal, ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** In-person | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 3:** The campus will implement Big Rock expectations to establish effective classroom systems, promote positive student behavior, and maximize instructional time.

**Strategy's Expected Result/Impact:** Classroom management systems will improve, resulting in increased instructional time, smoother transitions, and higher student engagement.

**Staff Responsible for Monitoring:** Principal, ILT, Teachers

**Title I:**
2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools

**Problem Statements:** School Processes & Programs 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** Teachers will intentionally plan and embed transitions aligned to the Big Rock Classroom Management Hierarchy within lesson plans and slides during PLC meetings. These transitions will include clearly defined expectations for time, voice, and body to ensure smooth routines and maximize instructional time.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** In-person | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 1**: 46% of 3rd through 5th grade students scored a zero or received a no-score on the ECR portion of the February benchmark assessment. **Root Cause**: Teachers have had limited training in evidence-based writing structures, such as the Jane Schaffer framework, resulting in inconsistent instruction and student difficulty producing organized, standards-aligned written responses. |
| **School Processes & Programs** |
| **Problem Statement 1**: 34% of 3rd through 5th grade students met the Meets Grade Level standard on the February math benchmark, and 47% met the Meets Grade Level standard on the February reading benchmark. **Root Cause**: TEKS-mastery tracking and DOL monitoring need to be established at the beginning of the year and embedded consistently into PLC practices to ensure data is used effectively to guide instruction. |

**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 46% to 55% by June 2027.
Increase the performance of Hispanic students from 45% to 55% by June 2027.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Benchmark Assessments

**Strategy 1:** Teachers will implement Demonstrations of Learning (DOLs) and actively monitor students during independent, group, and DOL activities by circulating the classroom, providing immediate feedback, and identifying misconceptions in real time. Teachers will use this data to adjust instruction and ensure mastery of learning objectives.

**Strategy's Expected Result/Impact:** Students will demonstrate improved mastery through real-time feedback and instructional adjustments.

**Staff Responsible for Monitoring:** Principal, ILT, Teachers

**Title I:**
2.51
- **TEA Priorities:**
Improve low-performing schools

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** Teachers will actively monitor students during independent practice, group work, and DOL completion by circulating the classroom, observing student work, and providing immediate feedback to address misconceptions in real time.<br>**Intended Audience:** Teacher, Students<br>**Provider / Presenter / Person Responsible:** ILT, Teachers<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** In-person | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 2:** Teachers will use an academic monitoring system (e.g., tracking sheets, checklists, or digital tools) to document student responses and identify trends in mastery and misunderstanding.<br>**Intended Audience:** Teacher, Students<br>**Provider / Presenter / Person Responsible:** ILT, Teachers<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** In-person | Formative | | |
| | Nov | Jan | Mar |
| | | | |

| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 3:** Teachers will use data gathered from DOLs and academic monitoring to identify students who need reteaching, targeted small group instruction, or intervention support.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Assessment<br>**Delivery Method:** In-person | Formative | | |
| | Nov | Jan | Mar |
| | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 2:** The campus will strengthen instructional effectiveness by providing structured opportunities for collaborative planning and lesson internalization to ensure high-quality instruction aligned to standards.

**Strategy's Expected Result/Impact:** Teachers will strengthen instruction through planning and internalization, improving student outcomes.

**Staff Responsible for Monitoring:** Principal, ILT

**Title I:**
2.52
- **TEA Priorities:**
Improve low-performing schools

**Problem Statements:** School Processes & Programs 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 1:** Teachers will participate in structured planning sessions every six weeks to internalize lessons, align instruction to standards, and prepare for effective delivery.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** Principal, ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** In-person | Formative | | |
| | Nov | Jan | Mar |
| | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 2:** The campus leadership team will develop and communicate a clear schedule for after-school collaborative planning sessions every six weeks, outlining expectations, focus areas (unit internalization, lesson planning), and required teacher participation to ensure consistency and effectiveness.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** Principal, ILT<br>**Date(s) / Timeframe:** Sept. 2026-May. 2027<br>**Collaborating Departments:** Literacy, Math<br>**Delivery Method:** In-person | Formative | | |
| | Nov | Jan | Mar |
| | | | |

| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 3:** Campus leadership will conduct frequent walkthroughs to observe instruction and provide real-time, actionable coaching and feedback to support effective instructional practices.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** Principal, ILT<br>**Date(s) / Timeframe:** Sept. 2026- May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** In-person | Formative | | |
| | Nov | Jan | Mar |
| | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 3:** The campus will implement Big Rock expectations to establish effective classroom systems, promote positive student behavior, and maximize instructional time.

**Strategy's Expected Result/Impact:** Improved classroom systems will increase engagement and maximize instructional time.

**Staff Responsible for Monitoring:** Principal, ILT

**Title I:**

2.51, 2.52

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**Problem Statements:** School Processes & Programs 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** Teachers will intentionally plan and embed transitions aligned to the Big Rock Classroom Management Hierarchy within lesson plans and slides during PLC meetings. These transitions will include clearly defined expectations for time, voice, and body to ensure smooth routines and maximize instructional time.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept. 2026- May. 2027<br>**Collaborating Departments:** Leadership<br>**Delivery Method:** In-person | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 2 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 1**: 46% of 3rd through 5th grade students scored a zero or received a no-score on the ECR portion of the February benchmark assessment. **Root Cause**: Teachers have had limited training in evidence-based writing structures, such as the Jane Schaffer framework, resulting in inconsistent instruction and student difficulty producing organized, standards-aligned written responses. |
| **School Processes & Programs** |
| **Problem Statement 1**: 34% of 3rd through 5th grade students met the Meets Grade Level standard on the February math benchmark, and 47% met the Meets Grade Level standard on the February reading benchmark. **Root Cause**: TEKS-mastery tracking and DOL monitoring need to be established at the beginning of the year and embedded consistently into PLC practices to ensure data is used effectively to guide instruction. |

**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 10.4% to 6% by June 2027.
Decrease the number and percentage of Hispanic students from 7.43% to 5% by June 2027.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Focus Attendance Reports, Attendance Committee Meeting Minutes

**Strategy 1:** The campus will strengthen attendance systems and family engagement by implementing structured monitoring processes, consistent communication, and intentional parent education to support attendance. The campus will actively engage families by teaching them how to use the parent portal, access Focus, and understand their student's attendance and academic data in order to build shared accountability and improve student attendance outcomes.

**Strategy's Expected Result/Impact:** Families will increase their understanding of student attendance and academic progress, resulting in improved communication, increased accountability, and decreased chronic absenteeism.

**Staff Responsible for Monitoring:** Principal, Attendance Clerk, Teachers, ILT

**Title I:**
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:** The campus will provide parent training sessions and workshops to teach families how to access and use the parent portal (Focus) to monitor their child's attendance and academic progress.<br>**Intended Audience:** Families<br>**Provider / Presenter / Person Responsible:** Administration, Teachers, counselor, social worker<br>**Date(s) / Timeframe:** September-May 2026-7<br>**Collaborating Departments:** Family Engagement, Technology<br>**Delivery Method:** Parent workshops and campus events<br><br>**Funding Sources:** Supplies and Material for the Events - Family Engagement (211) - 211-61-6399-503-157-30-157-101000 - $1,292, Extra Duty for Teacher Assistant and Campus Security - Family Engagement (211) - 211-61-6121-503-157-30-157-101000 - $1,000, Fringe Extra Duty - Family Engagement (211) - 211-61-614X-503-157-30-157-101000 - $180 | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** The attendance committee will meet regularly to review attendance data, identify students below 90% attendance, and develop targeted communication and intervention plans.<br>**Intended Audience:** Staff, Admin, Attendance Clerk, Counselor<br>**Provider / Presenter / Person Responsible:** Principal, Attendance Clerk, Counselor<br>**Date(s) / Timeframe:** September-May 2026-7<br>**Collaborating Departments:** MTSS, Leadership<br>**Delivery Method:** Attendance committee meetings | | | |

| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 3:** Staff will implement consistent communication and follow-up systems, including phone calls, parent conferences, home visits, and use of the parent portal to ensure families understand attendance expectations and student progress.<br>**Intended Audience:** Students, Families<br>**Provider / Presenter / Person Responsible:** Teachers, Attendance Clerk, Social Worker, Counselor<br>**Date(s) / Timeframe:** September-May 2026-7<br>**Collaborating Departments:** MTSS<br>**Delivery Method:** Calls, meetings, home visits, and digital communication | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 2:** The campus will strengthen student attendance by implementing PBIS systems that reinforce behavior expectations and attendance through consistent use of LiveSchool points, celebrations, and recognition systems to build student motivation and ownership.

**Strategy's Expected Result/Impact:** Student motivation and positive attendance behaviors will increase, resulting in improved daily attendance rates and reduced chronic

absenteeism.

**Staff Responsible for Monitoring:** Admin, PBIS Team, Teachers, Counselor

**Title I:**
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:** The campus will implement a PBIS plan that includes clear behavior and attendance expectations across all settings and explicitly teaches students expected behaviors.<br>**Intended Audience:** Students, Teachers<br>**Provider / Presenter / Person Responsible:** All Staff, Assistant Principal<br>**Date(s) / Timeframe:** September-May 2026-7<br>**Collaborating Departments:** PBIS Team<br>**Delivery Method:** Classroom instruction and assemblies | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** All staff members will consistently use LiveSchool to award points for positive behavior and attendance, allowing students to redeem points for incentives, rewards, and experiences.<br>**Intended Audience:** Students, Teachers<br>**Provider / Presenter / Person Responsible:** All Staff, Assistant Principal<br>**Date(s) / Timeframe:** September-May 2026-7<br>**Collaborating Departments:** All Staff, Counselor, Admin<br>**Delivery Method:** Daily classroom/common area implementation | | | |

| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 3:** The campus will celebrate student success by recognizing attendance and behavior through incentives such as perfect attendance awards, Student of the Month, attendance competitions, and PBIS celebrations.<br>**Intended Audience:** Students, Teachers<br>**Provider / Presenter / Person Responsible:** All Staff, Administration, Teachers<br>**Date(s) / Timeframe:** September-May 2026-7<br>**Collaborating Departments:** PBIS, Leadership<br>**Delivery Method:** Assemblies, classroom recognition, campus events | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Strategy 3:** The campus will implement a structured MTSS-B system to identify, monitor, and support students with attendance concerns through targeted interventions and ongoing progress monitoring.

**Strategy's Expected Result/Impact:** Students with attendance concerns will receive targeted supports, resulting in improved attendance and reduced chronic absenteeism.

**Staff Responsible for Monitoring:** Assistant Principal, Counselor, MTSS Team, Attendance Clerk

**Title I:**
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:** The campus will establish an MTSS-B attendance team to review attendance data, identify students at risk of chronic absenteeism, and assign caseloads for targeted interventions.<br>**Intended Audience:** Students<br>**Provider / Presenter / Person Responsible:** Assistant Principal, Counselor, MTSS Team, Attendance Clerk<br>**Date(s) / Timeframe:** September-May 2026-7<br>**Collaborating Departments:** Leadership, MTSS, Social Work<br>**Delivery Method:** MTSS-B in-person meetings | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** The MTSS-B team will meet at least once every six weeks to monitor attendance data, develop intervention plans, and track progress of identified students.<br>**Intended Audience:** MTTS-B Team, Teachers<br>**Provider / Presenter / Person Responsible:** Assistant Principal, Counselor, MTSS Team, Attendance Clerk<br>**Date(s) / Timeframe:** September-May 2026-7<br>**Collaborating Departments:** Leadership, MTSS, Social Work<br>**Delivery Method:** MTSS-B in-person meetings | | | |

| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 3:** Counselors and social workers will provide targeted supports such as check-ins, mentoring, and small group interventions for students with attendance concerns.<br>**Intended Audience:** Students<br>**Provider / Presenter / Person Responsible:** Counselor, Social Worker<br>**Date(s) / Timeframe:** September-May 2026-7<br>**Collaborating Departments:** MTSS<br>**Delivery Method:** Small groups and individual sessions | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

| Perceptions |
|---|
| **Problem Statement 2**: The campus average daily attendance for the 2025-2026 school year is 94%, which is below the level needed to ensure consistent student learning and academic progress. **Root Cause**: The campus lacks a consistent, systematic approach for identifying chronically absent students and implementing targeted interventions, including timely outreach and home visits. |

# Campus Funding Summary

| Title I (211) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Goal** | **Performance Objective** | **Strategy** | **Action Step** | **Resources Needed** | **Description** | **Account Code** | **Amount** |
| 1 | 3 | 2 | 2 | Fringe Extra Duty | Fringe | 211-XX-614X-501-157-30-157-101000 | $2,506.00 |
| 1 | 3 | 2 | 2 | Before/After/Saturday Tutoring | Instruction \| Extra Duty - Professional (11-6116) | 211-11-6116-501-157-30-157-101000 | $11,416.00 |
| 2 | 1 | 1 | 1 | Math Demo Teacher | Instruction \|Demonstration Teacher (11-6119) | 211-11-6119-501-157-30-157-101000 | $72,005.00 |
| 2 | 1 | 1 | 1 | Math Demo Teacher Fringe | Fringe | 211-XX-614X-501-157-30-157-101000 | $12,960.00 |
| | | | | | | **Sub-Total** | $98,887.00 |
| | | | | | | **Budgeted Fund Source Amount** | $98,887.00 |
| | | | | | | **+/- Difference** | $0.00 |

| Family Engagement (211) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Goal** | **Performance Objective** | **Strategy** | **Action Step** | **Resources Needed** | **Description** | **Account Code** | **Amount** |
| 4 | 1 | 1 | 1 | Fringe Extra Duty | Fringe | 211-61-614X-503-157-30-157-101000 | $180.00 |
| 4 | 1 | 1 | 1 | Extra Duty for Teacher Assistant and Campus Security | Family Engagement \| Extra Duty/Ot - Support (61-6121) | 211-61-6121-503-157-30-157-101000 | $1,000.00 |
| 4 | 1 | 1 | 1 | Supplies and Material for the Events | Family Engagement \| General Supplies and Technology (61-6399) | 211-61-6399-503-157-30-157-101000 | $1,292.00 |
| | | | | | | **Sub-Total** | $2,472.00 |
| | | | | | | **Budgeted Fund Source Amount** | $2,472.00 |
| | | | | | | **+/- Difference** | $0.00 |
| | | | | | | **Grand Total Budgeted** | $101,359.00 |
| | | | | | | **Grand Total Spent** | $101,359.00 |
| | | | | | | **+/- Difference** | $0.00 |