Fort Worth Independent School District

176 Waverly Park Elementary School

2026-2027 Campus Improvement Plan

Board Approval Date: November 10, 2026

Mission Statement

The mission for FWISD and Waverly Park is to prepare ALL students for success in college, career and community leadership.

Vision

At Waverly Park, ALL community members will identify themselves as successful readers.

Value Statement

Integrity, Respect, Hard Work, that is Waverly Park Tiger Way!

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Needs Assessment Overview

Needs Assessment Overview Summary

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%.

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%.

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

Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from X% to Y%.

Demographics

Demographics Summary

The development of Waverly Park Elementary's 2026-2027 Campus Needs Assessment began in March 2026 through a collaborative process designed to gather meaningful input from all stakeholder groups. Chart paper stations were placed in the principal's office, and each grade-level team, department, and support area was invited to identify concerns, challenges, and opportunities for improvement. Throughout April and May, campus administration met with the Parent Teacher Association (PTA) to gather parent feedback and perspectives regarding campus strengths and areas of need. Student voice was also incorporated through discussions facilitated by the campus counselor with members of the Student Council, who shared insights regarding what is working well and what challenges students continue to experience.

Once all feedback was collected, the campus leadership team carefully reviewed each identified concern. Through a collaborative analysis process, the team differentiated between issues that could be immediately addressed at the classroom or individual level and those requiring campus-wide planning, resources, and long-term strategic support.

Many concerns identified during this process can be resolved through immediate actions and ongoing monitoring; however, those needs that have a broader impact on student achievement, school culture, operations, and the overall school community become part of the formal Campus Needs Assessment. This process allows the campus to align its goals, strategies, action steps, and resources to ensure continuous improvement and measurable outcomes for all students.

For the 2026-2027 school year, Waverly Park Elementary serves approximately 620 students. As stakeholders review campus performance and accomplishments, it is important to consider the scale and diversity of our student population, as well as the collective efforts of our students, staff, families, and community partners who contribute to our success.

Historical and Community Information

Waverly Park Elementary serves students from Early Education (EE) through Grade 5 and is also home to the Tarrant County Regional Day School Program for the Deaf and Hard of Hearing. Located at 3604 Cimarron Trail in Fort Worth, Texas, the campus was established in 1959 and proudly serves the Mary’s Creek area between West Camp Bowie Boulevard and Benbrook. Upon completion of elementary school, students matriculate to Leonard Middle School and Western Hills High School, making Waverly Park an integral part of the Western Hills Pyramid.

Waverly Park maintains one of the largest attendance zones in Fort Worth ISD, providing a rich representation of the diverse communities that make up the City of Fort Worth. The presence of the Regional Day School Program for the Deaf and Hard of Hearing creates a welcoming and inclusive learning environment where all students are valued, supported, and empowered to succeed. Diversity remains one of our greatest strengths and contributes significantly to the character of our campus.

The physical campus has evolved over the years to meet the needs of its growing student population. The Blue Hallway addition was completed in approximately 2005, expanding the instructional capacity of the school. Waverly Park occupies an entire city block and benefits from strong community partnerships with neighboring organizations, including Grace Church to the east and West Side Presbyterian Church to the west.

Parent and community involvement continue to be defining characteristics of Waverly Park Elementary. The campus is supported by one of the most active and engaged PTAs in Fort Worth ISD. The PTA Board meets monthly and includes teacher representation, ensuring strong collaboration between parents and staff. Academic engagement opportunities are regularly incorporated into general membership meetings, further strengthening the partnership between home and school.

The PTA continues to provide meaningful financial support for students and teachers. During the 2025-2026 school year, the organization contributed more than $10,000 toward instructional resources and student programs. The PTA currently maintains funds available for future initiatives designed to enhance student learning and school experiences. Families interested in becoming involved are encouraged to join and support this outstanding organization by contacting the PTA at wavparkpta@gmail.com.

Accountability History

Waverly Park Elementary has demonstrated a strong commitment to continuous improvement and academic achievement.

- **2025-2026 Accountably Rating C,** including an Academic Distinction in Math
- **2024-2025 Accountability Rating:** B
- **2023-2024 Accountability Rating:** D
- **2022-2023 Accountability Rating:** C
- **2021-2022 Accountability Rating:** B, including an Academic Distinction in Science
- **2018-2019 Accountability Rating:** C, including Academic Distinctions in Science and Reading
- **2017-2018 Accountability Status:** Met Standard

Throughout its history, Waverly Park has consistently worked to improve student outcomes while maintaining attendance rates and performance levels that often exceed district averages. The campus remains dedicated to providing high-quality instruction, fostering meaningful partnerships with families, and ensuring that every student has access to the supports necessary for academic success.

Questions, comments, or concerns regarding the Campus Improvement Plan or campus initiatives may be directed to Principal Roberto Baeta-Gutierrez at Roberto.Baeta-Gutierrez@fwisd.org.

Demographics Strengths

2026-2027 School Year

General Information

Campus: Waverly Park Elementary School
District: Fort Worth Independent School District
Principal: Roberto Baeta-Gutierrez
Grade Levels Served: Early Education (EE) through 5th Grade

Student Enrollment: Approximately 620 Students

Student and Community Demographics

Waverly Park Elementary serves a diverse student population representing the rich cultural and linguistic diversity of Fort Worth. As one of the largest attendance zones in Fort Worth ISD, the campus welcomes students from a wide variety of backgrounds and provides programming designed to meet the unique needs of all learners.

The campus is also home to the Tarrant County Regional Day School Program for the Deaf and Hard of Hearing, creating an inclusive educational environment where students with varying learning needs learn and thrive together. This commitment to inclusion remains a defining characteristic of the Waverly Park community.

Data analysis and campus improvement efforts continue to focus on ensuring equitable access to high-quality instruction and support services for all student groups, with particular attention to students receiving Special Education services and those served through the Deaf and Hard of Hearing program.

Staff Profile and Recruitment Efforts

Waverly Park Elementary is committed to attracting, developing, and retaining highly effective educators. Recruitment efforts include maintaining strong relationships with local universities, seeking referrals from high-performing teachers, engaging substitute teachers interested in permanent positions, and cultivating future educators through community partnerships.

The campus prioritizes staff retention through instructional coaching, collaborative Professional Learning Communities (PLCs), leadership opportunities, and ongoing professional development aligned to campus goals and student needs.

Key Findings from the Campus Needs Assessment

Positive School Culture and Learning Environment

The campus continues to strengthen school-wide systems that support positive student behavior, strong relationships, and a safe learning environment. While progress has been made, staff feedback and campus data indicate a continued need for refinement and consistency in classroom management practices across all grade levels.

Campus observations and instructional data indicate the need to increase opportunities for students to engage in rigorous, student-led cognitive work and meaningful academic discourse.

Barrier Analysis

Through stakeholder feedback and classroom observations, several barriers were identified:

- Resistance to instructional change based on previous experiences and established practices.
- A desire for increased autonomy among educators while ensuring consistency in implementation.
- Challenges in facilitating productive student struggle during learning experiences.
- Need for stronger alignment between Tier I instruction and the rigor of the TEKS.
- Inconsistent implementation of instructional and behavioral expectations across classrooms.

Addressing these barriers will require intentional coaching, ongoing professional learning, clear expectations, and continuous monitoring of implementation practices.

Effective Schools Framework Implementation Status

Lever 1: Strong School Leadership and Planning

Partial Implementation

The campus has established leadership structures that support continuous improvement. Continued efforts are focused on developing instructional leadership capacity and strengthening alignment among the campus vision, mission, goals, and values.

Lever 2: Strategic Staffing

Beginning Implementation

Efforts continue to strengthen recruitment, selection, onboarding, development, and retention of highly qualified educators who align with the campus mission and instructional priorities.

Lever 3: Positive School Culture

Planning for Full Implementation

The campus is focused on refining and consistently implementing explicit behavioral expectations, routines, and systems that foster a positive and productive learning environment for all students.

Lever 4: High-Quality Instructional Materials

Implemented

Teachers have access to and regularly utilize district-adopted, high-quality instructional materials designed to ensure alignment with state standards and rigorous instruction.

Lever 5: Effective Instruction

Planning and Beginning Implementation

Focus areas include:

- Professional development centered on effective instructional practices.
- Strengthening teacher capacity through observation and feedback cycles.
- Enhancing PLC processes to support data-driven instructional decisions.
- Increasing the use of formative assessment practices to monitor student learning and inform instruction.

Recommendations for Continuous Improvement

Based on campus data, stakeholder input, and instructional observations, the following recommendations have been identified for the 2026-2027 school year:

Strengthen Professional Learning

Provide ongoing professional development focused on:

- Effective Tier I instruction.
- Small-group instruction.
- Student-led cognitive engagement.
- Academic discourse.
- Positive classroom culture and management.

Ensure Consistent Implementation

Establish clear expectations and accountability measures to ensure consistent implementation of instructional and behavioral practices across all classrooms and grade levels.

Utilize Data to Drive Decisions

Strengthen the use of student achievement data, formative assessments, and PLC processes to inform instructional planning, monitor progress, and provide targeted interventions.

Increase Student Ownership of Learning

Expand opportunities for students to engage in critical thinking, productive struggle, collaborative learning, and self-reflection to increase academic achievement and independence.

Through the implementation of these priorities, Waverly Park Elementary will continue to build a culture of excellence where all students are empowered to achieve at high levels while fostering meaningful partnerships among staff, families, and the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The attendance for all subgroups is higher than the FWISD average. Our AA students are two points below the school average
Root Cause: Root -Not using other channels of communication that could be more effective with AA families to emphasize about the importance of attendance to our AA population such as PTA and school events at the apartments office.

Student Learning

Student Learning Summary

2026-2027 Summary of Student Learning from the Comprehensive Needs Assessment (CNA)

During the 2025-2026 school year, Waverly Park Elementary demonstrated several strengths, including strong instructional leadership, high expectations for student achievement, and the consistent use of assessment data to monitor academic progress. Campus leaders utilized agendas, PLC structures, and instructional walkthroughs to support teaching and learning, while teachers regularly incorporated state-aligned assessments to measure student growth.

Analysis of student performance data, classroom observations, stakeholder feedback, and implementation monitoring identified several priority areas requiring focused improvement during the 2026-2027 school year. As identified by TEA, Waverly Park Elementary received a **Targeted Support and Improvement (TSI) designation for the Special Education student group**, requiring targeted actions to improve academic outcomes and close achievement gaps for students receiving special education services. [Local Impr...ement Plan | Outlook]

Student Achievement

Campus data indicates a continued need to improve STAAR College, Career, and Military Readiness performance through strengthened Tier I instruction, lesson internalization, and implementation of high-quality instructional materials. The CNA revealed that student-centered cognitive engagement was observed in only 23% of classrooms, highlighting the need for increased opportunities for students to engage in rigorous academic discourse, productive struggle, and higher-order thinking.

To address these needs, the campus will strengthen Professional Learning Communities (PLCs), implement demonstration classrooms, expand vertical articulation opportunities, and align instructional practices to the Cowtown 12 framework and updated Spot Observation process. Emphasis will be placed on teacher internalization of lessons, effective modeling, checks for understanding, and data-driven instructional adjustments.

Special Education Focus Area

Improving outcomes for students receiving Special Education services will be a primary focus of the 2026-2027 Local Improvement Plan. The CNA identified opportunities to strengthen collaboration between general education and specialized support staff, improve communication structures between grade-level teachers and Deaf and Hard of Hearing (DHH) teachers, and increase inclusive instructional practices across all grade levels.

The campus will prioritize:

- Increased collaboration between Special Education and general education teams through weekly support meetings.
- Improved inclusion practices and alignment of reading and language goals.
- Strategic intervention structures focused on reading, mathematics, and foundational literacy skills.

- Professional development focused on accommodations, differentiation, and effective instructional practices for students with disabilities.
- Improved scheduling and coordination of related services to maximize instructional time.

Attendance

Attendance continues to be an important factor impacting student achievement. The campus will implement recognition systems designed to improve daily attendance and student engagement. Efforts will include student attendance recognition walls, monthly attendance celebrations, improved communication with families, and staff training focused on timely and accurate attendance procedures.

Positive School Culture and Discipline

The CNA identified inconsistent implementation of campus behavior expectations and discipline procedures as a significant barrier to student success. Stakeholder feedback and classroom observations revealed a need for clearer behavioral expectations, consistent responses to student misconduct, and improved classroom management practices across all grade levels.

During the 2026-2027 school year, the campus will focus on:

- Consistent implementation of the Waverly Park discipline matrix.
- Explicit teaching of campus-wide behavioral expectations and routines.
- Positive behavior supports, including token systems, Class Dojo, buddy classrooms, and positive family communication.
- Ongoing professional development and role-playing activities to strengthen classroom management and maximize instructional time.

Professional Learning and Teacher Development

The CNA highlighted the importance of strengthening teacher capacity through targeted professional development. Campus professional learning will focus on effective Tier I instruction, student engagement, lesson internalization, classroom management, instructional rigor, and implementation of research-based practices.

Staff meetings, PLCs, demonstration classrooms, instructional rounds, and vertical articulation sessions will be utilized to build teacher effectiveness and promote consistent instructional practices across grade levels.

Family and Community Engagement

Stakeholder feedback indicated declining levels of parent engagement and participation in campus activities. To strengthen school-family partnerships, the campus will implement a comprehensive communication plan that includes positive monthly communication, increased family engagement opportunities, expanded use of social media platforms, and family-centered events aligned to campus goals.

Priority Improvement Areas

Based on CNA findings, implementation data, and stakeholder input, Waverly Park Elementary will prioritize the following improvement areas during the 2026-2027

school year:

1. Improve Special Education student achievement in reading and mathematics through targeted interventions, inclusive practices, and collaborative planning.
2. Increase student cognitive engagement through rigorous Tier I instruction aligned to TEKS and the Cowtown 12 framework.
3. Strengthen campus-wide implementation of behavior expectations and positive school culture systems.
4. Improve attendance through student recognition programs and family engagement efforts.
5. Develop teacher capacity through ongoing professional learning, instructional coaching, demonstration classrooms, and PLC refinement.
6. Utilize data-driven decision-making processes to monitor implementation and adjust interventions to ensure student success.

These focus areas will serve as the foundation for the 2026-2027 Campus Improvement Plan and Local Improvement Plan as the campus works to improve outcomes for all students and specifically address the needs of students receiving Special Education services.

Student Learning Strengths

Effective Schools Framework Diagnostic: Final Report

Campus:	Grades Served:	Date of Site Visit:
Waverly Park Elementary	Pre - K - 5th	
District:	**Principal:**	**DCSI:**
Fort Worth ISD	Roberto Baeta - Gutierrez	Christine Renteria

Summary of Strengths	Summary of Growth Areas
Lead team members use agendas and tracking tools for their instructional responsibilities. Criteria are established before selective activities and include questions that require content knowledge, belief in the potential of all students, and willingness to learn and develop. Consistent use of MAP and other assessments aligned with the state of Texas top-line assessments. Administrators and teachers were observed demonstrating high expectations for all students.	Stakeholders did not have a comprehensive, united understanding of campus-wide guidelines for immediate next steps leading to inconsistent staff responses to student behavior. Current documents lack clear steps for helping students meet routine expectations and strategies for addressing situations when students fail to meet these expectations. Student-centered cognitive engagement was observed in 23% of classrooms.

Prioritized Focus Areas for Improvement

Waverly Park Elementary exhibits several strengths and opportunities for growth as they plan for the next school year. Based on an analysis of artifacts, classroom observations, and discussions with leaders and teachers, two key areas emerged as priorities for continued focus. Essential Actions 3.1 and 5.1 were identified as high-leverage areas that align with the current capacity and needs of the campus staff. During the post-visit discussion, the principal and DCSI agreed that a targeted focus on these areas would be the most effective approach to building on the progress already made.

Essential Action 5.1 Professional Development for Effective Classroom Instruction
The principal has designated effective classroom instruction as a key focus for the 2025-2026 school year. To enhance student learning outcomes, the campus will implement structures that prioritize student-led cognitive work and discourse. By integrating research-based best practices across all subject areas, the school will establish a clear and consistent approach to instructional strategy implementation, benefiting all stakeholders. Additionally, refining on-campus professional development will create a more cohesive framework for sustaining high-quality instruction.

Essential Action 3.1 Positive School Culture
Waverly Park Elementary has offered training and support to teachers in utilizing respect agreements. However, ESF Diagnostic evidence shows that classroom management expectations remain inconsistent. To address this, the administrative team will refine training on classroom management, using existing tools to enhance teacher capacity for consistent, campus-wide implementation. This training will include role-playing, added support during staff meetings, and scenario-based reviews to reinforce effective strategies. Full implementation of the 3rd grade classroom management system,

Summary of Barrier Analysis Findings

Summary of Strengths	Summary of Growth Areas

The campus principal identified the following as potential barriers to successfully implementing the prioritized focus areas for improvement:

Essential Action 3.1 Positive School Culture
A potential barrier to the successful implementation of Essential Action 3.1 is that some teachers may compare the proposed practices to their own past experiences, which can create resistance to change. Additionally, some educators may desire more autonomy than a common system allows, making consistency a challenge. However, the principal is confident that Essential Action 3.1 will be effectively implemented, as teachers themselves have identified it as a necessary improvement, demonstrating their commitment to enhancing instructional practices.

Essential Action 5.1 Professional Development for Effective Classroom Instruction
The principal of Waverly Park Elementary emphasized the challenge of stepping back and allowing students to engage in the productive struggle that occurs when they take on the cognitive lift. To support this shift, Tier 1 instruction must be in-depth and aligned with the TEKS, ensuring the effective implementation of student discourse and cognitive engagement. Additionally, designing lessons with intentional teacher moves that reflect best practices will impact pacing and require a shift in how students demonstrate mastery.

Overall Implementation Level Guide

Full Implementation - All key practices are substantially in place and functioning.

Partial Implementation - Most (at least half) of the key practices are substantially in place and functioning.

Beginning Implementation - Some (less than half) of the key practices are substantially in place and functioning.

Planning for Implementation - Work is underway to develop at least one of the key practices.

Not Yet Started - There is currently no evidence of any key practice.

ESF Implementation Levels

1.1	1.2	2.1	3.1	4.1	5.1	5.2
Partial Implementation	Planning for Implementation	Beginning Implementation	Planning for Implementation	Not Yet Started	Planning for Implementation	Beginning Implementation

Lever #1: Strong School Leadership and Planning		
Essential Actions	**Key Practices**	**Evidence**
1.1 Develop campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities	Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).	Pre-work artifacts and focus group participants indicate the existence and use of a comprehensive list of responsibilities including teachers for supervision. The principal begins each day by walking to each classroom to greet both teachers and students. This scheduled culture time is often followed by planned classroom walkthroughs. Additionally, the principal's calendar illustrates his regular attendance in PLCs and key data meetings.
	Performance expectations are clear, written, measurable, and match the job responsibilities.	The principal and assistant principal utilize TPESS as a means to create and measure pre-determined, written, and agreed-upon measurable goals.
	Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.	Pre-work artifacts such as Collaborative Team Minutes and 3-5 Lowest, Most Missed TEKS, as well as focus group participant responses substantiate that lead team members use agendas and tracking tools for their instructional responsibilities.
	Campus instructional leaders meet weekly to focus on student progress and formative data.	Artifacts and focus group responses indicate that written agendas and tracking tools are utilized on campus by leadership team members.
	Principal improves campus leaders through regularly scheduled job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	While a formal coaching process is not currently in place for the administrative team, the principal indicated that informal coaching sessions and regular follow-ups occur with the campus assistant principal. However, due to competing district-wide priorities, evidence suggests that the leadership team does not receive professional development opportunities tailored to campus-specific needs and priorities.
1.1 Implementation Level: Partial Implementation		
Essential Actions	**Key Practices**	

Lever #1: Strong School Leadership and Planning		
1.2 **Compelling and Aligned Vision, Mission, Goals, Values Focused on a Safe Environment, High Expectations, and Rigorous Instruction**	Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.	Focus group participants noted that the mission and vision are revisited annually at the beginning of the school year. Originally created in 2020 with authentic and collaborative involvement from teachers and staff, the process does not yet include parents and students in the creation or refinement.
	Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.	Waverly Park has a mission vision, and creed that is utilized campus-wide. Though not explicitly stated in the pre-work documents, teachers and administrators alike could succinctly connect the wording of the mission, vision, and creed to expectations for students and staff in the building that include high expectations, shared ownership, rigorous and engaging lessons, and high-leverage teaching practices. Data is consistently discussed to improve instruction and student growth; however, student-facing data tracking and goal setting are not yet systemic.
	Campus messages, policies and practices are aligned to the mission and vision and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.	Visible practices and policies were present in 50% of observed classrooms. Hallways, restrooms, and the cafeteria did not always include visible procedures that allowed for uniform management. Though clear expectations were not always posted, administrators and teachers were observed demonstrating high expectations for all students. The mission and vision were not observed throughout the campus; however, the teachers were clear about the "Big Rocks" for the campus and could articulate the gist of the mission and vision as they align with the "Big Rocks" Additionally, the creed is posted throughout the campus and teachers and students exhibit familiarity with the tenets of "Integrity, Respect, and Hard work".
1.2 Implementation Level: Planning for Implementation		

Lever #2: Strategic Staffing		
Essential Actions	**Key Practices**	**Evidence**

Lever #1: Strong School Leadership and Planning		
2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators	The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.	Though Fort Worth ISD identifies targeted sources and consistently tracks the success rates of different recruitment efforts, campus focus group participants and pre-work artifacts illustrate a campus commitment to utilizing referrals from current high-performing teachers as well as taking advantage of opportunities to grow their teachers through relationships with parents and substitutes.
	Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.	Pre-work artifacts and focus group participant responses confirm that criteria are established before selective activities and include questions that require content knowledge, belief in the potential of all students, and willingness to learn and develop. Additionally, formal interviews include teachers and include opportunities for committees to determine a candidate's alignment with the campus mission, vision, and creed. However, demonstration lessons are not currently a component of the selection process. All focus group participants indicated induction processes are challenged by the brief time allowed for campus priorities at the beginning of the year.
	Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.	Focus group participants agree that high-performing teachers are focused on data, student growth, and meeting all student needs. Though there are not yet specific campus-based individualized incentives, Fort Worth ISD does participate in TIA.
	Teacher placements are strategic based on student need and teacher strengths.	Focus group participants agree certification and content expertise are paramount when teacher placement decisions are made. Additionally, data and best fit were also included as vital decision points.
	Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.	Current grade-level leads, selected by the campus administrator, report feeling supported by campus leadership. However, training in adult facilitation is not yet implemented at the campus level or within the broader Fort Worth ISD.
	Preferred substitutes are recruited and retained.	Focus group participants agree that substitutes can be prioritized and deprioritized utilizing campus and district protocols
2.1 Implementation Level: Beginning Implementation		

Lever #3: Positive School Culture		
Essential Actions	**Key Practices**	**Evidence**

Lever #1: Strong School Leadership and Planning		
3.1 Explicit school-wide behavioral expectations and culture routines	Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.	Pre-work artifacts indicate overarching written and communicated school-wide expectations. However, the implementation of specific processes and procedures including posting respect agreements, and any campus rules was inconsistent. Most observed campus classrooms included a sense of belonging for students in productive learning environments.
	Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.	Pre-work artifacts include a "Minute by Minute" document with tabs for AM, Cafeteria, and Transition to Specials. Each section outlines activities for leaders, teachers, and students. However, while the chart provides overarching activities, it lacks clear steps for helping students meet routine expectations and strategies for addressing situations when students fail to meet these expectations. Classroom and hall transitions, while not consistently efficient, were observed to be safe.
	Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.	While pre-work included a beginning-of-the-year PD that included generic disciplinary actions, stakeholders did not have a comprehensive, united understanding of campus-wide guidelines for immediate next steps leading to inconsistent staff responses to student behavior. The current reward system includes the selection of a student champion every 6 weeks based on criteria chosen by grade-level teachers. Other incentives on
3.1 Implementation Level: Planning for Implementation		

Lever #4: High-Quality Instructional Materials		
Essential Actions	**Key Practices**	**Evidence**

Lever #1: Strong School Leadership and Planning		
4.1 Daily use of high-quality instructional materials	Teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.	The Lever 4 Academic Review determined that there is not sufficient evidence to support RLA or Math High-Quality Materials are in place. This affects the validity of all other key practices. I am required to rate your Essential Action 4.1 as "Not Yet Started" Please see additional evidence provided for other Key Practices to be used for final decision-making on your prioritization. Please refer to your Lever 4 Academic Review Report for additional details regarding the analysis of your student assignments. **RLA 40%** **Math 53%** The Academic Review noted that RLA assignments did not always provide students the opportunity to engage in purposeful use of key academic vocabulary and for students to evaluate the structure, language, key ideas, details, and author's craft or purpose. The Academic Review further stated that math assignments often lacked opportunities for productive struggle.
	Campus clearly outlines purpose of each assessment, when it is administered and how results are used to support student learning.	The campus provided artifacts and focus group participant response evidence consistent use of MAP and other assessments aligned with the state of Texas top-line assessments. Additionally, exit tickets or a form of formative assessment is a campus-wide expectation
	When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.	The campus provides time and procedures for teachers to internalize lesson plans.
	When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.	Teachers do not write lesson plans as a campus requirement therefore this key practice is not included in evidence.
4.1 Implementation Level: Not Yet Started		

Lever #5: Effective Instruction		
Essential Actions	**Key Practices**	**Evidence**

Lever #1: Strong School Leadership and Planning		
5.1 Professional development for effective classroom instruction	Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.	While RBIS has not been offered to the teachers, a procedure in math for reading, writing, and drawing has been introduced and is being utilized in most classrooms. Students were observed in conceptual math learning in 23% of classrooms. When RLA classes were observed, students were frequently observed engaged in grade-level appropriate reading materials.
	Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.	The campus is currently focusing on implementing small group instruction; however, there is not yet a pedagogical framework of best practices that shifts the cognitive lift to students. Student-centered cognitive engagement was observed in 23% of classrooms. Additionally, 12% of classrooms were observed having students engage in planned discourse. Stakeholders agree that the principal consistently provides feedback; however, coaching with a focus on best practices for any subject is not yet systemic.
	Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.	Focus group participants acknowledge that Fort Worth ISD currently provides periodic training for teachers in supporting EB students. However, teachers expressed a need for additional training specifically on implementing IEPs for their students, with particular emphasis on supporting deaf education students. Despite these gaps, teachers conveyed appreciation for the ongoing support they receive from the special education staff at their campuses.
5.1 Implementation Level: Planning for Implementation		
Essential Actions	**Key Practices**	**Evidence**

Lever #1: Strong School Leadership and Planning		
5.2 Build teacher capacity through observation & feedback cycles	Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.	The campus administrator shared campus observation tools including a tracking tool used to support teacher growth. Focus group participants agree that SLO development and tracking are supported and that they do receive feedback in STRIVE.
	Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.	The principal conducts regular classroom visits, which was corroborated by teacher testimonies. Furthermore, all stakeholders confirmed that written observation and feedback are provided at least every quarter.
	Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high-leverage goal or action step.	Though personal debrief conversations are not systemic practices, teachers indicated that action steps are provided in written format following a walk-through.
	Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.	Debrief conversations between instructional leaders and teachers regarding progress monitoring do not occur systematically. Current practices lack designated face-to-face time for instructional leaders to communicate areas of focus or goals. Additionally, existing protocols do not include opportunities for instructional leaders to model practices, for teachers to implement action steps, or for teachers to receive immediate feedback during implementation.
5.2 Implementation Level: Beginning Implementation		
Essential Actions	**Key Practices**	**Evidence**

Lever #1: Strong School Leadership and Planning		
5.3 Data-driven instruction	Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.	Pre-work documents and focus group participants provide evidence that the campus utilizes district assessment calendars and implements data analysis during Collaborative meetings. Limited personnel resources combined with competing priorities have impacted the frequency of leadership team meetings dedicated to data analysis and decision-making. These operational constraints have affected the team's capacity to regularly disaggregate data and develop data-informed strategies. Support of teachers is informed at assessments, but support coaching based on an analysis of student work samples is not yet systemic.
	Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.	The campus follows Bambrick's DDI process; however, lesson rehearsal is not yet a systemic practice during the collaborative meetings.
	Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.	Pre - work documents included a master schedule that includes time weekly for teachers to meet in collaborative meetings that include a campus instructional coach. Agendas drive the meetings but are adapted by the principal and coach to meet the goals of each grade level. Focus group participants agree that team meetings include discussion of formative student data and possible adjustments to instructional delivery. However, discussions around effective instructional strategies are not yet systemic.
	Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.	Although student data trackers were observed in 50% of classrooms, there was inconsistency among participants' understanding of the requirements for student-facing data.
5.3 Implementation Level: Planning for Implementation		

	To Plan For Learning
PK	**IPC Changes**
	time to Teacher and TA to collaborate. - data/teach
Kinder	**Science books usage**
	Stronger handwriting curriculum
1st	**Science books usage**
	Stronger handwriting curriculum
2nd	**Science books usage**
	Stronger handwriting curriculum
3rd	**Hands on science labs - Staff Meeting Vertical PLC for science**
4t	
5th	**Curriculum Pacing**
	Teachers ability to meet students needs when CFW does't align scripted curriculum.

Pillar i	**Pacing of reading is diff than Math and Science**
	Achievement mindset
	Minimize classrooms interruptions.
	Discipline - keep classroom management system in place - SPOT Observati
	Consistent pull out for reading
Pillar II	**IPC vs IEP goals**
	Manipulative are not optional
	Accommodations are not an options
	Pull Tier 1 with Resource students
	Achievement mindset
	SPED PD at Region XI
Pillar III	**PLFFS PD for Gen Ed teachers**
	Staff meetings is about PD 1. IPC 2. SPED 3. School Data 4 Staff presents
	Achievement mindset
Pillar IV	**Achievement mindset for the STAFF**
	More staff posted in the hallways in the morning.,
	Nurse, restroom passes.
	Same hallway expectations for all (reinforced)
Pillar V	**Achievement mindset**
Baeta goals	**Resources $$$ for Lesson preparation**
	Editing and Revising
	Phonics Instruction Program
	Maintain Math level of achievement
	Increase ECR and SCR results (20%) -Writing mindset

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Domain I - DL STAAR results (Low in all) Domain I -3rd grade at WP is at 58 F Reading
Root Cause: Having a growth mindset versus an achievement mindset.

Problem Statement 2 (Prioritized): Domain I -3rd grade at WP is at 58 F Math
Root Cause: Having a growth mindset versus an achievement mindset.

School Processes & Programs

School Processes & Programs Summary

LINK	ORG	OBJ	ACCOUNT	DESCRIPTION	ROLLUP	TYPE	PROJECTION	BUDGET	SCH/DEPTS
View	11117326	6112	199-11-6112-001-176-11-313-000000-	SUBS - PROFESSIONAL		E	20260	0	0
View	11117326	6116	199-11-6116-001-176-11-313-000000-	EXTRA DUTY - PROFESSIONAL		E	20260	0	0
View	11117326	6117	199-11-6117-001-176-11-313-000000-	TEMP/HOURLY - PROFESSIONAL		E	20260	0	0
View	11117326	6118	199-11-6118-001-176-11-313-000000-	EXTRA DUTY - PROFESSIONAL		E	20260	0	0
View	11117326	6121	199-11-6121-001-176-11-313-000000-	EXTRA DUTY/OT - SUPPORT		E	20260	0	0
View	11117326	6122	199-11-6122-001-176-11-313-000000-	SALARY/WAGE SUB SUPPORT		E	20260	0	0
View	11117326	6127	199-11-6127-001-176-11-313-000000-	NON-CONTRACT - SUPPORT		E	20260	0	0
View	11117326	6299	199-11-6299-001-176-11-313-000000-	MISC CONTRACTED SERVICES		E	20260	0	2000
View	11117326	6339	199-11-6339-001-176-11-313-000000-	TESTING MATERIALS		E	20260	0	0
View	11117326	6395	199-11-6395-001-176-11-313-000000-	PURCHASING CARD		E	20260	0	0
View	11117326	6396	199-11-6396-001-176-11-313-000000-	TECHNOLOGY < 5,000		E	20260	0	0
View	11117326	6398	199-11-6398-001-176-11-313-000000-	FURN&EQUIP< 5,000		E	20260	0	0
View	11117326	6399	199-11-6399-001-176-11-313-000000-	GENERAL SUPPLIES		E	20260	42060	16960
View	11117326	6412	199-11-6412-001-176-11-313-000000-	TRAVEL - STUDENT		E	20260	0	0
View	11117326	6497	199-11-6497-001-176-11-313-000000-	PURCHASING CARD		E	20260	0	0
View	11117326	6499	199-11-6499-001-176-11-313-000000-	MISC OPERATING COSTS		E	20260	0	0
View	11117334	6112	199-11-6112-001-176-23-313-000000-	SUBS - PROFESSIONAL		E	20260	0	0
View	11117334	6117	199-11-6117-001-176-23-313-000000-	TEMP/HOURLY - PROFESSIONAL		E	20260	0	0
View	11117334	6121	199-11-6121-001-176-23-313-000000-	EXTRA DUTY/OT - SUPPORT		E	20260	0	0
View	11117334	6127	199-11-6127-001-176-23-313-000000-	NON-CONTRACT - SUPPORT		E	20260	0	5000

LINK	ORG	OBJ	ACCOUNT	DESCRIPTION	ROLLUP	TYPE	PROJECTION	BUDGET	SCH/DEPTS
View	11117334	6329	199-11-6329-001-176-23-313-000000-	OTHER READING MATERIALS		E	20260	0	0
View	11117334	6398	199-11-6398-001-176-23-313-000000-	FURN&EQUIP < $5000		E	20260	0	0
View	11117334	6399	199-11-6399-001-176-23-313-000000-	GENERAL SUPPLIES		E	20260	10906	5906
View	11117334	6499	199-11-6499-001-176-23-313-000000-	MISC OPERATING COSTS		E	20260	0	0
View	11117338	6329	199-11-6329-015-176-11-313-000000-	OTHER READING MATERIALS		E	20260	0	0
View	11117338	6399	199-11-6399-015-176-11-313-000000-	GENERAL SUPPLIES		E	20260	0	0
View	11117346	6399	199-11-6399-017-176-11-313-000000-	GENERAL SUPPLIES		E	20260	0	0
View	11117350	6399	199-11-6399-018-176-11-313-000000-	GENERAL SUPPLIES		E	20260	0	0
View	11117354	6399	199-11-6399-019-176-11-313-000000-	GENERAL SUPPLIES		E	20260	0	0
View	11117362	6399	199-11-6399-021-176-11-313-000000-	GENERAL SUPPLIES		E	20260	0	0
View	11117366	6121	199-11-6121-023-176-11-313-000000-	EXTRA DUTY/OT - SUPPORT		E	20260	0	0
View	11117366	6399	199-11-6399-023-176-11-313-000000-	GENERAL SUPPLIES		E	20260	0	0
View	11117374	6399	199-11-6399-033-176-25-313-000000-	GENERAL SUPPLIES		E	20260	0	0
View	11117380	6112	199-11-6112-061-176-11-313-000000-	SUBS - PROFESSIONAL		E	20260	0	0
View	11117380	6249	199-11-6249-061-176-11-313-000000-	MNT/RPR FURN/COMPUT/ EQUIP		E	20260	0	0
View	11117380	6399	199-11-6399-061-176-11-313-000000-	GENERAL SUPPLIES		E	20260	0	0
View	11117384	6117	199-11-6117-063-176-11-313-000000-	TEMP/HOURLY - PROFESSIONAL		E	20260	0	0
View	11117384	6118	199-11-6118-063-176-11-313-000000-	EXTRA DUTY - PROFESSIONAL		E	20260	0	0
View	11117394	6396	199-11-6396-077-176-11-313-000000-	TECHNOLOGY < 5,000		E	20260	0	0
View	13117022	6399	199-31-6399-001-176-23-313-000000-	GENERAL SUPPLIES		E	20260	0	0
View	13317020	6399	199-33-6399-001-176-23-313-000000-	GENERAL SUPPLIES		E	20260	0	0
View	15217016	6121	199-52-6121-001-176-99-313-000000-	EXTRA DUTY/OT - SUPPORT		E	20260	0	600
View	15217016	6127	199-52-6127-001-176-99-313-000000-	NON-CONTRACT - SUPPORT		E	20260	0	0
View	19110CIL	6399	199-11-6399-0SA-176-11-313-000000-	GENERAL SUPPLIES		E	20260	0	0
View	19110CMZ	6118	199-11-6118-019-176-24-313-000000-	EXTRA DUTY - PROFESSIONAL		E	20260	0	0
View	19110NS0	6399	199-11-6399-0SB-176-11-313-000000-	GENERAL SUPPLIES		E	20260	0	0

LINK	ORG	OBJ	ACCOUNT	DESCRIPTION	ROLLUP	TYPE	PROJECTION	BUDGET	SCH/DEPTS
View	19110QGN	6117	199-11-6117-001-176-21-313-000000-	TEMP/HOURLY - PROFESSIONAL		E	20260	0	0
View	19110QGN	6127	199-11-6127-001-176-21-313-000000-	NON-CONTRACT - SUPPORT		E	20260	0	0
View	19110QGN	6329	199-11-6329-001-176-21-313-000000-	OTHER READING MATERIALS		E	20260	0	0
View	19110QGN	6399	199-11-6399-001-176-21-313-000000-	GENERAL SUPPLIES		E	20260	412	412
View	19110QGN	6499	199-11-6499-001-176-21-313-000000-	MISC OPERATING COSTS		E	20260	0	0
View	19110QIF	6116	199-11-6116-001-176-24-313-000000-	EXTRA DUTY - PROFESSIONAL		E	20260	0	0
View	19110QIF	6117	199-11-6117-001-176-24-313-000000-	TEMP/HOURLY - PROFESSIONAL		E	20260	0	0
View	19110QIF	6127	199-11-6127-001-176-24-313-000000-	NON-CONTRACT - SUPPORT		E	20260	0	0
View	19110QIF	6329	199-11-6329-001-176-24-313-000000-	OTHER READING MATERIALS		E	20260	0	0
View	19110QIF	6396	199-11-6396-001-176-24-313-000000-	TECHNOLOGY < $5000		E	20260	0	0
View	19110QIF	6399	199-11-6399-001-176-24-313-000000-	GENERAL SUPPLIES		E	20260	6180	0
View	19110QIF	6499	199-11-6499-001-176-24-313-000000-	MISC OPERATING COSTS		E	20260	0	1180
View	19110QKL	6117	199-11-6117-001-176-25-313-000000-	TEMP/HOURLY - PROFESSIONAL		E	20260	0	0
View	19110QKL	6127	199-11-6127-001-176-25-313-000000-	NON-CONTRACT - SUPPORT		E	20260	0	0
View	19110QKL	6329	199-11-6329-001-176-25-313-000000-	OTHER READING MATERIALS		E	20260	0	0
View	19110QKL	6399	199-11-6399-001-176-25-313-000000-	GENERAL SUPPLIES		E	20260	1110	1110
View	19110QKL	6499	199-11-6499-001-176-25-313-000000-	MISC OPERATING COSTS		E	20260	0	0
View	19110SQX	6411	199-11-6411-0MR-176-11-313-000000-	TRAVEL - EMPLOYEE ONLY		E	20260	0	0
View	19110YEP	6399	199-11-6399-001-176-22-313-000000-	GENERAL SUPPLIES		E	20260	0	0
View	19120655	6121	199-12-6121-001-176-99-313-000000-	EXTRA DUTY/OT - SUPPORT		E	20260	0	0
View	19120655	6128	199-12-6128-001-176-99-313-000000-	STIPEND - SUPPORT		E	20260	0	0
View	19120655	6329	199-12-6329-001-176-99-313-000000-	OTHER READING MATERIALS		E	20260	0	14000
View	19120655	6399	199-12-6399-001-176-99-313-000000-	GENERAL SUPPLIES		E	20260	0	0
View	19120655	6411	199-12-6411-001-176-99-313-000000-	TRAVEL - EMPLOYEE ONLY		E	20260	0	0
View	19130BMU	6411	199-13-6411-001-176-99-313-000000-	TRAVEL - EMPLOYEE ONLY		E	20260	0	0

LINK	ORG	OBJ	ACCOUNT	DESCRIPTION	ROLLUP	TYPE	PROJECTION	BUDGET	SCH/DEPTS
View	19230619	6121	199-23-6121-001-176-99-313-000000-	EXTRA DUTY/OT - SUPPORT		E	20260	0	1000
View	19230619	6122	199-23-6122-001-176-99-313-000000-	SALARY/WAGE SUB SUPPORT		E	20260	0	0
View	19230619	6127	199-23-6127-001-176-99-313-000000-	NON-CONTRACT - SUPPORT		E	20260	0	0
View	19230619	6128	199-23-6128-001-176-99-313-000000-	STIPEND - SUPPORT		E	20260	0	0
View	19230619	6239	199-23-6239-001-176-99-313-000000-	REGIONAL ED SVC CTR SVCS		E	20260	0	0
View	19230619	6299	199-23-6299-001-176-99-313-000000-	MISC CONTRACTED SERVICES		E	20260	0	0
View	19230619	6396	199-23-6396-001-176-99-313-000000-	TECHNOLOGY < $5000		E	20260	0	2000
View	19230619	6398	199-23-6398-001-176-99-313-000000-	FURN&EQUIP < $5000		E	20260	0	0
View	19230619	6399	199-23-6399-001-176-99-313-000000-	GENERAL SUPPLIES		E	20260	0	3000
View	19230619	6411	199-23-6411-001-176-99-313-000000-	TRAVEL - EMPLOYEE ONLY		E	20260	0	0
View	19230619	6495	199-23-6495-001-176-99-313-000000-	DUES		E	20260	0	1300
View	19230619	6499	199-23-6499-001-176-99-313-000000-	MISC OPERATING COSTS		E	20260	0	0
View	19230ACH	6121	199-23-6121-023-176-99-313-000000-	EXTRA DUTY/OT - SUPPORT		E	20260	0	0
View	1923C019	6399	199-23-6399-CON-176-99-313-000000-	GENERAL SUPPLIES		E	20260	0	0
View	19310843	6399	199-31-6399-001-176-99-313-000000-	GENERAL SUPPLIES		E	20260	0	1000
View	19310843	6411	199-31-6411-001-176-99-313-000000-	TRAVEL - EMPLOYEE ONLY		E	20260	0	1000
View	19310843	6495	199-31-6495-001-176-99-313-000000-	DUES		E	20260	0	300
View	19310843	6499	199-31-6499-001-176-99-313-000000-	MISC OPERATING COSTS		E	20260	0	0
View	19330362	6399	199-33-6399-001-176-99-313-000000-	GENERAL SUPPLIES		E	20260	0	3000
View	19350035	6127	199-35-6127-001-176-99-313-000000-	NON-CONTRACT - SUPPORT		E	20260	0	0
View	19510107	6121	199-51-6121-001-176-99-313-000000-	EXTRA DUTY/OT - SUPPORT		E	20260	0	300
View	19510107	6319	199-51-6319-001-176-99-313-000000-	SUPPLIES MAINT & OPERATION		E	20260	0	600
View	Z1100229	6121	199-11-6121-074-176-11-313-000000-	EXTRA DUTY/OT - SUPPORT		E	20260	0	0
View	Z1100230	6121	199-11-6121-074-176-25-313-000000-	EXTRA DUTY/OT - SUPPORT		E	20260	0	0

School Processes & Programs Strengths

School Processes & Programs Strengths

Professional Development (PD) - Cowtown 12 and SPOT form

- **Internalization**: Bluebonnet documents and model teaching strategies before delivering to students.
- **Mentor Teachers**: Utilize experienced teachers during PLC and staff meetings to demonstrate teaching of TEKS.
- **Campus-wide Training**: Address the needs of new teachers, including specific training for Deaf Education.

Special Education (SPED)

- **Communication**: Improved communication between grade level and deaf teachers.
- **Inclusion**: Include Deaf and Hard of Hearing (DHH) students in career day and reading goals.
- **Life Experiences**: Organize field trips specific for Deaf Ed.

Instructional Strategies

- **Reading and Math**: Implement new lesson structures, aggressive monitoring, and small group interventions.
- **Intervention Time**: Focus on lower case letters for kindergarten and targeted tutoring for second grade.

Behavior and Discipline

- **Consistency**: Ensure uniform staff response to discipline issues.

Community and Parent Involvement

- **Communication**: Send positive monthly emails and involve parents in school activities.
- **Parent Involvement**: Address decline through PD and events calendar.

Specific Programs

- **Discipline Training**: Train staff on handling classroom discipline positively and maintaining structured instructional time.
- **Specials**: Address the need for a second PE coach and timely pick-up/drop-off of students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Domain I -ECR and SCR instruction and best practices -52% score a zero.
Root Cause: Lack of second tech and small group instruction, lack of classroom management in some classrooms and students not doing the cognitive thinking.

Perceptions

Perceptions Summary

Summary Based on Surveys, Interviews, and Focus Groups

Parent Engagement Evaluations/Feedback & Participation Levels

- **Decline in Parent Involvement**: There has been a noticeable decline in parent involvement, which has been identified as an area needing improvement.
- **Communication**: Monthly positive emails are sent to parents to foster engagement.
- **Events Calendar**: A calendar of events is maintained to encourage parent participation in school activities.

Culture, Climate, Values, Beliefs

- **Positive School Culture**: Training and support are provided to teachers for establishing and maintaining a productive classroom environment. However, classroom management expectations remain inconsistent.
- **School-wide Behavioral Expectations**: Continue the implementation of the WP Classroom Management process
- **Mission and Vision**: The mission and vision are revisited annually, but the process does not yet include parents and students in the creation or refinement.

Community Partnerships and Volunteer Data

- **Community Engagement Mo**monthly emails are part of community engagement efforts.
- **Volunteer Involvement**: There is a need for more structured volunteer involvement to support school activities.

Staff Surveys/Feedback

- **Professional Development**: Staff feedback indicates a need for more targeted professional development, particularly in classroom management and effective instructional practices.
- **Staff Retention**: Strategic staffing and retention efforts are in place, but there is room for improvement in supporting and retaining high-performing staff.

Student Feedback

- **Student-Centered Cognitive Engagement**: Cognitive engagement was observed in only 23% of classrooms, indicating a need for more student-led activities that promote critical thinking and problem-solving.
- **Behavior and Discipline**: Students have expressed concerns about inconsistent implementation of behavioral expectations and discipline.

Communication Data

- **Internal Communication**: There is a need for improved communication between grade level and deaf teachers, and better coordination for special education services.

- **External Communication**: Monthly positive emails to parents and community members are part of the communication strategy.

Staff Retention

- **Recruitment and Retention**: Ongoing and proactive recruitment strategies are in place, including referrals from current high-performing teachers and relationships with parents and substitutes.
- **Induction Processes**: Induction processes are challenged by the brief time allowed for campus priorities at the beginning of the year.

Other

- **Special Education (SPED)**: Improved communication between grade level and deaf teachers, inclusion of Deaf and Hard of Hearing (DHH) students in career day and reading goals, and field trips specific for Deaf Ed.
- **Instructional Strategies**: Implementation of new lesson structures, aggressive monitoring, and small group interventions to enhance student learning outcomes.

Perceptions Strengths

Recommendations

1. **Enhance Parent Engagement**:
    - Develop strategies to increase parent involvement and participation in school activities.
    - Improve communication with parents through regular updates and positive reinforcement.
2. **Strengthen School Culture and Climate**:
    - Provide consistent training and support for classroom management.
    - Establish clear, comprehensive campus-wide guidelines for behavioral expectations.
3. **Improve Community Partnerships**:
    - Foster stronger community partnerships and volunteer involvement to support school activities.
4. **Targeted Professional Development**:
    - Focus on effective classroom instruction and positive school culture.
    - Provide additional training on implementing IEPs for special education students.
5. **Consistent Implementation**:
    - Ensure clear and consistent guidelines and expectations across the campus.
    - Utilize data to inform

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In the 2025 2026 school year, 75% of the school discipline referrals were assigned to female AA in 5th grade
Root Cause: Root - Failure to implement a program for female AA to build and maintain positive relationship with other student at the school. Discipline

Problem Statement 2 (Prioritized): Our sped students population failed to meet targets for three years in a row.
Root Cause: Root - Failure to adapt instruction and classroom management systems to our Sped students learning style.

Priority Problem Statements

Problem Statement 1: Domain I - DL STAAR results (Low in all) Domain I -3rd grade at WP is at 58 F Reading

Root Cause 1: Having a growth mindset versus an achievement mindset.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Domain I -3rd grade at WP is at 58 F Math

Root Cause 2: Having a growth mindset versus an achievement mindset.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The attendance for all subgroups is higher than the FWISD average. Our AA students are two points below the school average

Root Cause 3: Root -Not using other channels of communication that could be more effective with AA families to emphasize about the importance of attendance to our AA population such as PTA and school events at the apartments office.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Domain I -ECR and SCR instruction and best practices -52% score a zero.

Root Cause 4: Lack of second tech and small group instruction, lack of classroom management in some classrooms and students not doing the cognitive thinking.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our sped students population failed to meet targets for three years in a row.

Root Cause 5: Root - Failure to adapt instruction and classroom management systems to our Sped students learning style.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Action research results

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 41 % to 65% by June 2027.
Increase the performance of SPED students from 32% to 60% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Classroom-Level Instructional Strategy

Our mindset: We will operate with a achievement mindset focused on student outcomes, ensuring that every decision, strategy, and classroom practice leads to high levels of achievement for all students.

Framework Alignment to Dr. Licata's 5 Pillars of Excellence at the classroom level
Pillar 1: Excellence in Student Outcomes (Performance for All Students)
Data-driven decision-making at all levels (campus, grade level, classroom, student)
Clear focus on measurable results:
Increase 90% of students meeting growth in MAP (target: 60th percentile achjevemen for all students)
Increase 62 % of students meeting standards on STAAR
Increase 62% of students meeting standards on Six weeks assessments
Increase 62% of students meeting standards on Benchmarks

Pillar 2: Excellent Instructional Delivery (HQ Curriculum & Focus) - Cowtown's 12

Full implementation of high-quality instructional materials (HQIM)
Strong Tier 1 instruction aligned to TEKS.
Daily expectations: Explicit modeling, structured practice (frequent, varied, and rigorous) and clear pacing aligned to the instructional planning calendar (IPC)

Pillar 3: Excellent Talent Development and retention (Empowerment Through Coaching)

Establish a culture of coaching and continuous improvement
Key actions: Instructional coaching cycles, Targeted professional development and ongoing feedback through walkthroughs and observation tools

Coaching focus: Lesson delivery, Classroom management and data-driven instructional adjustments

Pillar 4: College, Career, and Military Readiness starting at the classroom level.

Build foundational skills beginning in elementary:
Reading proficiency (phonics - comprehension)
Provide enrichment opportunities across all content areas
Ensure all students engage in rigorous, grade-level work

Pillar 5: Excellent Customer Service (Students, Families, Staff)

Foster a safe, structured, and supportive learning environment in every classroom and maintain strong communication with families

Instructional Core: Countdown 12 domains Alignment

1. Learning Environment, Consistent routines and procedures, strong classroom management systems, safe, respectful, and structured classrooms and maximized instructional time (protecting time and learning structures)

2. Instructional Delivery: Clear alignment to learning objectives and standards and Key instructional practices:

Explicit modeling
Strategic pacing
Frequent checks for practice
Depth and rigor of tasks

Intentional differentiation:

Phonics and foundational reading
Math fluency and conceptual understanding
Targeted support and enrichment

3. Monitoring and Responding: Frequent checks for understanding (CFUs), real-time monitoring of student learning

Immediate instructional adjustments based on data and use of formative and summative data cycles

Key Systems & Strategies
Instructional Systems: Daily alignment to HQ curriculum and IPC, data analysis cycles (MAP, STAAR, unit assessments) and differentiated instruction across all tiers

Intervention (foundational skills)
On-level mastery
Enrichment opportunities

Coaching & Observation Systems: Walkthroughs aligned to instructional expectations, Feedback through observation tools (Eduphoria/T-TESS) and Coaching conversations focused on:

Student engagement
Instructional clarity
Data responsiveness

Student Support Systems

Attendance monitoring and interventions
Multi-tiered systems of support (MTSS)
Focus on closing achievement gaps

Culture Commitments
High expectations for all students and staff
Ownership of student outcomes at every level
Collaboration among teachers and teams
Continuous improvement mindset

Outcome Statement at the classroom level.
By implementing this systems-based strategy with fidelity, we will ensure:

Increased student growth (MAP & STAAR)
Strong instructional consistency across classrooms
Improved student engagement and achievement
A classroom culture focused on excellence for all

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 41 % to 65% by June 2027.
Increase the performance of African American students from 26% to 72 % by June 2027.

Staff Responsible for Monitoring: Teachers, Staff, Admin and ED's

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Funding Needs Breakdown (Practical & Realistic) 1. Explicit Instruction + CFUs (Low-cost / high-impact) Required Resources Teacher development (PD, coaching cycles) Simple classroom response tools Funding Level Minimal to low funding required Potential Expenses Whiteboards / markers (for quick CFUs) Exit ticket materials (paper or digital) Teacher PD (can be internal) Walkthroughs + coaching cycles (already expected in district practice) Observation/feedback structures tied to T-TESS Coaching conversations aligned to improving instruction **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Admin, Secretary **Date(s) / Timeframe:** On going BOY to EOY **Collaborating Departments:** procurement, grants, leadership **Delivery Method:** in person **Funding Sources:** - Title I (211) - 211-11-6129-501-176-30-176-101000 - $26,984, - Title I (211) - 211-11-6129-501-176-30-176-101000 - $26,984, - Title I (211) - 211-11-6399-501-176-30-176-101000 - $6,968, - Title I (211) - 211-XX-614X-501-176-30-176-101000 - $9,714			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: 2. Daily Differentiation (Data-Driven Instruction) (Moderate but still manageable cost depending on depth) Required Resources Aligned to MTSS expectations: Tiered instructional materials Small group resources Intervention programs Progress monitoring tools MTSS explicitly calls for tiered instruction (Tier 1, 2, and 3) based on student need. Funding Level Moderate funding (if expanding supports) Low funding (if leveraging existing programs) Potential Expenses Instructional Materials Phonics / reading intervention programs Math fluency tools Enrichment materials (higher-level tasks) Data Tools MAP reports usage (already provided) Progress monitoring tools (often already district-supported) Staffing (if scaling up) Interventionists or tutors Stipends for after-school/summer support What our System Already Covers MAP + STAAR data systems MTSS framework for grouping and interventions Curriculum resources aligned to Tier 1 instruction Reality: Most differentiation can happen with: Smarter grouping Better planning in PLCs			

Stronger execution during lesson time

Priority 1: Coaching & Teacher Capacity

Time for coaching cycles
Feedback aligned to CFUs + differentiation
PLC structures focused on student work & data

This aligns with district emphasis that coaching and observation improve teacher effectiveness and student outcomes

Priority 2: Targeted Intervention Materials (Not Everything)

Expensive tech tools without clear instructional purpose
Over complicated intervention systems

"This work is not about more money--it's about better instruction."

We will teach clearly and check for understanding daily
We will adjust instruction based on what students show us
We will use existing resources with greater precision and urgency

Summary

Action Step 1 (Explicit Instruction + CFUs):
Minimal cost, mostly coaching and expectations

Action Step 2 (Differentiation):
Moderate cost only if expanding intervention supports
Otherwise, mostly about better use of existing MTSS systems

Intended Audience: Students
Provider / Presenter / Person Responsible: Admin, Secretary
Date(s) / Timeframe: On going BOY to EOY
Collaborating Departments: procurement, grants, leadership
Delivery Method: in person

No Progress | Accomplished | Continue/Modify | Discontinue

Strategy 2: Grade-Level Strategy Plan

Aligned to Dr. Licata's Five Pillars and Vision at a grade level.
Our grade level will operate with a strong achievement mindset, ensuring that all actions, collaboration, and instructional decisions are focused on improving student outcomes.

Alignment to the Five Pillars

Pillar 1: Excellent Academic Performance for All Students: Set clear expectations for mastery across all classrooms and use data to identify students needing intervention or enrichment

Monitor student growth and achievement data consistently:

MAP growth and % of students meeting growth goals
MAP achievement scores (student RIT/points earned)
Benchmark assessments data
Six-week assessments data

Pillar 2: Excellent Instructional Delivery, High-Quality and Focused Curriculum: Ensure tight curriculum alignment and acing across the grade level by engaging in lesson internalization, intentional lesson preparation and practice of instructional delivery during PLCs. Implement consistent instructional expectations from class to class and adjust instruction daily based on student data and formative assessments

Pillar 3: Excellent Talent - Empowering Teachers and Students: Build a strong PLC culture where:
All teachers collaborate regularly and teachers engage in data review and instructional planning together
Establish a culture of coaching: Teachers are open to feedback and teachers actively seek opportunities to improve
Practice peer observation and feedback cycles during PLC time

Pillar 4: College, Career, and Military Readiness (Starting in Elementary with STAAR results): Embed rigor and critical thinking aligned to future readiness and ensure students are: Engaged in meaningful learning tasks and practicing higher-level questioning and problem-solving
Monitor long-term growth trends to ensure readiness for next grade levels

Pillar 5: Excellent Service for Students, Families, and Staff: Promote strong communication and collaboration across the grade level, implement attendance incentives to improve student attendance and Maintain a focus on: Set clear expectations for mastery across all classrooms, use data to identify students needing intervention or enrichment, student support, family engagement and positive school culture

Grade-Level Commitments

1. PLC Systems

All teachers will:

Participate in structured PLCs
Collaborate on planning, data analysis, and instructional strategies
Focus conversations on student work and instructional improvement

2. Data-Driven Instruction

Weekly or bi-weekly review of: MAP data (growth and achievement), Benchmark data -TEKS and six-week assessments -TEKS - Identify trends and adjust:

Instruction
Interventions
Small group instruction

Use data to:

Adjust instruction
Refine interventions
Celebrate progress

3. Instructional Consistency

Ensure alignment in: Curriculum pacing, Instructional strategies and academic expectations. Maintain consistent rigor and expectations across all classrooms

4. Lesson Planning & Internalization. Teachers will:

Plan collaboratively
Internalize lessons before delivery
Practice instructional delivery when needed

5. Focus on clarity of objective, modeling, and student engagement

6. Culture of Continuous Improvement:Establish coaching-friendly environment
Normalize: Feedback, Reflection and Instructional adjustments
Focus on improving teacher practice to impact student achievement

7. Student Attendance & Engagement

Monitor attendance data regularly
Implement grade-level attendance incentives
Promote student engagement to support daily attendance

8. Professional Expectations
All teachers will demonstrate: Reliability and professionalism, punctuality and consistent attendance, active supervision of students and timely completion of deadlines

Progress Monitoring: Track: % of students meeting growth goals, % of students meeting mastery and assessment trends over time

The grade level will function as a high-performing team that:

Prioritizes student outcomes
Uses data to drive decisions
Collaborates consistently
Maintains high expectations for both students and staff

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 41 % to 65% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 72 % by June 2027.

Staff Responsible for Monitoring: Admin, teachers and staff

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Action Step 1: Implement a Weekly Data-Driven PLC Cycle Purpose: Directly improve student outcomes (Pillars 1 & 2) Each PLC meeting will: Completing of DOL Draft of the thinking steps per lesson Review of the slide deck- Pacing to mastery Rehearsal for quality checks Review MAP growth data, benchmarks, and 6-week assessments Identify: Students below mastery and in need of intervention Create targeted instructional plans: Small group instruction Reteach plans aligned to TEKS/standards Teachers will bring student work samples to analyze misconceptions and adjust instruction Outcome: Instruction is consistently adjusted based on real-time data, leading to improved academic performance. **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Admin, teacher and staff **Date(s) / Timeframe:** BOY to EOY **Collaborating Departments:** Leadership, C and I, grants, procurement **Delivery Method:** in person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Action Step 2: Establish Weekly Lesson Internalization & Practice Routines Purpose: Strengthen instructional delivery and teacher capacity (Pillars 2 & 3) During PLCs, teachers will: Internalize upcoming lessons together Align on: Objective clarity Key instructional strategies Checks for understanding Practice key parts of the lesson (modeling, questioning, pacing) with peers Provide peer feedback to refine instruction before classroom delivery Outcome: Increased instructional consistency, stronger lesson delivery, and higher student engagement across the grade level. **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Admin, teachers and staff **Date(s) / Timeframe:** BOY to EOY **Collaborating Departments:** Leadership, grants, C and I , procurement **Delivery Method:** in person			

No Progress Accomplished Continue/Modify Discontinue

Strategy 3: Campus-Based Strategy

Core Priority: Our campus priority is student outcomes, aligned to the 5 Pillars of Dr. Licata:
Non-Negotiable for School Improvement as a Campus

1. Curriculum & Instruction

Implementation of high-quality instructional materials (HQIM) with clear pacing guidance
Strong alignment between standards, instruction, and assessment
Focus on rigor, engagement, and student discourse

Elimination of unnecessary paperwork to prioritize instructional planning and delivery

2. Instructional Leadership & Coaching the Cowtown 12 framework

Daily administrative presence in classrooms
Ongoing feedback cycles and coaching systems
Coaching grounded in:
Classroom evidence and student outcomes
Clear expectations for instructional quality in every classroom
Executive director coaching aligned to data, evidence, and results

3. Professional Learning & Collaboration

PLC Structures: Horizontal PLCs (grade-level alignment), Vertical PLCs (alignment across grades) and Bilingual Learning Communities (BLCs)

4. Data-Driven Instruction
We will monitor and respond to:

MAP Growth data (Math & Reading)
STAAR performance and progress measures
Benchmark assessment results
Six-week assessment performance
Student subgroup performance and achievement gaps

PLC focus areas:
Analysis of student work
Improving instructional quality
Adjusting instruction based on data

Staff meetings and PD grounded in an Achievement Mindset

Key Actions: Use data to adjust instruction immediately, Provide targeted interventions through MTSS and
Track growth, proficiency, and gap closure

5. MTSS & Intervention Systems: Establish and maintain a strong Multi-Tiered System of Supports (MTSS)
Ensure:
Timely interventions
Data-based progress monitoring
Support for all student groups

Focus on closing achievement gaps for all students

6. Culture of Learning & High Expectations

Protect a safe, orderly learning environment
Build a culture where: Learning is the priority and high expectations exist for all students and staff
Intentional decisions to develop staff capacity

Instructional Framework: Countdown 12
Domain 1: Learning Environment:
Strong routines and procedures
Effective campus management, safe, structured, and focused at all campus locations.

Domain 2: Instructional Delivery:
Clear lesson pacing
explicit modeling
academic language development
Strategic questioning
Frequent and meaningful practice
Breadth of practice
Depth of practice

Domain 3: Monitoring & Responding

Frequent checks for understanding
Ongoing monitoring of student learning
Immediate instructional adjustments
Data-informed responses to student needs

School Monitoring Systems (State of the School)
The Instructional Leadership Team will: Conduct State of the School meetings and monitor key indicators:

% of students meeting MAP growth goals
% of students achieving STAAR progress measures
% passing benchmarks
% passing six-week assessments
Achievement gap trends

Leadership Commitments

As campus leaders, we will:
Serve as instructional leaders first
Maintain consistent classroom presence
Provide timely, actionable feedback
Ensure fidelity of curriculum implementation
Build strong coaching and feedback systems
Hold ourselves accountable for: Student achievement, instructional quality, teacher effectiveness and safe and orderly operations

Outcome Focus
We are accountable for: Improved student academic outcomes, closing achievement gaps, high levels of instructional quality across the school and a strong campus culture centered on learning

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 41 % to 65% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 72 % by June 2027.

Staff Responsible for Monitoring: Admin, teachers and staff

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Action Step 1: Strengthen PLCs Around Student Work & Data-Driven Instruction What we will do: Implement weekly PLC cycles focused on: Analyzing student work and assessment data Identifying misconceptions Planning targeted re-teach and interventionEach PLC meeting will: PLC work Completing of DOL Draft of the thinking steps per lesson Review of the slide deck- Pacing to mastery Rehearsal for quality checks Require teams to bring: Common assessment results Samples of student work Develop clear action plans for reteach within the same week The Instructional Framework states that assessment data must be analyzed during PLCs and used to guide instructional planning and address misconceptions Consistent data reflection ensures instruction is adjusted immediately to meet student needs Campus look-fors: PLC agendas focused on student learning, not logistics Evidence of reteach plans tied to data Consistent use of common assessments across teams **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Admin, Teachers and Staff **Date(s) / Timeframe:** On going from BOY to EOY **Collaborating Departments:** Leadership, grant, procurement, curriculum **Delivery Method:** in person	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Action Step 2: Implement a Systematic Coaching & Feedback Cycle What we will do: Establish a weekly walkthrough focus aligned to Countdown 12 (e.g., CFUs, modeling, academic language) Conduct: Frequent walkthroughs Feedback within 24-48 hours Provide bite-sized, actionable coaching tied to: Student engagement Instructional delivery Follow up within 1-2 weeks to monitor improvement Why this works: Campus leadership guidance emphasizes that leaders must monitor instruction and provide actionable feedback aligned to student outcomes Ongoing observation and coaching cycles lead to rapid improvement in teacher practice and student learning Campus look-fors: Regular administrative presence in classrooms Feedback tied to specific instructional moves Evidence that teachers are implementing feedback Ensure instruction is continuously adjusted based on real data Improve teacher effectiveness in every classroom (your biggest lever) **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Admin, teachers and staff **Date(s) / Timeframe:** On going from BOY to EOY **Collaborating Departments:** Leadership, grants. curriculum, procurement **Delivery Method:** in person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Domain I - DL STAAR results (Low in all) Domain I -3rd grade at WP is at 58 F Reading **Root Cause**: Having a growth mindset versus an achievement mindset.
Problem Statement 2: Domain I -3rd grade at WP is at 58 F Math **Root Cause**: Having a growth mindset versus an achievement mindset.

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 61% to 71% 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 85% to 95% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 46% to 60% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: MAP

Strategy 1: Classroom-Level Instructional Strategy

Our mindset: We will operate with a achievement mindset focused on student outcomes, ensuring that every decision, strategy, and classroom practice leads to high levels of achievement for all students.

Framework Alignment to Dr. Licata's 5 Pillars of Excellence at the classroom level
Pillar 1: Excellence in Student Outcomes (Performance for All Students)
Data-driven decision-making at all levels (campus, grade level, classroom, student)
Clear focus on measurable results:
Increase 90% of students meeting growth in MAP (target: 60th percentile achjevemen for all students)
Increase 62 % of students meeting standards on STAAR
Increase 62% of students meeting standards on Six weeks assessments
Increase 62% of students meeting standards on Benchmarks

Pillar 2: Excellent Instructional Delivery (HQ Curriculum & Focus) - Cowtown's 12

Full implementation of high-quality instructional materials (HQIM)
Strong Tier 1 instruction aligned to TEKS.
Daily expectations: Explicit modeling, structured practice (frequent, varied, and rigorous) and clear pacing aligned to the instructional planning calendar (IPC)

Pillar 3: Excellent Talent Development and retention (Empowerment Through Coaching)

Establish a culture of coaching and continuous improvement

Key actions: Instructional coaching cycles, Targeted professional development and ongoing feedback through walkthroughs and observation tools

Coaching focus: Lesson delivery, Classroom management and data-driven instructional adjustments

Pillar 4: College, Career, and Military Readiness starting at the classroom level.

Build foundational skills beginning in elementary:
Reading proficiency (phonics - comprehension)
Provide enrichment opportunities across all content areas
Ensure all students engage in rigorous, grade-level work

Pillar 5: Excellent Customer Service (Students, Families, Staff)

Foster a safe, structured, and supportive learning environment in every classroom and maintain strong communication with families

Instructional Core: Countdown 12 Alignment

1. Learning Environment, Consistent routines and procedures, strong classroom management systems, safe, respectful, and structured classrooms and maximized instructional time (protecting time and learning structures)

2. Instructional Delivery: Clear alignment to learning objectives and standards and Key instructional practices:

Explicit modeling
Strategic pacing
Frequent checks for practice
Depth and rigor of tasks

Intentional differentiation:

Phonics and foundational reading
Math fluency and conceptual understanding
Targeted support and enrichment

3. Monitoring and Responding: Frequent checks for understanding (CFUs), real-time monitoring of student learning
Immediate instructional adjustments based on data and use of formative and summative data cycles

Key Systems & Strategies

Instructional Systems: Daily alignment to HQ curriculum and IPC, data analysis cycles (MAP, STAAR, unit assessments) and differentiated instruction across all tiers

Intervention (foundational skills)
On-level mastery
Enrichment opportunities

Coaching & Observation Systems: Walkthroughs aligned to instructional expectations, Feedback through observation tools (Eduphoria/T-TESS) and Coaching conversations focused on:

Student engagement
Instructional clarity
Data responsiveness

Student Support Systems

Attendance monitoring and interventions
Multi-tiered systems of support (MTSS)
Focus on closing achievement gaps

Culture Commitments
High expectations for all students and staff
Ownership of student outcomes at every level
Collaboration among teachers and teams
Continuous improvement mindset

Outcome Statement at the classroom level.
By implementing this systems-based strategy with fidelity, we will ensure:

Increased student growth (MAP & STAAR)
Strong instructional consistency across classrooms
Improved student engagement and achievement
A classroom culture focused on excellence for all

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 41 % to 65% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 72 % by June 2027.

Staff Responsible for Monitoring: Teachers, Staff, Admin and ED's

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Funding Needs Breakdown (Practical & Realistic) 1. Explicit Instruction + CFUs (Low-cost / high-impact) Required Resources Teacher development (PD, coaching cycles) Simple classroom response tools Funding Level Minimal to low funding required Potential Expenses Whiteboards / markers (for quick CFUs) Exit ticket materials (paper or digital) Teacher PD (can be internal) What Your System Already Covers Walkthroughs + coaching cycles (already expected in district practice) Observation/feedback structures tied to T-TESS Coaching conversations aligned to improving instruction **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Admin, Secretary **Date(s) / Timeframe:** On going BOY to EOY **Collaborating Departments:** procurement, grants, leadership	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: 2. Daily Differentiation (Data-Driven Instruction) (Moderate but still manageable cost depending on depth) Required Resources Aligned to MTSS expectations:	Formative		
	Nov	Jan	Mar

Tiered instructional materials
Small group resources
Intervention programs
Progress monitoring tools

MTSS explicitly calls for tiered instruction (Tier 1, 2, and 3) based on student need.

Funding Level
Moderate funding (if expanding supports)
Low funding (if leveraging existing programs)

Potential Expenses
Instructional Materials

Phonics / reading intervention programs
Math fluency tools
Enrichment materials (higher-level tasks)

Data Tools

MAP reports usage (already provided)
Progress monitoring tools (often already district-supported)

Staffing (if scaling up)

Interventionists or tutors
Stipends for after-school/summer support

What Your System Already Covers

MAP + STAAR data systems
MTSS framework for grouping and interventions
Curriculum resources aligned to Tier 1 instruction
Reality:
Most differentiation can happen with:

Smarter grouping
Better planning in PLCs
Stronger execution during lesson time

--not necessarily new purchases.

Where we SHOULD Invest (Highest ROI)
Based on your strategy and district systems:
Priority 1: Coaching & Teacher Capacity

Time for coaching cycles
Feedback aligned to CFUs + differentiation
PLC structures focused on student work & data

This aligns with district emphasis that coaching and observation improve teacher effectiveness and student outcomes

Priority 2: Targeted Intervention Materials (Not Everything)

Invest ONLY in:

Foundational reading gaps (phonics, fluency)
Math fluency tools

Not broad purchases--laser-focused gaps from MAP/STAAR

What You Do NOT Need to Overspend On

New curriculum wholesale (already provided)
Expensive tech tools without clear instructional purpose
Over complicated intervention systems

Simple Leader Message (You Can Use with Staff)
"This work is not about more money--it's about better instruction."

We will teach clearly and check for understanding daily
We will adjust instruction based on what students show us
We will use existing resources with greater precision and urgency

Executive Summary

Action Step 1 (Explicit Instruction + CFUs):
Minimal cost, mostly coaching and expectations

Action Step 2 (Differentiation):
Moderate cost only if expanding intervention supports
Otherwise, mostly about better use of existing MTSS systems

Intended Audience: Students

Provider / Presenter / Person Responsible: Admin, Secretary

Date(s) / Timeframe: On going BOY to EOY
Collaborating Departments: procurement, grants, leadership
Delivery Method: None

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Grade-Level Strategy Plan
Aligned to Dr. Licata's Five Pillars and Vision at a grade level.
Our grade level will operate with a strong achievement mindset, ensuring that all actions, collaboration, and instructional decisions are focused on improving student outcomes.

Alignment to the Five Pillars

Pillar 1: Excellent Academic Performance for All Students: Set clear expectations for mastery across all classrooms and use data to identify students needing intervention or enrichment

Monitor student growth and achievement data consistently:

MAP growth and % of students meeting growth goals
MAP achievement scores (student RIT/points earned)
Benchmark assessments data
Six-week assessments data

Pillar 2: Excellent Instructional Delivery, High-Quality and Focused Curriculum: Ensure tight curriculum alignment and acing across the grade level by engaging in lesson internalization, intentional lesson preparation and practice of instructional delivery during PLCs. Implement consistent instructional expectations from class to class and adjust instruction daily based on student data and formative assessments

Pillar 3: Excellent Talent - Empowering Teachers and Students: Build a strong PLC culture where:
All teachers collaborate regularly and teachers engage in data review and instructional planning together
Establish a culture of coaching: Teachers are open to feedback and teachers actively seek opportunities to improve
Practice peer observation and feedback cycles during PLC time

Pillar 4: College, Career, and Military Readiness (Starting in Elementary with STAAR results): Embed rigor and critical thinking aligned to future readiness and ensure students are: Engaged in meaningful learning tasks and practicing higher-level questioning and problem-solving
Monitor long-term growth trends to ensure readiness for next grade levels

Pillar 5: Excellent Service for Students, Families, and Staff: Promote strong communication and collaboration across the grade level, implement attendance

incentives to improve student attendance and Maintain a focus on: Set clear expectations for mastery across all classrooms, use data to identify students needing intervention or enrichment, student support, family engagement and positive school culture

Grade-Level Commitments

1. PLC Systems

All teachers will:

Participate in structured PLCs
Collaborate on planning, data analysis, and instructional strategies
Focus conversations on student work and instructional improvement

2. Data-Driven Instruction

Weekly or bi-weekly review of: MAP data (growth and achievement), Benchmark data -TEKS and six-week assessments -TEKS - Identify trends and adjust:

Instruction
Interventions
Small group instruction

Use data to:

Adjust instruction
Refine interventions
Celebrate progress

3. Instructional Consistency

Ensure alignment in: Curriculum pacing, Instructional strategies and academic expectations. Maintain consistent rigor and expectations across all classrooms

4. Lesson Planning & Internalization. Teachers will:

Plan collaboratively
Internalize lessons before delivery
Practice instructional delivery when needed

5. Focus on clarity of objective, modeling, and student engagement

6. Culture of Continuous Improvement:Establish coaching-friendly environment
Normalize: Feedback, Reflection and Instructional adjustments
Focus on improving teacher practice to impact student achievement

7. Student Attendance & Engagement

Monitor attendance data regularly
Implement grade-level attendance incentives
Promote student engagement to support daily attendance

8. Professional Expectations
All teachers will demonstrate: Reliability and professionalism, punctuality and consistent attendance, active supervision of students and timely completion of deadlines

Progress Monitoring: Track: % of students meeting growth goals, % of students meeting mastery and assessment trends over time

The grade level will function as a high-performing team that:

Prioritizes student outcomes
Uses data to drive decisions
Collaborates consistently
Maintains high expectations for both students and staff

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 41 % to 65% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 72 % by June 2027.

Staff Responsible for Monitoring: Admin, teachers and staff

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Action Step 1: Implement a Weekly Data-Driven PLC Cycle Purpose: Directly improve student outcomes (Pillars 1 & 2) Each PLC meeting will: Review MAP growth data, benchmarks, and 6-week assessments Identify: % of students meeting growth goals Students below mastery and in need of intervention Create targeted instructional plans: Small group instruction Reteach plans aligned to TEKS/standards Teachers will bring student work samples to analyze misconceptions and adjust instruction Outcome: Instruction is consistently adjusted based on real-time data, leading to improved academic performance. **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Admin, teachers and staff **Date(s) / Timeframe:** BOY to EOY **Collaborating Departments:** All **Delivery Method:** In person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Action Step 2: Establish Weekly Lesson Internalization & Practice Routines Purpose: Strengthen instructional delivery and teacher capacity (Pillars 2 & 3) During PLCs, teachers will: Internalize upcoming lessons together Align on: Objective clarity Key instructional strategies Checks for understanding Practice key parts of the lesson (modeling, questioning, pacing) with peers Provide peer feedback to refine instruction before classroom delivery Outcome: Increased instructional consistency, stronger lesson delivery, and higher student engagement across the grade level.			

No Progress Accomplished Continue/Modify Discontinue

Strategy 3: Campus-Based Strategy

Core Priority: Our campus priority is student outcomes, aligned to the 5 Pillars of Dr. Licata:
Non-Negotiable for School Improvement as a Campus

1. Curriculum & Instruction

Implementation of high-quality instructional materials (HQIM) with clear pacing guidance
Strong alignment between standards, instruction, and assessment
Focus on rigor, engagement, and student discourse
Elimination of unnecessary paperwork to prioritize instructional planning and delivery

2. Instructional Leadership & Coaching

Daily administrative presence in classrooms
Ongoing feedback cycles and coaching systems

Coaching grounded in:
Classroom evidence and student outcomes
Clear expectations for instructional quality in every classroom
Executive director coaching aligned to data, evidence, and results

3. Professional Learning & Collaboration

PLC Structures: Horizontal PLCs (grade-level alignment), Vertical PLCs (alignment across grades) and Bilingual Learning Communities (BLCs)

4. Data-Driven Instruction
We will monitor and respond to:

MAP Growth data (Math & Reading)
STAAR performance and progress measures
Benchmark assessment results
Six-week assessment performance
Student subgroup performance and achievement gaps

PLC focus areas:
Analysis of student work
Improving instructional quality
Adjusting instruction based on data

Staff meetings and PD grounded in an Achievement Mindset

Key Actions: Use data to adjust instruction immediately, Provide targeted interventions through MTSS and
Track growth, proficiency, and gap closure

5. MTSS & Intervention Systems: Establish and maintain a strong Multi-Tiered System of Supports (MTSS)
Ensure:
Timely interventions
Data-based progress monitoring
Support for all student groups
Focus on closing achievement gaps for all students

6. Culture of Learning & High Expectations

Protect a safe, orderly learning environment
Build a culture where: Learning is the priority and high expectations exist for all students and staff

Intentional decisions to develop staff capacity

Instructional Framework: Countdown 12
Domain 1: Learning Environment:
Strong routines and procedures
Effective campus management, safe, structured, and focused at all campus locations.

Domain 2: Instructional Delivery:
Clear lesson pacing
explicit modeling
academic language development
Strategic questioning
Frequent and meaningful practice
Breadth of practice
Depth of practice

Domain 3: Monitoring & Responding

Frequent checks for understanding
Ongoing monitoring of student learning
Immediate instructional adjustments
Data-informed responses to student needs

School Monitoring Systems (State of the School)
The Instructional Leadership Team will: Conduct State of the School meetings and monitor key indicators:

% of students meeting MAP growth goals
% of students achieving STAAR progress measures
% passing benchmarks
% passing six-week assessments
Achievement gap trends

Leadership Commitments

As campus leaders, we will:
Serve as instructional leaders first
Maintain consistent classroom presence
Provide timely, actionable feedback

Ensure fidelity of curriculum implementation
Build strong coaching and feedback systems
Hold ourselves accountable for: Student achievement, instructional quality, teacher effectiveness and safe and orderly operations

Outcome Focus
We are accountable for: Improved student academic outcomes, closing achievement gaps, high levels of instructional quality across the school and a strong campus culture centered on learning

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 41 % to 65% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 72 % by June 2027.

Staff Responsible for Monitoring: Admin, teachers and staff

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Action Step 1: Strengthen PLCs Around Student Work & Data-Driven Instruction What we will do: Implement weekly PLC cycles focused on: Analyzing student work and assessment data Identifying misconceptions Planning targeted re-teach and intervention Require teams to bring: Common assessment results Samples of student work Develop clear action plans for reteach within the same week The Instructional Framework states that assessment data must be analyzed during PLCs and used to guide instructional planning and address misconceptions Consistent data reflection ensures instruction is adjusted immediately to meet student needs Campus look-fors: PLC agendas focused on student learning, not logistics Evidence of reteach plans tied to data Consistent use of common assessments across teams **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Admin, Teachers and Staff **Date(s) / Timeframe:** On going from BOY to EOY **Collaborating Departments:** Leadership, grant, procurement, curriculum **Delivery Method:** in person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Action Step 2: Implement a Systematic Coaching & Feedback Cycle What we will do: Establish a weekly walkthrough focus aligned to Countdown 12 (e.g., CFUs, modeling, academic language) Conduct: Frequent walkthroughs Feedback within 24-48 hours Provide bite-sized, actionable coaching tied to: Student engagement Instructional delivery Follow up within 1-2 weeks to monitor improvement Why this works: Campus leadership guidance emphasizes that leaders must monitor instruction and provide actionable feedback aligned to student outcomes Ongoing observation and coaching cycles lead to rapid improvement in teacher practice and student learning Campus look-fors: Regular administrative presence in classrooms Feedback tied to specific instructional moves Evidence that teachers are implementing feedback Ensure instruction is continuously adjusted based on real data Improve teacher effectiveness in every classroom (your biggest lever) **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Admin, teachers and staff **Date(s) / Timeframe:** On going from BOY to EOY **Collaborating Departments:** Leadership, grants. curriculum, procurement **Delivery Method:** in person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Domain I - DL STAAR results (Low in all) Domain I -3rd grade at WP is at 58 F Reading **Root Cause**: Having a growth mindset versus an achievement mindset.
Problem Statement 2: Domain I -3rd grade at WP is at 58 F Math **Root Cause**: Having a growth mindset versus an achievement mindset.

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 36% to 46% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 34% to 44% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments
Baseline data from March 2026 benchmark

Strategy 1: Classroom-Level Instructional Strategy

Our mindset: We will operate with a Achievement mindset focused on student outcomes, ensuring that every decision, strategy, and classroom practice leads to high levels of achievement for all students.

Framework Alignment to Dr. Licata's 5 Pillars of Excellence at the classroom level
Pillar 1: Excellence in Student Outcomes (Performance for All Students)
Data-driven decision-making at all levels (campus, grade level, classroom, student)
Clear focus on measurable results:
Increase 90% of students meeting growth in MAP (target: 60th percentile achjevemen for all students)
Increase 62 % of students meeting standards on STAAR
Increase 62% of students meeting standards on Six weeks assessments
Increase 62% of students meeting standards on Benchmarks

Pillar 2: Excellent Instructional Delivery (HQ Curriculum & Focus) - Cowtown's 12

Full implementation of high-quality instructional materials (HQIM)
Strong Tier 1 instruction aligned to TEKS.
Daily expectations: Explicit modeling, structured practice (frequent, varied, and rigorous) and clear pacing aligned to the instructional planning calendar (IPC)

Pillar 3: Excellent Talent Development and retention (Empowerment Through Coaching)

Establish a culture of coaching and continuous improvement
Key actions: Instructional coaching cycles, Targeted professional development and ongoing feedback through walkthroughs and observation tools

Coaching focus: Lesson delivery, Classroom management and data-driven instructional adjustments

Pillar 4: College, Career, and Military Readiness starting at the classroom level.

Build foundational skills beginning in elementary:
Reading proficiency (phonics - comprehension)
Provide enrichment opportunities across all content areas
Ensure all students engage in rigorous, grade-level work

Pillar 5: Excellent Customer Service (Students, Families, Staff)

Foster a safe, structured, and supportive learning environment in every classroom and maintain strong communication with families

Instructional Core: Countdown 12 Alignment

1. Learning Environment, Consistent routines and procedures, strong classroom management systems, safe, respectful, and structured classrooms and maximized instructional time (protecting time and learning structures)

2. Instructional Delivery: Clear alignment to learning objectives and standards and Key instructional practices:

Explicit modeling
Strategic pacing
Frequent checks for practice
Depth and rigor of tasks

Intentional differentiation:

Phonics and foundational reading
Math fluency and conceptual understanding
Targeted support and enrichment

3. Monitoring and Responding: Frequent checks for understanding (CFUs), real-time monitoring of student learning
Immediate instructional adjustments based on data and use of formative and summative data cycles

Key Systems & Strategies
Instructional Systems: Daily alignment to HQ curriculum and IPC, data analysis cycles (MAP, STAAR, unit assessments) and differentiated instruction across

all tiers

Intervention (foundational skills)
On-level mastery
Enrichment opportunities

Coaching & Observation Systems: Walkthroughs aligned to instructional expectations, Feedback through observation tools (Eduphoria/T-TESS) and Coaching conversations focused on:

Student engagement
Instructional clarity
Data responsiveness

Student Support Systems

Attendance monitoring and interventions
Multi-tiered systems of support (MTSS)
Focus on closing achievement gaps

Culture Commitments
High expectations for all students and staff
Ownership of student outcomes at every level
Collaboration among teachers and teams
Continuous improvement mindset

Outcome Statement at the classroom level.
By implementing this systems-based strategy with fidelity, we will ensure:

Increased student growth (MAP & STAAR)
Strong instructional consistency across classrooms
Improved student engagement and achievement
A classroom culture focused on excellence for all

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 41 % to 65% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 72 % by June 2027.

Staff Responsible for Monitoring: Teachers, Staff, Admin and ED's

Title I:

2.51, 2.52, 2.53

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Funding Needs Breakdown (Practical & Realistic) 1. Explicit Instruction + CFUs (Low-cost / high-impact) Required Resources Teacher development (PD, coaching cycles) Simple classroom response tools Funding Level Minimal to low funding required Potential Expenses Whiteboards / markers (for quick CFUs) Exit ticket materials (paper or digital) Teacher PD (can be internal) What Your System Already Covers Walkthroughs + coaching cycles (already expected in district practice) Observation/feedback structures tied to T-TESS Coaching conversations aligned to improving instruction **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Admin, Secretary **Date(s) / Timeframe:** On going BOY to EOY **Collaborating Departments:** procurement, grants, leadership	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: 2. Daily Differentiation (Data-Driven Instruction) (Moderate but still manageable cost depending on depth) Required Resources Aligned to MTSS expectations: Tiered instructional materials	Formative		
	Nov	Jan	Mar

Small group resources
Intervention programs
Progress monitoring tools

MTSS explicitly calls for tiered instruction (Tier 1, 2, and 3) based on student need.

Funding Level
Moderate funding (if expanding supports)
Low funding (if leveraging existing programs)

Potential Expenses
Instructional Materials

Phonics / reading intervention programs
Math fluency tools
Enrichment materials (higher-level tasks)

Data Tools

MAP reports usage (already provided)
Progress monitoring tools (often already district-supported)

Staffing (if scaling up)

Interventionists or tutors
Stipends for after-school/summer support

What Your System Already Covers

MAP + STAAR data systems
MTSS framework for grouping and interventions
Curriculum resources aligned to Tier 1 instruction
Reality:
Most differentiation can happen with:

Smarter grouping
Better planning in PLCs
Stronger execution during lesson time

--not necessarily new purchases.

Where we SHOULD Invest (Highest ROI)
Based on your strategy and district systems:
Priority 1: Coaching & Teacher Capacity

Time for coaching cycles
Feedback aligned to CFUs + differentiation
PLC structures focused on student work & data

This aligns with district emphasis that coaching and observation improve teacher effectiveness and student outcomes

Priority 2: Targeted Intervention Materials (Not Everything)

Invest ONLY in:

Foundational reading gaps (phonics, fluency)
Math fluency tools

Not broad purchases--laser-focused gaps from MAP/STAAR

What You Do NOT Need to Overspend On

New curriculum wholesale (already provided)
Expensive tech tools without clear instructional purpose
Over complicated intervention systems

Simple Leader Message (You Can Use with Staff)
"This work is not about more money--it's about better instruction."

We will teach clearly and check for understanding daily
We will adjust instruction based on what students show us
We will use existing resources with greater precision and urgency

Executive Summary

Action Step 1 (Explicit Instruction + CFUs):
Minimal cost, mostly coaching and expectations

Action Step 2 (Differentiation):
Moderate cost only if expanding intervention supports
Otherwise, mostly about better use of existing MTSS systems

Intended Audience: Students

Provider / Presenter / Person Responsible: Admin, Secretary

Date(s) / Timeframe: On going BOY to EOY

Collaborating Departments: procurement, grants, leadership
Delivery Method: None

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Grade-Level Strategy Plan
Aligned to Dr. Licata's Five Pillars and Vision at a grade level.
Our grade level will operate with a strong achievement mindset, ensuring that all actions, collaboration, and instructional decisions are focused on improving student outcomes.

Alignment to the Five Pillars

Pillar 1: Excellent Academic Performance for All Students: Set clear expectations for mastery across all classrooms and use data to identify students needing intervention or enrichment

Monitor student growth and achievement data consistently:

MAP growth and % of students meeting growth goals
MAP achievement scores (student RIT/points earned)
Benchmark assessments data
Six-week assessments data

Pillar 2: Excellent Instructional Delivery, High-Quality and Focused Curriculum: Ensure tight curriculum alignment and acing across the grade level by engaging in lesson internalization, intentional lesson preparation and practice of instructional delivery during PLCs. Implement consistent instructional expectations from class to class and adjust instruction daily based on student data and formative assessments

Pillar 3: Excellent Talent - Empowering Teachers and Students: Build a strong PLC culture where:
All teachers collaborate regularly and teachers engage in data review and instructional planning together
Establish a culture of coaching: Teachers are open to feedback and teachers actively seek opportunities to improve
Practice peer observation and feedback cycles during PLC time

Pillar 4: College, Career, and Military Readiness (Starting in Elementary with STAAR results): Embed rigor and critical thinking aligned to future readiness and ensure students are: Engaged in meaningful learning tasks and practicing higher-level questioning and problem-solving
Monitor long-term growth trends to ensure readiness for next grade levels

Pillar 5: Excellent Service for Students, Families, and Staff: Promote strong communication and collaboration across the grade level, implement attendance incentives to improve student attendance and Maintain a focus on: Set clear expectations for mastery across all classrooms, use data to identify students

needing intervention or enrichment, student support, family engagement and positive school culture

Grade-Level Commitments

1. PLC Systems

All teachers will:

Participate in structured PLCs
Collaborate on planning, data analysis, and instructional strategies
Focus conversations on student work and instructional improvement

2. Data-Driven Instruction

Weekly or bi-weekly review of: MAP data (growth and achievement), Benchmark data -TEKS and six-week assessments -TEKS - Identify trends and adjust:

Instruction
Interventions
Small group instruction

Use data to:

Adjust instruction
Refine interventions
Celebrate progress

3. Instructional Consistency

Ensure alignment in: Curriculum pacing, Instructional strategies and academic expectations. Maintain consistent rigor and expectations across all classrooms

4. Lesson Planning & Internalization. Teachers will:

Plan collaboratively
Internalize lessons before delivery
Practice instructional delivery when needed

5. Focus on clarity of objective, modeling, and student engagement

6. Culture of Continuous Improvement:Establish coaching-friendly environment

Normalize: Feedback, Reflection and Instructional adjustments
Focus on improving teacher practice to impact student achievement

7. Student Attendance & Engagement

Monitor attendance data regularly
Implement grade-level attendance incentives
Promote student engagement to support daily attendance

8. Professional Expectations
All teachers will demonstrate: Reliability and professionalism, punctuality and consistent attendance, active supervision of students and timely completion of deadlines

Progress Monitoring: Track: % of students meeting growth goals, % of students meeting mastery and assessment trends over time

The grade level will function as a high-performing team that:

Prioritizes student outcomes
Uses data to drive decisions
Collaborates consistently
Maintains high expectations for both students and staff

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 41 % to 65% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 72 % by June 2027.

Staff Responsible for Monitoring: Admin, teachers and staff

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Action Step 1: Implement a Weekly Data-Driven PLC Cycle Purpose: Directly improve student outcomes (Pillars 1 & 2) Each PLC meeting will: Review MAP growth data, benchmarks, and 6-week assessments Identify: % of students meeting growth goals Students below mastery and in need of intervention Create targeted instructional plans: Small group instruction Reteach plans aligned to TEKS/standards Teachers will bring student work samples to analyze misconceptions and adjust instruction Outcome: Instruction is consistently adjusted based on real-time data, leading to improved academic performance.	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Action Step 2: Establish Weekly Lesson Internalization & Practice Routines Purpose: Strengthen instructional delivery and teacher capacity (Pillars 2 & 3) During PLCs, teachers will: Internalize upcoming lessons together Align on: Objective clarity Key instructional strategies Checks for understanding Practice key parts of the lesson (modeling, questioning, pacing) with peers Provide peer feedback to refine instruction before classroom delivery Outcome: Increased instructional consistency, stronger lesson delivery, and higher student engagement across the grade level.	Formative		
	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 3: Campus-Based Strategy

Core Priority: Our campus priority is student outcomes, aligned to the 5 Pillars of Dr. Licata:
Non-Negotiable for School Improvement as a Campus

1. Curriculum & Instruction

Implementation of high-quality instructional materials (HQIM) with clear pacing guidance
Strong alignment between standards, instruction, and assessment
Focus on rigor, engagement, and student discourse
Elimination of unnecessary paperwork to prioritize instructional planning and delivery

2. Instructional Leadership & Coaching

Daily administrative presence in classrooms
Ongoing feedback cycles and coaching systems
Coaching grounded in:
Classroom evidence and student outcomes
Clear expectations for instructional quality in every classroom
Executive director coaching aligned to data, evidence, and results

3. Professional Learning & Collaboration

PLC Structures: Horizontal PLCs (grade-level alignment), Vertical PLCs (alignment across grades) and Bilingual Learning Communities (BLCs)

4. Data-Driven Instruction
We will monitor and respond to:

MAP Growth data (Math & Reading)
STAAR performance and progress measures
Benchmark assessment results
Six-week assessment performance
Student subgroup performance and achievement gaps

PLC focus areas:
Analysis of student work
Improving instructional quality
Adjusting instruction based on data

Staff meetings and PD grounded in an Achievement Mindset

Key Actions: Use data to adjust instruction immediately, Provide targeted interventions through MTSS and
Track growth, proficiency, and gap closure

5. MTSS & Intervention Systems: Establish and maintain a strong Multi-Tiered System of Supports (MTSS)
Ensure:
Timely interventions
Data-based progress monitoring
Support for all student groups
Focus on closing achievement gaps for all students

6. Culture of Learning & High Expectations

Protect a safe, orderly learning environment
Build a culture where: Learning is the priority and high expectations exist for all students and staff
Intentional decisions to develop staff capacity

Instructional Framework: Countdown 12
Domain 1: Learning Environment:
Strong routines and procedures
Effective campus management, safe, structured, and focused at all campus locations.

Domain 2: Instructional Delivery:
Clear lesson pacing
explicit modeling
academic language development
Strategic questioning
Frequent and meaningful practice
Breadth of practice
Depth of practice

Domain 3: Monitoring & Responding

Frequent checks for understanding
Ongoing monitoring of student learning
Immediate instructional adjustments
Data-informed responses to student needs

School Monitoring Systems (State of the School)
The Instructional Leadership Team will: Conduct State of the School meetings and monitor key indicators:

% of students meeting MAP growth goals
% of students achieving STAAR progress measures
% passing benchmarks
% passing six-week assessments
Achievement gap trends

Leadership Commitments

As campus leaders, we will:
Serve as instructional leaders first
Maintain consistent classroom presence
Provide timely, actionable feedback
Ensure fidelity of curriculum implementation
Build strong coaching and feedback systems
Hold ourselves accountable for: Student achievement, instructional quality, teacher effectiveness and safe and orderly operations

Outcome Focus
We are accountable for: Improved student academic outcomes, closing achievement gaps, high levels of instructional quality across the school and a strong campus culture centered on learning

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 41 % to 65% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 72 % by June 2027.

Staff Responsible for Monitoring: Admin, teachers and staff

Title I:
2.51, 2.53

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Action Step 1: Strengthen PLCs Around Student Work & Data-Driven Instruction What we will do:	Formative		
	Nov	Jan	Mar
Implement weekly PLC cycles focused on: Analyzing student work and assessment data Identifying misconceptions Planning targeted re-teach and intervention Require teams to bring: Common assessment results Samples of student work Develop clear action plans for reteach within the same week The Instructional Framework states that assessment data must be analyzed during PLCs and used to guide instructional planning and address misconceptions Consistent data reflection ensures instruction is adjusted immediately to meet student needs Campus look-fors: PLC agendas focused on student learning, not logistics Evidence of reteach plans tied to data Consistent use of common assessments across teams **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Admin, Teachers and Staff **Date(s) / Timeframe:** On going from BOY to EOY **Collaborating Departments:** Leadership, grant, procurement, curriculum **Delivery Method:** in person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Action Step 2: Implement a Systematic Coaching & Feedback Cycle What we will do: Establish a weekly walkthrough focus aligned to Countdown 12 (e.g., CFUs, modeling, academic language) Conduct: Frequent walkthroughs Feedback within 24-48 hours Provide bite-sized, actionable coaching tied to: Student engagement Instructional delivery Follow up within 1-2 weeks to monitor improvement Why this works: Campus leadership guidance emphasizes that leaders must monitor instruction and provide actionable feedback aligned to student outcomes Ongoing observation and coaching cycles lead to rapid improvement in teacher practice and student learning Campus look-fors: Regular administrative presence in classrooms Feedback tied to specific instructional moves Evidence that teachers are implementing feedback Ensure instruction is continuously adjusted based on real data Improve teacher effectiveness in every classroom (your biggest lever) **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Admin, teachers and staff **Date(s) / Timeframe:** On going from BOY to EOY **Collaborating Departments:** Leadership, grants. curriculum, procurement **Delivery Method:** in person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Domain I - DL STAAR results (Low in all) Domain I -3rd grade at WP is at 58 F Reading **Root Cause**: Having a growth mindset versus an achievement mindset.
Problem Statement 2: Domain I -3rd grade at WP is at 58 F Math **Root Cause**: Having a growth mindset versus an achievement mindset.

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

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 32% to 68% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 68% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Classroom-Level Instructional Strategy

Our mindset: We will operate with a achievement mindset focused on student outcomes, ensuring that every decision, strategy, and classroom practice leads to high levels of achievement for all students.

Framework Alignment to Dr. Licata's 5 Pillars of Excellence at the classroom level
Pillar 1: Excellence in Student Outcomes (Performance for All Students)
Data-driven decision-making at all levels (campus, grade level, classroom, student)
Clear focus on measurable results:
Increase 90% of students meeting growth in MAP (target: 60th percentile achjevemen for all students)
Increase 62 % of students meeting standards on STAAR
Increase 62% of students meeting standards on Six weeks assessments
Increase 62% of students meeting standards on Benchmarks

Pillar 2: Excellent Instructional Delivery (HQ Curriculum & Focus) - Cowtown's 12

Full implementation of high-quality instructional materials (HQIM)
Strong Tier 1 instruction aligned to TEKS.
Daily expectations: Explicit modeling, structured practice (frequent, varied, and rigorous) and clear pacing aligned to the instructional planning calendar (IPC)

Pillar 3: Excellent Talent Development and retention (Empowerment Through Coaching)

Establish a culture of coaching and continuous improvement
Key actions: Instructional coaching cycles, Targeted professional development and ongoing feedback through walkthroughs and observation tools

Coaching focus: Lesson delivery, Classroom management and data-driven instructional adjustments

Pillar 4: College, Career, and Military Readiness starting at the classroom level.

Build foundational skills beginning in elementary:
Reading proficiency (phonics - comprehension)
Provide enrichment opportunities across all content areas
Ensure all students engage in rigorous, grade-level work

Pillar 5: Excellent Customer Service (Students, Families, Staff)

Foster a safe, structured, and supportive learning environment in every classroom and maintain strong communication with families

Instructional Core: Countdown 12 Alignment

1. Learning Environment, Consistent routines and procedures, strong classroom management systems, safe, respectful, and structured classrooms and maximized instructional time (protecting time and learning structures)

2. Instructional Delivery: Clear alignment to learning objectives and standards and Key instructional practices:

Explicit modeling
Strategic pacing
Frequent checks for practice
Depth and rigor of tasks

Intentional differentiation:

Phonics and foundational reading
Math fluency and conceptual understanding
Targeted support and enrichment

3. Monitoring and Responding: Frequent checks for understanding (CFUs), real-time monitoring of student learning
Immediate instructional adjustments based on data and use of formative and summative data cycles

Key Systems & Strategies
Instructional Systems: Daily alignment to HQ curriculum and IPC, data analysis cycles (MAP, STAAR, unit assessments) and differentiated instruction across

all tiers

Intervention (foundational skills)
On-level mastery
Enrichment opportunities

Coaching & Observation Systems: Walkthroughs aligned to instructional expectations, Feedback through observation tools (Eduphoria/T-TESS) and Coaching conversations focused on:

Student engagement
Instructional clarity
Data responsiveness

Student Support Systems

Attendance monitoring and interventions
Multi-tiered systems of support (MTSS)
Focus on closing achievement gaps

Culture Commitments
High expectations for all students and staff
Ownership of student outcomes at every level
Collaboration among teachers and teams
Continuous improvement mindset

Outcome Statement at the classroom level.
By implementing this systems-based strategy with fidelity, we will ensure:

Increased student growth (MAP & STAAR)
Strong instructional consistency across classrooms
Improved student engagement and achievement
A classroom culture focused on excellence for all

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 32% to 68% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 68% by June 2027.

Staff Responsible for Monitoring: Teachers, Staff, Admin and ED's

Title I:

2.51, 2.52, 2.53

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Funding Needs Breakdown (Practical & Realistic) 1. Explicit Instruction + CFUs (Low-cost / high-impact) Required Resources Teacher development (PD, coaching cycles) Simple classroom response tools Funding Level Minimal to low funding required Potential Expenses Whiteboards / markers (for quick CFUs) Exit ticket materials (paper or digital) Teacher PD (can be internal) What Your System Already Covers Walkthroughs + coaching cycles (already expected in district practice) Observation/feedback structures tied to T-TESS Coaching conversations aligned to improving instruction **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Admin, Secretary **Date(s) / Timeframe:** On going BOY to EOY **Collaborating Departments:** procurement, grants, leadership **Funding Sources:** - Title I (211) - 211-11-6399-501-176-30-176-101000 - $6,143			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: 2. Daily Differentiation (Data-Driven Instruction) (Moderate but still manageable cost depending on depth) Required Resources Aligned to MTSS expectations:			

Tiered instructional materials
Small group resources
Intervention programs
Progress monitoring tools

MTSS explicitly calls for tiered instruction (Tier 1, 2, and 3) based on student need.

Funding Level
Moderate funding (if expanding supports)
Low funding (if leveraging existing programs)

Potential Expenses
Instructional Materials

Phonics / reading intervention programs
Math fluency tools
Enrichment materials (higher-level tasks)

Data Tools

MAP reports usage (already provided)
Progress monitoring tools (often already district-supported)

Staffing (if scaling up)

Interventionists or tutors
Stipends for after-school/summer support

What Your System Already Covers

MAP + STAAR data systems
MTSS framework for grouping and interventions
Curriculum resources aligned to Tier 1 instruction
Reality:
Most differentiation can happen with:

Smarter grouping
Better planning in PLCs
Stronger execution during lesson time

--not necessarily new purchases.

Where we SHOULD Invest (Highest ROI)
Based on your strategy and district systems:

Priority 1: Coaching & Teacher Capacity

Time for coaching cycles
Feedback aligned to CFUs + differentiation
PLC structures focused on student work & data

This aligns with district emphasis that coaching and observation improve teacher effectiveness and student outcomes

Priority 2: Targeted Intervention Materials (Not Everything)

Invest ONLY in:

Foundational reading gaps (phonics, fluency)
Math fluency tools

Not broad purchases--laser-focused gaps from MAP/STAAR

What You Do NOT Need to Overspend On

New curriculum wholesale (already provided)
Expensive tech tools without clear instructional purpose
Over complicated intervention systems

Simple Leader Message (You Can Use with Staff)
"This work is not about more money--it's about better instruction."

We will teach clearly and check for understanding daily
We will adjust instruction based on what students show us
We will use existing resources with greater precision and urgency

Executive Summary

Action Step 1 (Explicit Instruction + CFUs):
Minimal cost, mostly coaching and expectations

Action Step 2 (Differentiation):
Moderate cost only if expanding intervention supports
Otherwise, mostly about better use of existing MTSS systems

Intended Audience: Students

Provider / Presenter / Person Responsible: Admin, Secretary

Date(s) / Timeframe: On going BOY to EOY
Collaborating Departments: procurement, grants, leadership
Delivery Method: None

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Grade-Level Strategy Plan
Aligned to Dr. Licata's Five Pillars and Vision at a grade level.
Our grade level will operate with a strong achievement mindset, ensuring that all actions, collaboration, and instructional decisions are focused on improving student outcomes.

Alignment to the Five Pillars

Pillar 1: Excellent Academic Performance for All Students: Set clear expectations for mastery across all classrooms and use data to identify students needing intervention or enrichment

Monitor student growth and achievement data consistently:

MAP growth and % of students meeting growth goals
MAP achievement scores (student RIT/points earned)
Benchmark assessments data
Six-week assessments data

Pillar 2: Excellent Instructional Delivery, High-Quality and Focused Curriculum: Ensure tight curriculum alignment and acing across the grade level by engaging in lesson internalization, intentional lesson preparation and practice of instructional delivery during PLCs. Implement consistent instructional expectations from class to class and adjust instruction daily based on student data and formative assessments

Pillar 3: Excellent Talent - Empowering Teachers and Students: Build a strong PLC culture where:
All teachers collaborate regularly and teachers engage in data review and instructional planning together
Establish a culture of coaching: Teachers are open to feedback and teachers actively seek opportunities to improve
Practice peer observation and feedback cycles during PLC time

Pillar 4: College, Career, and Military Readiness (Starting in Elementary with STAAR results): Embed rigor and critical thinking aligned to future readiness and ensure students are: Engaged in meaningful learning tasks and practicing higher-level questioning and problem-solving
Monitor long-term growth trends to ensure readiness for next grade levels

Pillar 5: Excellent Service for Students, Families, and Staff: Promote strong communication and collaboration across the grade level, implement attendance

incentives to improve student attendance and Maintain a focus on: Set clear expectations for mastery across all classrooms, use data to identify students needing intervention or enrichment, student support, family engagement and positive school culture

Grade-Level Commitments

1. PLC Systems

All teachers will:

Participate in structured PLCs
Collaborate on planning, data analysis, and instructional strategies
Focus conversations on student work and instructional improvement

2. Data-Driven Instruction

Weekly or bi-weekly review of: MAP data (growth and achievement), Benchmark data -TEKS and six-week assessments -TEKS - Identify trends and adjust:

Instruction
Interventions
Small group instruction

Use data to:

Adjust instruction
Refine interventions
Celebrate progress

3. Instructional Consistency

Ensure alignment in: Curriculum pacing, Instructional strategies and academic expectations. Maintain consistent rigor and expectations across all classrooms

4. Lesson Planning & Internalization. Teachers will:

Plan collaboratively
Internalize lessons before delivery
Practice instructional delivery when needed

5. Focus on clarity of objective, modeling, and student engagement

6. Culture of Continuous Improvement:Establish coaching-friendly environment
Normalize: Feedback, Reflection and Instructional adjustments
Focus on improving teacher practice to impact student achievement

7. Student Attendance & Engagement

Monitor attendance data regularly
Implement grade-level attendance incentives
Promote student engagement to support daily attendance

8. Professional Expectations
All teachers will demonstrate: Reliability and professionalism, punctuality and consistent attendance, active supervision of students and timely completion of deadlines

Progress Monitoring: Track: % of students meeting growth goals, % of students meeting mastery and assessment trends over time

The grade level will function as a high-performing team that:

Prioritizes student outcomes
Uses data to drive decisions
Collaborates consistently
Maintains high expectations for both students and staff

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 32% to 68% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 68% by June 2027.

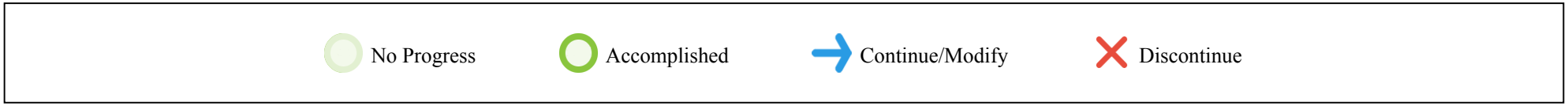
Staff Responsible for Monitoring: Admin, teachers and staff

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

Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Action Step 1: Implement a Weekly Data-Driven PLC Cycle Purpose: Directly improve student outcomes (Pillars 1 & 2) Each PLC meeting will: Review MAP growth data, benchmarks, and 6-week assessments Identify: % of students meeting growth goals Students below mastery and in need of intervention Create targeted instructional plans: Small group instruction Reteach plans aligned to TEKS/standards Teachers will bring student work samples to analyze misconceptions and adjust instruction Outcome: Instruction is consistently adjusted based on real-time data, leading to improved academic performance.	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Action Step 2: Establish Weekly Lesson Internalization & Practice Routines Purpose: Strengthen instructional delivery and teacher capacity (Pillars 2 & 3) During PLCs, teachers will: Internalize upcoming lessons together Align on: Objective clarity Key instructional strategies Checks for understanding Practice key parts of the lesson (modeling, questioning, pacing) with peers Provide peer feedback to refine instruction before classroom delivery Outcome: Increased instructional consistency, stronger lesson delivery, and higher student engagement across the grade level.	Formative		
	Nov	Jan	Mar



Strategy 3: Campus-Based Strategy

Core Priority: Our campus priority is student outcomes, aligned to the 5 Pillars of Dr. Licata:
Non-Negotiable for School Improvement as a Campus

1. Curriculum & Instruction

Implementation of high-quality instructional materials (HQIM) with clear pacing guidance
Strong alignment between standards, instruction, and assessment
Focus on rigor, engagement, and student discourse
Elimination of unnecessary paperwork to prioritize instructional planning and delivery

2. Instructional Leadership & Coaching

Daily administrative presence in classrooms
Ongoing feedback cycles and coaching systems
Coaching grounded in:
Classroom evidence and student outcomes
Clear expectations for instructional quality in every classroom
Executive director coaching aligned to data, evidence, and results

3. Professional Learning & Collaboration

PLC Structures: Horizontal PLCs (grade-level alignment), Vertical PLCs (alignment across grades) and Bilingual Learning Communities (BLCs)

4. Data-Driven Instruction
We will monitor and respond to:

MAP Growth data (Math & Reading)
STAAR performance and progress measures
Benchmark assessment results
Six-week assessment performance
Student subgroup performance and achievement gaps

PLC focus areas:
Analysis of student work
Improving instructional quality
Adjusting instruction based on data

Staff meetings and PD grounded in an Achievement Mindset

Key Actions: Use data to adjust instruction immediately, Provide targeted interventions through MTSS and
Track growth, proficiency, and gap closure

5. MTSS & Intervention Systems: Establish and maintain a strong Multi-Tiered System of Supports (MTSS)
Ensure:
Timely interventions
Data-based progress monitoring
Support for all student groups
Focus on closing achievement gaps for all students

6. Culture of Learning & High Expectations

Protect a safe, orderly learning environment
Build a culture where: Learning is the priority and high expectations exist for all students and staff
Intentional decisions to develop staff capacity

Instructional Framework: Countdown 12
Domain 1: Learning Environment:
Strong routines and procedures
Effective campus management, safe, structured, and focused at all campus locations.

Domain 2: Instructional Delivery:
Clear lesson pacing
explicit modeling
academic language development
Strategic questioning
Frequent and meaningful practice
Breadth of practice
Depth of practice

Domain 3: Monitoring & Responding

Frequent checks for understanding
Ongoing monitoring of student learning
Immediate instructional adjustments
Data-informed responses to student needs

School Monitoring Systems (State of the School)
The Instructional Leadership Team will: Conduct State of the School meetings and monitor key indicators:

% of students meeting MAP growth goals
% of students achieving STAAR progress measures
% passing benchmarks
% passing six-week assessments
Achievement gap trends

Leadership Commitments

As campus leaders, we will:
Serve as instructional leaders first
Maintain consistent classroom presence
Provide timely, actionable feedback
Ensure fidelity of curriculum implementation
Build strong coaching and feedback systems
Hold ourselves accountable for: Student achievement, instructional quality, teacher effectiveness and safe and orderly operations

Outcome Focus
We are accountable for: Improved student academic outcomes, closing achievement gaps, high levels of instructional quality across the school and a strong campus culture centered on learning

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 32% to 68% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 68% by June 2027.

Staff Responsible for Monitoring: Admin, teachers and staff

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

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

Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Action Step 1: Strengthen PLCs Around Student Work & Data-Driven Instruction What we will do: Implement weekly PLC cycles focused on: Analyzing student work and assessment data Identifying misconceptions Planning targeted re-teach and intervention Require teams to bring: Common assessment results Samples of student work Develop clear action plans for reteach within the same week The Instructional Framework states that assessment data must be analyzed during PLCs and used to guide instructional planning and address misconceptions Consistent data reflection ensures instruction is adjusted immediately to meet student needs Campus look-fors: PLC agendas focused on student learning, not logistics Evidence of reteach plans tied to data Consistent use of common assessments across teams **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Admin, Teachers and Staff **Date(s) / Timeframe:** On going from BOY to EOY **Collaborating Departments:** Leadership, grant, procurement, curriculum **Delivery Method:** in person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Action Step 2: Implement a Systematic Coaching & Feedback Cycle What we will do: Establish a weekly walkthrough focus aligned to Countdown 12 (e.g., CFUs, modeling, academic language) Conduct: Frequent walkthroughs Feedback within 24-48 hours Provide bite-sized, actionable coaching tied to: Student engagement Instructional delivery Follow up within 1-2 weeks to monitor improvement Why this works: Campus leadership guidance emphasizes that leaders must monitor instruction and provide actionable feedback aligned to student outcomes Ongoing observation and coaching cycles lead to rapid improvement in teacher practice and student learning Campus look-fors: Regular administrative presence in classrooms Feedback tied to specific instructional moves Evidence that teachers are implementing feedback Ensure instruction is continuously adjusted based on real data Improve teacher effectiveness in every classroom (your biggest lever) **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Admin, teachers and staff **Date(s) / Timeframe:** On going from BOY to EOY **Collaborating Departments:** Leadership, grants. curriculum, procurement **Delivery Method:** in person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Domain I - DL STAAR results (Low in all) Domain I -3rd grade at WP is at 58 F Reading **Root Cause**: Having a growth mindset versus an achievement mindset.
Problem Statement 2: Domain I -3rd grade at WP is at 58 F Math **Root Cause**: Having a growth mindset versus an achievement mindset.
School Processes & Programs
Problem Statement 1: Domain I -ECR and SCR instruction and best practices -52% score a zero. **Root Cause**: Lack of second tech and small group instruction, lack of classroom management in some classrooms and students not doing the cognitive thinking.
Perceptions
Problem Statement 2: Our sped students population failed to meet targets for three years in a row. **Root Cause**: Root - Failure to adapt instruction and classroom management systems to our Sped students learning style.

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 66% to 76% 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 87% to 97% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 60% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: MAP

Strategy 1: Classroom-Level Instructional Strategy

Our mindset: We will operate with a achievement mindset focused on student outcomes, ensuring that every decision, strategy, and classroom practice leads to high levels of achievement for all students.

Framework Alignment to Dr. Licata's 5 Pillars of Excellence at the classroom level
Pillar 1: Excellence in Student Outcomes (Performance for All Students)
Data-driven decision-making at all levels (campus, grade level, classroom, student)
Clear focus on measurable results:
Increase 90% of students meeting growth in MAP (target: 60th percentile achjevemen for all students)
Increase 62 % of students meeting standards on STAAR
Increase 62% of students meeting standards on Six weeks assessments
Increase 62% of students meeting standards on Benchmarks

Pillar 2: Excellent Instructional Delivery (HQ Curriculum & Focus) - Cowtown's 12

Full implementation of high-quality instructional materials (HQIM)
Strong Tier 1 instruction aligned to TEKS.
Daily expectations: Explicit modeling, structured practice (frequent, varied, and rigorous) and clear pacing aligned to the instructional planning calendar (IPC)

Pillar 3: Excellent Talent Development and retention (Empowerment Through Coaching)

Establish a culture of coaching and continuous improvement

Key actions: Instructional coaching cycles, Targeted professional development and ongoing feedback through walkthroughs and observation tools

Coaching focus: Lesson delivery, Classroom management and data-driven instructional adjustments

Pillar 4: College, Career, and Military Readiness starting at the classroom level.

Build foundational skills beginning in elementary:
Reading proficiency (phonics - comprehension)
Provide enrichment opportunities across all content areas
Ensure all students engage in rigorous, grade-level work

Pillar 5: Excellent Customer Service (Students, Families, Staff)

Foster a safe, structured, and supportive learning environment in every classroom and maintain strong communication with families

Instructional Core: Countdown 12 Alignment

1. Learning Environment, Consistent routines and procedures, strong classroom management systems, safe, respectful, and structured classrooms and maximized instructional time (protecting time and learning structures)

2. Instructional Delivery: Clear alignment to learning objectives and standards and Key instructional practices:

Explicit modeling
Strategic pacing
Frequent checks for practice
Depth and rigor of tasks

Intentional differentiation:

Phonics and foundational reading
Math fluency and conceptual understanding
Targeted support and enrichment

3. Monitoring and Responding: Frequent checks for understanding (CFUs), real-time monitoring of student learning
Immediate instructional adjustments based on data and use of formative and summative data cycles

Key Systems & Strategies

Instructional Systems: Daily alignment to HQ curriculum and IPC, data analysis cycles (MAP, STAAR, unit assessments) and differentiated instruction across all tiers

Intervention (foundational skills)
On-level mastery
Enrichment opportunities

Coaching & Observation Systems: Walkthroughs aligned to instructional expectations, Feedback through observation tools (Eduphoria/T-TESS) and Coaching conversations focused on:

Student engagement
Instructional clarity
Data responsiveness

Student Support Systems

Attendance monitoring and interventions
Multi-tiered systems of support (MTSS)
Focus on closing achievement gaps

Culture Commitments
High expectations for all students and staff
Ownership of student outcomes at every level
Collaboration among teachers and teams
Continuous improvement mindset

Outcome Statement at the classroom level.
By implementing this systems-based strategy with fidelity, we will ensure:

Increased student growth (MAP & STAAR)
Strong instructional consistency across classrooms
Improved student engagement and achievement
A classroom culture focused on excellence for all

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 32% to 68% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 68% by June 2027.

Staff Responsible for Monitoring: Teachers, Staff, Admin and ED's

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Funding Needs Breakdown (Practical & Realistic) 1. Explicit Instruction + CFUs (Low-cost / high-impact) Required Resources Teacher development (PD, coaching cycles) Simple classroom response tools Funding Level Minimal to low funding required Potential Expenses Whiteboards / markers (for quick CFUs) Exit ticket materials (paper or digital) Teacher PD (can be internal) What Your System Already Covers Walkthroughs + coaching cycles (already expected in district practice) Observation/feedback structures tied to T-TESS Coaching conversations aligned to improving instruction **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Admin, Secretary **Date(s) / Timeframe:** On going BOY to EOY **Collaborating Departments:** procurement, grants, leadership	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: 2. Daily Differentiation (Data-Driven Instruction) (Moderate but still manageable cost depending on depth) Required Resources Aligned to MTSS expectations:	Formative		
	Nov	Jan	Mar

Tiered instructional materials
Small group resources
Intervention programs
Progress monitoring tools

MTSS explicitly calls for tiered instruction (Tier 1, 2, and 3) based on student need.

Funding Level
Moderate funding (if expanding supports)
Low funding (if leveraging existing programs)

Potential Expenses
Instructional Materials

Phonics / reading intervention programs
Math fluency tools
Enrichment materials (higher-level tasks)

Data Tools

MAP reports usage (already provided)
Progress monitoring tools (often already district-supported)

Staffing (if scaling up)

Interventionists or tutors
Stipends for after-school/summer support

What Your System Already Covers

MAP + STAAR data systems
MTSS framework for grouping and interventions
Curriculum resources aligned to Tier 1 instruction
Reality:
Most differentiation can happen with:

Smarter grouping
Better planning in PLCs
Stronger execution during lesson time

--not necessarily new purchases.

Where we SHOULD Invest (Highest ROI)
Based on your strategy and district systems:
Priority 1: Coaching & Teacher Capacity

Time for coaching cycles
Feedback aligned to CFUs + differentiation
PLC structures focused on student work & data

This aligns with district emphasis that coaching and observation improve teacher effectiveness and student outcomes

Priority 2: Targeted Intervention Materials (Not Everything)

Invest ONLY in:

Foundational reading gaps (phonics, fluency)
Math fluency tools

Not broad purchases--laser-focused gaps from MAP/STAAR

What You Do NOT Need to Overspend On

New curriculum wholesale (already provided)
Expensive tech tools without clear instructional purpose
Over complicated intervention systems

Simple Leader Message (You Can Use with Staff)
"This work is not about more money--it's about better instruction."

We will teach clearly and check for understanding daily
We will adjust instruction based on what students show us
We will use existing resources with greater precision and urgency

Executive Summary

Action Step 1 (Explicit Instruction + CFUs):
Minimal cost, mostly coaching and expectations

Action Step 2 (Differentiation):
Moderate cost only if expanding intervention supports
Otherwise, mostly about better use of existing MTSS systems

Intended Audience: Students

Provider / Presenter / Person Responsible: Admin, Secretary

Date(s) / Timeframe: On going BOY to EOY
Collaborating Departments: procurement, grants, leadership
Delivery Method: None

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Grade-Level Strategy Plan
Aligned to Dr. Licata's Five Pillars and Vision at a grade level.
Our grade level will operate with a strong achievement mindset, ensuring that all actions, collaboration, and instructional decisions are focused on improving student outcomes.

Alignment to the Five Pillars

Pillar 1: Excellent Academic Performance for All Students: Set clear expectations for mastery across all classrooms and use data to identify students needing intervention or enrichment

Monitor student growth and achievement data consistently:

MAP growth and % of students meeting growth goals
MAP achievement scores (student RIT/points earned)
Benchmark assessments data
Six-week assessments data

Pillar 2: Excellent Instructional Delivery, High-Quality and Focused Curriculum: Ensure tight curriculum alignment and acing across the grade level by engaging in lesson internalization, intentional lesson preparation and practice of instructional delivery during PLCs. Implement consistent instructional expectations from class to class and adjust instruction daily based on student data and formative assessments

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All teachers collaborate regularly and teachers engage in data review and instructional planning together
Establish a culture of coaching: Teachers are open to feedback and teachers actively seek opportunities to improve
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incentives to improve student attendance and Maintain a focus on: Set clear expectations for mastery across all classrooms, use data to identify students needing intervention or enrichment, student support, family engagement and positive school culture

Grade-Level Commitments

1. PLC Systems

All teachers will:

Participate in structured PLCs
Collaborate on planning, data analysis, and instructional strategies
Focus conversations on student work and instructional improvement

2. Data-Driven Instruction

Weekly or bi-weekly review of: MAP data (growth and achievement), Benchmark data -TEKS and six-week assessments -TEKS - Identify trends and adjust:

Instruction
Interventions
Small group instruction

Use data to:

Adjust instruction
Refine interventions
Celebrate progress

3. Instructional Consistency

Ensure alignment in: Curriculum pacing, Instructional strategies and academic expectations. Maintain consistent rigor and expectations across all classrooms

4. Lesson Planning & Internalization. Teachers will:

Plan collaboratively
Internalize lessons before delivery
Practice instructional delivery when needed

5. Focus on clarity of objective, modeling, and student engagement

6. Culture of Continuous Improvement:Establish coaching-friendly environment
Normalize: Feedback, Reflection and Instructional adjustments
Focus on improving teacher practice to impact student achievement

7. Student Attendance & Engagement

Monitor attendance data regularly
Implement grade-level attendance incentives
Promote student engagement to support daily attendance

8. Professional Expectations
All teachers will demonstrate: Reliability and professionalism, punctuality and consistent attendance, active supervision of students and timely completion of deadlines

Progress Monitoring: Track: % of students meeting growth goals, % of students meeting mastery and assessment trends over time

The grade level will function as a high-performing team that:

Prioritizes student outcomes
Uses data to drive decisions
Collaborates consistently
Maintains high expectations for both students and staff

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Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Action Step 1: Implement a Weekly Data-Driven PLC Cycle Purpose: Directly improve student outcomes (Pillars 1 & 2) Each PLC meeting will: Review MAP growth data, benchmarks, and 6-week assessments Identify: % of students meeting growth goals Students below mastery and in need of intervention Create targeted instructional plans: Small group instruction Reteach plans aligned to TEKS/standards Teachers will bring student work samples to analyze misconceptions and adjust instruction Outcome: Instruction is consistently adjusted based on real-time data, leading to improved academic performance.	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
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	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 3: Campus-Based Strategy

Core Priority: Our campus priority is student outcomes, aligned to the 5 Pillars of Dr. Licata:
Non-Negotiable for School Improvement as a Campus

1. Curriculum & Instruction

Implementation of high-quality instructional materials (HQIM) with clear pacing guidance
Strong alignment between standards, instruction, and assessment
Focus on rigor, engagement, and student discourse
Elimination of unnecessary paperwork to prioritize instructional planning and delivery

2. Instructional Leadership & Coaching

Daily administrative presence in classrooms
Ongoing feedback cycles and coaching systems
Coaching grounded in:
Classroom evidence and student outcomes
Clear expectations for instructional quality in every classroom
Executive director coaching aligned to data, evidence, and results

3. Professional Learning & Collaboration

PLC Structures: Horizontal PLCs (grade-level alignment), Vertical PLCs (alignment across grades) and Bilingual Learning Communities (BLCs)

4. Data-Driven Instruction
We will monitor and respond to:

MAP Growth data (Math & Reading)
STAAR performance and progress measures
Benchmark assessment results
Six-week assessment performance
Student subgroup performance and achievement gaps

PLC focus areas:
Analysis of student work
Improving instructional quality
Adjusting instruction based on data

Staff meetings and PD grounded in an Achievement Mindset

Key Actions: Use data to adjust instruction immediately, Provide targeted interventions through MTSS and
Track growth, proficiency, and gap closure

5. MTSS & Intervention Systems: Establish and maintain a strong Multi-Tiered System of Supports (MTSS)
Ensure:
Timely interventions
Data-based progress monitoring
Support for all student groups
Focus on closing achievement gaps for all students

6. Culture of Learning & High Expectations

Protect a safe, orderly learning environment
Build a culture where: Learning is the priority and high expectations exist for all students and staff
Intentional decisions to develop staff capacity

Instructional Framework: Countdown 12
Domain 1: Learning Environment:
Strong routines and procedures
Effective campus management, safe, structured, and focused at all campus locations.

Domain 2: Instructional Delivery:
Clear lesson pacing
explicit modeling
academic language development
Strategic questioning
Frequent and meaningful practice
Breadth of practice
Depth of practice

Domain 3: Monitoring & Responding

Frequent checks for understanding
Ongoing monitoring of student learning
Immediate instructional adjustments
Data-informed responses to student needs

School Monitoring Systems (State of the School)
The Instructional Leadership Team will: Conduct State of the School meetings and monitor key indicators:

% of students meeting MAP growth goals
% of students achieving STAAR progress measures
% passing benchmarks
% passing six-week assessments
Achievement gap trends

Leadership Commitments

As campus leaders, we will:
Serve as instructional leaders first
Maintain consistent classroom presence
Provide timely, actionable feedback
Ensure fidelity of curriculum implementation
Build strong coaching and feedback systems
Hold ourselves accountable for: Student achievement, instructional quality, teacher effectiveness and safe and orderly operations

Outcome Focus
We are accountable for: Improved student academic outcomes, closing achievement gaps, high levels of instructional quality across the school and a strong campus culture centered on learning

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 32% to 68% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 68% by June 2027.

Staff Responsible for Monitoring: Admin, teachers and staff

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

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

Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Action Step 1: Strengthen PLCs Around Student Work & Data-Driven Instruction What we will do: Implement weekly PLC cycles focused on: Analyzing student work and assessment data Identifying misconceptions Planning targeted re-teach and intervention Require teams to bring: Common assessment results Samples of student work Develop clear action plans for reteach within the same week The Instructional Framework states that assessment data must be analyzed during PLCs and used to guide instructional planning and address misconceptions Consistent data reflection ensures instruction is adjusted immediately to meet student needs Campus look-fors: PLC agendas focused on student learning, not logistics Evidence of reteach plans tied to data Consistent use of common assessments across teams **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Admin, Teachers and Staff **Date(s) / Timeframe:** On going from BOY to EOY **Collaborating Departments:** Leadership, grant, procurement, curriculum **Delivery Method:** in person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Action Step 2: Implement a Systematic Coaching & Feedback Cycle What we will do: Establish a weekly walkthrough focus aligned to Countdown 12 (e.g., CFUs, modeling, academic language) Conduct: Frequent walkthroughs Feedback within 24-48 hours Provide bite-sized, actionable coaching tied to: Student engagement Instructional delivery Follow up within 1-2 weeks to monitor improvement Why this works: Campus leadership guidance emphasizes that leaders must monitor instruction and provide actionable feedback aligned to student outcomes Ongoing observation and coaching cycles lead to rapid improvement in teacher practice and student learning Campus look-fors: Regular administrative presence in classrooms Feedback tied to specific instructional moves Evidence that teachers are implementing feedback Ensure instruction is continuously adjusted based on real data Improve teacher effectiveness in every classroom (your biggest lever) **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Admin, teachers and staff **Date(s) / Timeframe:** On going from BOY to EOY **Collaborating Departments:** Leadership, grants. curriculum, procurement **Delivery Method:** in person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Domain I - DL STAAR results (Low in all) Domain I -3rd grade at WP is at 58 F Reading **Root Cause**: Having a growth mindset versus an achievement mindset.
Problem Statement 2: Domain I -3rd grade at WP is at 58 F Math **Root Cause**: Having a growth mindset versus an achievement mindset.
School Processes & Programs
Problem Statement 1: Domain I -ECR and SCR instruction and best practices -52% score a zero. **Root Cause**: Lack of second tech and small group instruction, lack of classroom management in some classrooms and students not doing the cognitive thinking.
Perceptions
Problem Statement 2: Our sped students population failed to meet targets for three years in a row. **Root Cause**: Root - Failure to adapt instruction and classroom management systems to our Sped students learning style.

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

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 29% to 39% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from28% to 38% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments
Baseline data from March 2026 benchmark

Strategy 1: Classroom-Level Instructional Strategy

Our mindset: We will operate with a growth mindset focused on student outcomes, ensuring that every decision, strategy, and classroom practice leads to high levels of achievement for all students.

Framework Alignment to Dr. Licata's 5 Pillars of Excellence at the classroom level
Pillar 1: Excellence in Student Outcomes (Performance for All Students)
Data-driven decision-making at all levels (campus, grade level, classroom, student)
Clear focus on measurable results:
Increase 90% of students meeting growth in MAP (target: 60th percentile achjevemen for all students)
Increase 62 % of students meeting standards on STAAR
Increase 62% of students meeting standards on Six weeks assessments
Increase 62% of students meeting standards on Benchmarks

Pillar 2: Excellent Instructional Delivery (HQ Curriculum & Focus) - Cowtown's 12

Full implementation of high-quality instructional materials (HQIM)
Strong Tier 1 instruction aligned to TEKS.
Daily expectations: Explicit modeling, structured practice (frequent, varied, and rigorous) and clear pacing aligned to the instructional planning calendar (IPC)

Pillar 3: Excellent Talent Development and retention (Empowerment Through Coaching)

Establish a culture of coaching and continuous improvement
Key actions: Instructional coaching cycles, Targeted professional development and ongoing feedback through walkthroughs and observation tools

Coaching focus: Lesson delivery, Classroom management and data-driven instructional adjustments

Pillar 4: College, Career, and Military Readiness starting at the classroom level.

Build foundational skills beginning in elementary:
Reading proficiency (phonics - comprehension)
Provide enrichment opportunities across all content areas
Ensure all students engage in rigorous, grade-level work

Pillar 5: Excellent Customer Service (Students, Families, Staff)

Foster a safe, structured, and supportive learning environment in every classroom and maintain strong communication with families

Instructional Core: Countdown 12 Alignment

1. Learning Environment, Consistent routines and procedures, strong classroom management systems, safe, respectful, and structured classrooms and maximized instructional time (protecting time and learning structures)

2. Instructional Delivery: Clear alignment to learning objectives and standards and Key instructional practices:

Explicit modeling
Strategic pacing
Frequent checks for practice
Depth and rigor of tasks

Intentional differentiation:

Phonics and foundational reading
Math fluency and conceptual understanding
Targeted support and enrichment

3. Monitoring and Responding: Frequent checks for understanding (CFUs), real-time monitoring of student learning
Immediate instructional adjustments based on data and use of formative and summative data cycles

Key Systems & Strategies
Instructional Systems: Daily alignment to HQ curriculum and IPC, data analysis cycles (MAP, STAAR, unit assessments) and differentiated instruction across

all tiers

Intervention (foundational skills)
On-level mastery
Enrichment opportunities

Coaching & Observation Systems: Walkthroughs aligned to instructional expectations, Feedback through observation tools (Eduphoria/T-TESS) and Coaching conversations focused on:

Student engagement
Instructional clarity
Data responsiveness

Student Support Systems

Attendance monitoring and interventions
Multi-tiered systems of support (MTSS)
Focus on closing achievement gaps

Culture Commitments
High expectations for all students and staff
Ownership of student outcomes at every level
Collaboration among teachers and teams
Continuous improvement mindset

Outcome Statement at the classroom level.
By implementing this systems-based strategy with fidelity, we will ensure:

Increased student growth (MAP & STAAR)
Strong instructional consistency across classrooms
Improved student engagement and achievement
A classroom culture focused on excellence for all

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 32% to 68% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 68% by June 2027.

Staff Responsible for Monitoring: Teachers, Staff, Admin and ED's

Title I:

2.51, 2.52, 2.53

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Funding Needs Breakdown (Practical & Realistic) 1. Explicit Instruction + CFUs (Low-cost / high-impact) Required Resources Teacher development (PD, coaching cycles) Simple classroom response tools Funding Level Minimal to low funding required Potential Expenses Whiteboards / markers (for quick CFUs) Exit ticket materials (paper or digital) Teacher PD (can be internal) What Your System Already Covers Walkthroughs + coaching cycles (already expected in district practice) Observation/feedback structures tied to T-TESS Coaching conversations aligned to improving instruction **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Admin, Secretary **Date(s) / Timeframe:** On going BOY to EOY **Collaborating Departments:** procurement, grants, leadership			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: 2. Daily Differentiation (Data-Driven Instruction) (Moderate but still manageable cost depending on depth) Required Resources Aligned to MTSS expectations: Tiered instructional materials			

Small group resources
Intervention programs
Progress monitoring tools

MTSS explicitly calls for tiered instruction (Tier 1, 2, and 3) based on student need.

Funding Level
Moderate funding (if expanding supports)
Low funding (if leveraging existing programs)

Potential Expenses
Instructional Materials

Phonics / reading intervention programs
Math fluency tools
Enrichment materials (higher-level tasks)

Data Tools

MAP reports usage (already provided)
Progress monitoring tools (often already district-supported)

Staffing (if scaling up)

Interventionists or tutors
Stipends for after-school/summer support

What Your System Already Covers

MAP + STAAR data systems
MTSS framework for grouping and interventions
Curriculum resources aligned to Tier 1 instruction
Reality:
Most differentiation can happen with:

Smarter grouping
Better planning in PLCs
Stronger execution during lesson time

--not necessarily new purchases.

Where we SHOULD Invest (Highest ROI)
Based on your strategy and district systems:
Priority 1: Coaching & Teacher Capacity

Time for coaching cycles
Feedback aligned to CFUs + differentiation
PLC structures focused on student work & data

This aligns with district emphasis that coaching and observation improve teacher effectiveness and student outcomes

Priority 2: Targeted Intervention Materials (Not Everything)

Invest ONLY in:

Foundational reading gaps (phonics, fluency)
Math fluency tools

Not broad purchases--laser-focused gaps from MAP/STAAR

What You Do NOT Need to Overspend On

New curriculum wholesale (already provided)
Expensive tech tools without clear instructional purpose
Over complicated intervention systems

Simple Leader Message (You Can Use with Staff)
"This work is not about more money--it's about better instruction."

We will teach clearly and check for understanding daily
We will adjust instruction based on what students show us
We will use existing resources with greater precision and urgency

Executive Summary

Action Step 1 (Explicit Instruction + CFUs):
Minimal cost, mostly coaching and expectations

Action Step 2 (Differentiation):
Moderate cost only if expanding intervention supports
Otherwise, mostly about better use of existing MTSS systems

Intended Audience: Students

Provider / Presenter / Person Responsible: Admin, Secretary

Date(s) / Timeframe: On going BOY to EOY

Collaborating Departments: procurement, grants, leadership
Delivery Method: None

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Grade-Level Strategy Plan
Aligned to Dr. Licata's Five Pillars and Vision at a grade level.
Our grade level will operate with a strong achievement mindset, ensuring that all actions, collaboration, and instructional decisions are focused on improving student outcomes.

Alignment to the Five Pillars

Pillar 1: Excellent Academic Performance for All Students: Set clear expectations for mastery across all classrooms and use data to identify students needing intervention or enrichment

Monitor student growth and achievement data consistently:

MAP growth and % of students meeting growth goals
MAP achievement scores (student RIT/points earned)
Benchmark assessments data
Six-week assessments data

Pillar 2: Excellent Instructional Delivery, High-Quality and Focused Curriculum: Ensure tight curriculum alignment and acing across the grade level by engaging in lesson internalization, intentional lesson preparation and practice of instructional delivery during PLCs. Implement consistent instructional expectations from class to class and adjust instruction daily based on student data and formative assessments

Pillar 3: Excellent Talent - Empowering Teachers and Students: Build a strong PLC culture where:
All teachers collaborate regularly and teachers engage in data review and instructional planning together
Establish a culture of coaching: Teachers are open to feedback and teachers actively seek opportunities to improve
Practice peer observation and feedback cycles during PLC time

Pillar 4: College, Career, and Military Readiness (Starting in Elementary with STAAR results): Embed rigor and critical thinking aligned to future readiness and ensure students are: Engaged in meaningful learning tasks and practicing higher-level questioning and problem-solving
Monitor long-term growth trends to ensure readiness for next grade levels

Pillar 5: Excellent Service for Students, Families, and Staff: Promote strong communication and collaboration across the grade level, implement attendance incentives to improve student attendance and Maintain a focus on: Set clear expectations for mastery across all classrooms, use data to identify students

needing intervention or enrichment, student support, family engagement and positive school culture

Grade-Level Commitments

1. PLC Systems

All teachers will:

Participate in structured PLCs
Collaborate on planning, data analysis, and instructional strategies
Focus conversations on student work and instructional improvement

2. Data-Driven Instruction

Weekly or bi-weekly review of: MAP data (growth and achievement), Benchmark data -TEKS and six-week assessments -TEKS - Identify trends and adjust:

Instruction
Interventions
Small group instruction

Use data to:

Adjust instruction
Refine interventions
Celebrate progress

3. Instructional Consistency

Ensure alignment in: Curriculum pacing, Instructional strategies and academic expectations. Maintain consistent rigor and expectations across all classrooms

4. Lesson Planning & Internalization. Teachers will:

Plan collaboratively
Internalize lessons before delivery
Practice instructional delivery when needed

5. Focus on clarity of objective, modeling, and student engagement

6. Culture of Continuous Improvement:Establish coaching-friendly environment

Normalize: Feedback, Reflection and Instructional adjustments
Focus on improving teacher practice to impact student achievement

7. Student Attendance & Engagement

Monitor attendance data regularly
Implement grade-level attendance incentives
Promote student engagement to support daily attendance

8. Professional Expectations
All teachers will demonstrate: Reliability and professionalism, punctuality and consistent attendance, active supervision of students and timely completion of deadlines

Progress Monitoring: Track: % of students meeting growth goals, % of students meeting mastery and assessment trends over time

The grade level will function as a high-performing team that:

Prioritizes student outcomes
Uses data to drive decisions
Collaborates consistently
Maintains high expectations for both students and staff

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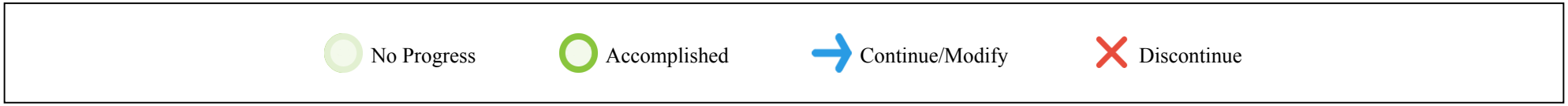
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Title I:
2.51, 2.52, 2.53
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Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership,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

Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Action Step 1: Implement a Weekly Data-Driven PLC Cycle Purpose: Directly improve student outcomes (Pillars 1 & 2) Each PLC meeting will: Review MAP growth data, benchmarks, and 6-week assessments Identify: % of students meeting growth goals Students below mastery and in need of intervention Create targeted instructional plans: Small group instruction Reteach plans aligned to TEKS/standards Teachers will bring student work samples to analyze misconceptions and adjust instruction Outcome: Instruction is consistently adjusted based on real-time data, leading to improved academic performance.	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Action Step 2: Establish Weekly Lesson Internalization & Practice Routines Purpose: Strengthen instructional delivery and teacher capacity (Pillars 2 & 3) During PLCs, teachers will: Internalize upcoming lessons together Align on: Objective clarity Key instructional strategies Checks for understanding Practice key parts of the lesson (modeling, questioning, pacing) with peers Provide peer feedback to refine instruction before classroom delivery Outcome: Increased instructional consistency, stronger lesson delivery, and higher student engagement across the grade level.	Formative		
	Nov	Jan	Mar



Strategy 3: Campus-Based Strategy

Core Priority: Our campus priority is student outcomes, aligned to the 5 Pillars of Dr. Licata:
Non-Negotiable for School Improvement as a Campus

1. Curriculum & Instruction

Implementation of high-quality instructional materials (HQIM) with clear pacing guidance
Strong alignment between standards, instruction, and assessment
Focus on rigor, engagement, and student discourse
Elimination of unnecessary paperwork to prioritize instructional planning and delivery

2. Instructional Leadership & Coaching

Daily administrative presence in classrooms
Ongoing feedback cycles and coaching systems
Coaching grounded in:
Classroom evidence and student outcomes
Clear expectations for instructional quality in every classroom
Executive director coaching aligned to data, evidence, and results

3. Professional Learning & Collaboration

PLC Structures: Horizontal PLCs (grade-level alignment), Vertical PLCs (alignment across grades) and Bilingual Learning Communities (BLCs)

4. Data-Driven Instruction
We will monitor and respond to:

MAP Growth data (Math & Reading)
STAAR performance and progress measures
Benchmark assessment results
Six-week assessment performance
Student subgroup performance and achievement gaps

PLC focus areas:
Analysis of student work
Improving instructional quality
Adjusting instruction based on data

Staff meetings and PD grounded in an Achievement Mindset

Key Actions: Use data to adjust instruction immediately, Provide targeted interventions through MTSS and
Track growth, proficiency, and gap closure

5. MTSS & Intervention Systems: Establish and maintain a strong Multi-Tiered System of Supports (MTSS)
Ensure:
Timely interventions
Data-based progress monitoring
Support for all student groups
Focus on closing achievement gaps for all students

6. Culture of Learning & High Expectations

Protect a safe, orderly learning environment
Build a culture where: Learning is the priority and high expectations exist for all students and staff
Intentional decisions to develop staff capacity

Instructional Framework: Countdown 12
Domain 1: Learning Environment:
Strong routines and procedures
Effective campus management, safe, structured, and focused at all campus locations.

Domain 2: Instructional Delivery:
Clear lesson pacing
explicit modeling
academic language development
Strategic questioning
Frequent and meaningful practice
Breadth of practice
Depth of practice

Domain 3: Monitoring & Responding

Frequent checks for understanding
Ongoing monitoring of student learning
Immediate instructional adjustments
Data-informed responses to student needs

School Monitoring Systems (State of the School)
The Instructional Leadership Team will: Conduct State of the School meetings and monitor key indicators:

% of students meeting MAP growth goals
% of students achieving STAAR progress measures
% passing benchmarks
% passing six-week assessments
Achievement gap trends

Leadership Commitments

As campus leaders, we will:
Serve as instructional leaders first
Maintain consistent classroom presence
Provide timely, actionable feedback
Ensure fidelity of curriculum implementation
Build strong coaching and feedback systems
Hold ourselves accountable for: Student achievement, instructional quality, teacher effectiveness and safe and orderly operations

Outcome Focus
We are accountable for: Improved student academic outcomes, closing achievement gaps, high levels of instructional quality across the school and a strong campus culture centered on learning

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 32% to 68% by June 2027.
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Action Step 2 Details	Formative Reviews		
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Action Step 2: Action Step 2: Implement a Systematic Coaching & Feedback Cycle What we will do: Establish a weekly walkthrough focus aligned to Countdown 12 (e.g., CFUs, modeling, academic language) Conduct: Frequent walkthroughs Feedback within 24-48 hours Provide bite-sized, actionable coaching tied to: Student engagement Instructional delivery Follow up within 1-2 weeks to monitor improvement Why this works: Campus leadership guidance emphasizes that leaders must monitor instruction and provide actionable feedback aligned to student outcomes Ongoing observation and coaching cycles lead to rapid improvement in teacher practice and student learning Campus look-fors: Regular administrative presence in classrooms Feedback tied to specific instructional moves Evidence that teachers are implementing feedback Ensure instruction is continuously adjusted based on real data Improve teacher effectiveness in every classroom (your biggest lever) **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Admin, teachers and staff **Date(s) / Timeframe:** On going from BOY to EOY **Collaborating Departments:** Leadership, grants. curriculum, procurement **Delivery Method:** in person			

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Student Learning
Problem Statement 1: Domain I - DL STAAR results (Low in all) Domain I -3rd grade at WP is at 58 F Reading **Root Cause**: Having a growth mindset versus an achievement mindset.
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Problem Statement 1: Domain I -ECR and SCR instruction and best practices -52% score a zero. **Root Cause**: Lack of second tech and small group instruction, lack of classroom management in some classrooms and students not doing the cognitive thinking.
Perceptions
Problem Statement 2: Our sped students population failed to meet targets for three years in a row. **Root Cause**: Root - Failure to adapt instruction and classroom management systems to our Sped students learning style.

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

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 42% to 64% 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 0% to 42% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 34% to 68 % by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments
Baseline data from March 2026 benchmark
4 students took the test in Spanish

Strategy 1: Campus-Based Strategy

Core Priority: Our campus priority is student outcomes, aligned to the 5 Pillars of Dr. Licata:
Non-Negotiable for School Improvement as a Campus

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Achievement gap trends

Leadership Commitments

As campus leaders, we will:
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Maintain consistent classroom presence
Provide timely, actionable feedback
Ensure fidelity of curriculum implementation
Build strong coaching and feedback systems
Hold ourselves accountable for: Student achievement, instructional quality, teacher effectiveness and safe and orderly operations

Outcome Focus
We are accountable for: Improved student academic outcomes, closing achievement gaps, high levels of instructional quality across the school and a strong

campus culture centered on learning

Strategy's Expected Result/Impact: Increase 90% of students meeting growth in MAP (target: 60th percentile achjevemen for all students)
Increase 62 % of students meeting standards on STAAR
Increase 62% of students meeting standards on Six weeks assessments
Increase 62% of students meeting standards on Benchmarks

Staff Responsible for Monitoring: Admin, teachers and staff

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Improve low-performing schools

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Action Step 1: Strengthen PLCs Around Student Work & Data-Driven Instruction What we will do: Implement weekly PLC cycles focused on: Analyzing student work and assessment data Identifying misconceptions Planning targeted re-teach and intervention Require teams to bring: Common assessment results Samples of student work Develop clear action plans for reteach within the same week The Instructional Framework states that assessment data must be analyzed during PLCs and used to guide instructional planning and address misconceptions Consistent data reflection ensures instruction is adjusted immediately to meet student needs Campus look-fors: PLC agendas focused on student learning, not logistics Evidence of reteach plans tied to data Consistent use of common assessments across teams **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Admin, Teachers and Staff **Date(s) / Timeframe:** On going from BOY to EOY **Collaborating Departments:** Leadership, grant, procurement, curriculum **Delivery Method:** in person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Action Step 2: Implement a Systematic Coaching & Feedback Cycle What we will do: Establish a weekly walkthrough focus aligned to Countdown 12 (e.g., CFUs, modeling, academic language) Conduct: Frequent walkthroughs Feedback within 24-48 hours Provide bite-sized, actionable coaching tied to: Student engagement Instructional delivery Follow up within 1-2 weeks to monitor improvement Why this works: Campus leadership guidance emphasizes that leaders must monitor instruction and provide actionable feedback aligned to student outcomes Ongoing observation and coaching cycles lead to rapid improvement in teacher practice and student learning Campus look-fors: Regular administrative presence in classrooms Feedback tied to specific instructional moves Evidence that teachers are implementing feedback Ensure instruction is continuously adjusted based on real data Improve teacher effectiveness in every classroom (your biggest lever) **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Admin, teachers and staff **Date(s) / Timeframe:** On going from BOY to EOY **Collaborating Departments:** Leadership, grants. curriculum, procurement **Delivery Method:** in person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The attendance for all subgroups is higher than the FWISD average. Our AA students are two points below the school average **Root Cause**: Root -Not using other channels of communication that could be more effective with AA families to emphasize about the importance of attendance to our AA population such as PTA and school events at the apartments office.

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

Performance Objective 2: Waverly Park Elementary will prioritize improving outcomes for Target #1 Special Education (Sped Gen Ed and Deaf Heard of Hearing) student group in three areas identified areas: Mathematics Academic Growth, Student Success within the Student Achievement Domain, and Reading/ Language Arts Academic Achievement. Target #2 White in Academic Achievement Reading/Language Arts and Academic Growth Mathematics. Target #3 Two or more races years in Academic Achievement and Reading/Language Arts

High Priority

HB3 Goal

Evaluation Data Sources: Context - See data at end of the Context

Based on the TEA 2026 Identification of Schools for Improvement report for , Waverly Park Elementary is identified for Targeted Support and Improvement (TSI).

Student Groups Identified for TSI

Student Group Count of Indicators Missed for 3 Consecutive Years

Special Education (Current) 3 years

Identified Content Area(s)
Mathematics Academic Growth, Student Success (Student Achievement Domain), and Reading/Language Arts Academic Achievement]

White 2 consecutive years

Identified Content Area(s)

Reading/Language Arts Academic Achievement and Mathematics Academic Growth

Two or More Races 1

Identified Content Area(s)

Reading/Language Arts Academic Achievement

Economically Disadvantaged 1

Identified Content Area(s)
Reading/Language Arts Academic Achievement

Evidence by Content Area
Special Education (Current)
This group missed targets in the same indicator for three consecutive years in:
1. Academic Achievement Status: Reading/Language Arts (RLA)
o 2024 = 0
o 2025 = 0
o 2026 = 2
o Counted as a three-year miss pattern.
2. Academic Growth Status: Mathematics
o 2024 = 2
o 2025 = 3
o 2026 = 0
o Counted as a three-year miss pattern
3. Student Success (STAAR Component Only)
o 2024 = 0
o 2025 = 1
o 2026 = 1
o Counted as a three-year miss pattern.
White
Missed targets for three consecutive years in:
* Academic Achievement Status: Reading/Language Arts
* Academic Growth Status: Mathematics

Two or More Races
Missed targets for three consecutive years in:
* Academic Achievement Status: Reading/Language Arts

Economically Disadvantaged
Missed targets for three consecutive years in:
* Academic Achievement Status: Reading/Language Arts

TEA TSI Identification Summary for Waverly Park

Highest priority student group: Special Education (Current), with 3 indicators triggering TSI identification.
Content areas contributing to TSI identification:
* Reading/Language Arts Achievement
* Mathematics Growth
* Student Success (STAAR Component Only)

This means the campus' TSI designation is primarily driven by performance for the Special Education (Current) student group, with additional concerns noted for White, Two or More Races, and Economically Disadvantaged students.

Special Education Data

1. Mathematics Academic Growth

For Special Education (Current), the 2026 Mathematics Academic Growth Score was 51%, compared with a 2026 target of 58%. The 2025 Academic Growth Score was 70%. The report also shows 21.00 growth points across 41 tests in 2026.

2. Student Success, Student Achievement Domain, STAAR Component Only

For Special Education (Current), the 2026 STAAR Component Score was 19, compared with a 2026 target of 23. The 2025 STAAR Component Score was 14.

For 2026, Special Education (Current) performance was:

34% Approaches Grade Level or Above
18% Meets Grade Level or Above
4% Masters Grade Level
161 total tests

3. Reading/Language Arts Academic Achievement

For Special Education (Current), 19% of students were at Meets Grade Level or Above in RLA in 2026, against a 2026 target of 26%. In 2025, the result was 7%, representing an increase of 12 percentage points from 2025 to 2026. The 2026 data reflects 13 students meeting the standard out of 68 adjusted tests.

White data

RLA Academic Achievement, 45% of White students achieved Meets Grade Level or Above in 2026, compared with the target of 59%. This represents an improvement from 35% in 2025. In 2026, 27 students met the standard out of 60 adjusted tests.

Mathematics Academic Growth, the White student group earned a 78% Academic Growth Score in 2026, exceeding the 2026 target of 74% by 4 percentage points. The group's 2025 Academic Growth Score was 89%. In 2026, the group recorded 36.75 growth points across 47 tests.

Two or more races

For the Two or More Races student group, 57% of students achieved Meets Grade Level or Above in Reading/Language Arts Academic Achievement in 2026, exceeding the 2026 target of 46% by 11 percentage points; however, performance decreased from 69% in 2025 to 57% in 2026.

Strategy 1: Target #1 Special Education (Sped Gen Ed and Deaf Heard of Hearing) student group in three areas identified areas: Mathematics Academic Growth, Student Success within the Student Achievement Domain, and Reading/Language Arts Academic Achievement.

Waverly Park Elementary will improve academic outcomes for students receiving Special Education services, including SPED General Education/Inclusion and Deaf/Hard of Hearing students, by meeting or exceeding identified targets in Mathematics Academic Growth, Student Success within the Student Achievement Domain, and Reading/Language Arts Academic Achievement through rigorous Tier 1 instruction, specially designed instruction, targeted interventions, appropriate accommodations, and continuous progress monitoring.

Strategy's Expected Result/Impact: Increase 90% of students meeting growth in MAP (target: 60th percentile achjevemen for all students)
Increase 62 % of students meeting standards on STAAR
Increase 62% of students meeting standards on Six weeks assessments
Increase 62% of students meeting standards on Benchmarks

Staff Responsible for Monitoring: All teachers
Special Education teachers
Support Staff
Admin

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 3: Integrated Student Support Systems
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Three goals for Target #1: Special Education Student Group These goals were written as measurable CIP/LIP-style goals by establishing a baseline, explicit target, student population, instructional focus, and measurable outcome for each of the three TSI-identified areas. Targeted Student Population: Special Education students, including students receiving services through General Education/Inclusion and Deaf/ Hard of Hearing (DHH) programming. Goal 1: Mathematics Academic Growth By the end of the 2026-2027 school year, Waverly Park Elementary will increase the Mathematics Academic Growth Score for the Special Education student group from 51% to at least 58%, meeting or exceeding the identified target, through standards-aligned instruction, intentional accommodations and specially designed instruction, progress monitoring, and targeted intervention for SPED General Education/ Inclusion and DHH students. Baseline: 51% Target: [?]58% Needed improvement: +7 percentage points Goal 2: Student Success, STAAR Component By the end of the 2026-2027 school year, Waverly Park Elementary will increase the Student Success STAAR Component Score for the Special Education student group from 19 to at least 23 by increasing the percentage of SPED General Education/Inclusion and DHH students demonstrating achievement at the Approaches, Meets, and Masters Grade Level standards through rigorous grade-level instruction, targeted intervention, progress monitoring, and appropriate accommodations and specially designed instruction. Baseline STAAR Component Score: 19 Target: [?]23 2026 Performance Baseline: Approaches Grade Level or Above: 34%			

Meets Grade Level or Above: 18%
Masters Grade Level: 4%
Goal 3: Reading/Language Arts Academic Achievement

By the end of the 2026-2027 school year, Waverly Park Elementary will increase the percentage of Special Education students achieving Meets Grade Level or Above in Reading/Language Arts from 19% to at least 26%, meeting or exceeding the identified target, through explicit standards-based literacy instruction, specially designed instruction, targeted small-group intervention, appropriate accommodations, and ongoing progress monitoring for SPED General Education/Inclusion and DHH students.

Baseline: 19% Meets Grade Level or Above
Target: [?]26%
Needed improvement: +7 percentage points
2025 Baseline: 7%
2026 Result: 19%

2026-2027 LIP-Compliant Target Goals
Goal 1: Mathematics Academic Growth

By the end of the 2026-2027 school year, Waverly Park Elementary will increase the Mathematics Academic Growth Score for the Special Education student group from 51% to at least 58%, representing an increase of 7 percentage points and meeting or exceeding the identified target. The overall campus Mathematics Academic Growth Score will increase from[insert campus baseline]% to [insert campus target]%. This goal specifically addresses the identified Special Education student group, including SPED General Education/Inclusion and DHH students, with the intent of improving performance sufficiently to support the campus in no longer carrying the applicable D rating or ATS/TSI designation. The inclusion of both an overall campus target and subgroup-specific target addresses the outcome-goal requirement identified in the FWISD compliance guidance.

Waverly Park Elementary will implement evidence-based strategies focused on standards-aligned mathematics instruction, specially designed instruction, appropriate and intentional accommodations, targeted intervention, and ongoing progress monitoring. These strategies will directly address Mathematics Academic Growth for the identified Special Education student group by ensuring SPED General Education/Inclusion and DHH students have access to rigorous grade-level instruction and differentiated supports based on demonstrated student need. Successful implementation of these evidence-based strategies is expected to increase the Mathematics Academic Growth Score from 51% to at least 58% and support the campus in no longer carrying the applicable D rating or ATS/TSI designation. This language addresses the document's requirement that the strategy be identified as evidence-based, connected to the identified student group and performance area, and linked to removal of the applicable identification.

Resources used to accomplish this goal will be intentionally directed toward improving mathematics outcomes for the identified Special Education student group. Any funding supporting instructional resources, intervention, professional learning, progress monitoring, or other LIP-aligned activities will be explicitly connected to the corresponding Goal, Performance Objective, and Action Step. The applicable funding source, account code, and amount will be documented in the Campus Funding Summary for each funded resource supporting this goal, as required by FWISD's compliance guidance.

Implementation will be monitored throughout the school year to determine whether the identified strategies and action steps are being implemented as written, rather than relying solely on student outcome data. For compliance, the finalized CIP should identify the specific person responsible, monitoring tool or meeting, and monitoring frequency. Implementation evidence will be reviewed at the required

November, January, and March formative-review checkpoints to determine whether strategies are being implemented as intended and whether adjustments are necessary.

If monitoring demonstrates that a strategy is not being successfully implemented, the campus and district will review implementation evidence, identify the barrier preventing successful implementation, and determine appropriate corrective action. Corrective actions may include modifications to the strategy or action steps, additional instructional support or coaching, adjustments to intervention or progress monitoring, review of accommodations and specially designed instruction, or adjustment of resources. The finalized CIP should identify who will make the decision and the date by which the corrective action will occur. This provides the narrative contingency response required beyond the existing Continue/Modify/Discontinue designation.

Goal 2: Student Success, STAAR Component

By the end of the 2026-2027 school year, Waverly Park Elementary will increase the Student Success STAAR Component Score for the Special Education student group from 19 to at least 23. The overall campus Student Success STAAR Component Score will increase from[insert campus baseline] to [insert campus target]. Based on the provided 2026 Special Education baseline, 34% of students achieved Approaches Grade Level or Above, 18% achieved Meets Grade Level or Above, and 4% achieved Masters Grade Level. The campus will increase Special Education student achievement across the Approaches, Meets, and Masters performance levels, with specific attention to SPED General Education/Inclusion and DHH students. Achievement of the identified targets is intended to improve the identified accountability performance area sufficiently to support the campus in no longer carrying the applicable D rating or ATS/TSI designation.

Waverly Park Elementary will implement evidence-based strategies that provide Special Education students consistent access to rigorous, grade-level, standards-aligned instruction while providing targeted intervention, appropriate accommodations, specially designed instruction, and ongoing progress monitoring. The strategies will directly address the identified Special Education student group's STAAR performance by focusing instruction and intervention on increasing the percentage of SPED General Education/Inclusion and DHH students achieving Approaches, Meets, and Masters Grade Level standards. Successful implementation is expected to increase the Special Education Student Success STAAR Component Score from 19 to at least 23 and support the campus in no longer carrying the applicable D rating or ATS/TSI designation. This directly aligns the evidence-based strategy to the identified group and performance area as required by the compliance document.

Resources allocated to this goal will be intentionally directed toward improving STAAR outcomes for the identified Special Education student group. Any funding supporting instructional resources, targeted interventions, instructional supports, professional learning, or other LIP-aligned activities will be explicitly connected to the corresponding Goal, Performance Objective, and Action Step. The funding source, account code, and amount for funded resources will be documented in the Campus Funding Summary.

Implementation monitoring will determine whether rigorous grade-level instruction, targeted intervention, progress monitoring, accommodations, and specially designed instruction are being implemented as written. For full compliance, the finalized CIP should name who monitors implementation, the tool or meeting used for monitoring, and how frequently monitoring occurs. Implementation evidence will be connected to the November, January, and March formative-review checkpoints, as required in the FWISD guidance.

If implementation evidence demonstrates that the strategy is not being successfully implemented, campus and district staff will determine the specific implementation barrier and select an appropriate corrective action. Corrective actions may include adjusting instructional supports or intervention, strengthening progress monitoring, revisiting accommodations and specially designed instruction, providing additional instructional support or professional learning, modifying action steps, or redirecting resources. The final CIP narrative should identify the decision-maker and deadline for implementing the corrective action. Progress following the corrective action should then be considered at the subsequent formative-review checkpoint.

Goal 3: Reading/Language Arts Academic Achievement

By the end of the 2026-2027 school year, Waverly Park Elementary will increase the percentage of Special Education students achieving Meets Grade Level or Above in Reading/Language Arts from 19% to at least 26%, representing an increase of 7 percentage points and meeting or exceeding the identified target. The overall campus percentage achieving Meets Grade Level or Above in Reading/Language Arts will increase from[insert campus baseline]% to [insert campus target]%. Special Education performance increased from 7% in 2025 to 19% in 2026, and the campus will build upon this improvement by targeting the instructional needs of SPED General Education/Inclusion and DHH students. Achievement of the campus and subgroup targets is intended to address the identified Reading/Language Arts performance area sufficiently to support the campus in no longer carrying the applicable D rating or ATS/TSI designation.

Waverly Park Elementary will implement evidence-based literacy strategies focused on explicit, standards-based Reading/Language Arts instruction, specially designed instruction, targeted small-group intervention, appropriate accommodations, and ongoing progress monitoring. These strategies will specifically address academic achievement for the identified Special Education student group by providing SPED General Education/Inclusion and DHH students with grade-level instruction and targeted supports based on demonstrated student needs. Successful implementation is expected to increase the percentage of Special Education students achieving Meets Grade Level or Above from 19% to at least 26% and support the campus in no longer carrying the applicable D rating or ATS/TSI designation. This addresses FWISD's requirement to explicitly identify the strategies as evidence-based and connect them to both the identified group and performance area.

Resources supporting this goal will be intentionally directed toward improving Reading/Language Arts outcomes for the identified Special Education student group. Funding used for instructional resources, intervention, progress monitoring, professional learning, or other LIP-aligned activities will be connected to the corresponding Goal, Performance Objective, and Action Step. Each funded resource will include the applicable funding source, account code, and amount in the Campus Funding Summary.

Implementation monitoring will determine whether the Reading/Language Arts strategies are being implemented as written and will be separate from simply determining whether student outcomes have improved. The final CIP should identify the person responsible for monitoring, the specific monitoring tool or meeting, and the monitoring frequency. Implementation evidence will be connected to the November, January, and March formative-review checkpoints to determine the level of implementation and whether adjustments are necessary.

If a strategy is not being successfully implemented, campus and district staff will review implementation evidence, identify barriers, and determine the corrective action necessary to strengthen implementation. Corrective action may include modifications to small-group intervention, additional instructional support or coaching, increased progress monitoring, review or adjustment of accommodations and specially designed instruction, revision of action steps, or reallocation of resources. The final CIP should identify the person responsible for making the decision and the timeline by which the corrective action will be implemented.

What still must be populated before calling these fully compliant

I would not yet label the goals fully compliant because the source document explicitly requires information that was not included in the goal data you gave me.

First, each identified-group goal must contain both an overall campus target and a subgroup-specific target. Your Special Education targets are established at 58%, 23, and 26%, but the campus-wide baselines and targets still need to be inserted.

Second, where funding is used, the Funding Summary must identify the funding source, account code, and amount, and connect the funding to the corresponding Goal, Performance Objective, and Action Step.

Third, your monitoring protocol needs the actual person responsible, monitoring tool/meeting, and frequency. The district document explicitly requires all three and connects monitoring to the November, January, and March reviews.

Fourth, the contingency language needs to identify who decides, what action will be taken, and by when if implementation is unsuccessful.

Finally, the document states that in Plan4Learning, goals addressing LIP requirements should have the Targeted Support or Additional Targeted Support field completed according to the campus's LIP identification.

Overall Target #1 Statement

Waverly Park Elementary will improve academic outcomes for students receiving Special Education services, including SPED General Education/Inclusion and Deaf/Hard of Hearing students, by meeting or exceeding identified targets in Mathematics Academic Growth, Student Success within the Student Achievement Domain, and Reading/Language Arts Academic Achievement through rigorous Tier 1 instruction, specially designed instruction, targeted interventions, appropriate accommodations, and continuous progress monitoring.

Intended Audience: Al teachers
Special Education teachers
Sped Students
Support Staff
Admin

Provider / Presenter / Person Responsible: Admin

Date(s) / Timeframe: May 2027

Collaborating Departments: Sped department

No Progress | Accomplished | Continue/Modify | Discontinue

Strategy 2: Target #2 White in Academic Achievement Reading/Language Arts and Academic Growth Mathematics.
Waverly Park Elementary will improve academic outcomes for the White student group by increasing Reading/Language Arts Academic Achievement from 45% to at least 59% at Meets Grade Level or Above while maintaining Mathematics Academic Growth at or above the 74% target through rigorous Tier 1 instruction, targeted intervention and enrichment, differentiated instruction, and continuous progress monitoring.

Strategy's Expected Result/Impact: Reduce the number of schools that are rated F from 7% to 0% (Campus LIP)

Staff Responsible for Monitoring: All teachers
Sped Teachers
Support Staff
Admin

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 3: Integrated Student Support Systems
- Targeted Support Strategy - Additional Targeted Support Strategy

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Three goals for Target #2: White Student Group We made two goals RLA-focused because the White student group was 14 percentage points below the RLA target, while Mathematics Academic Growth was already 4 points above its target. This keeps Target #2 focused on closing the identified achievement gap while protecting the math growth already achieved. Goal 1: RLA Academic Achievement By the end of the 2026-2027 school year, Waverly Park Elementary will increase the percentage of White students achieving Meets Grade Level or Above in Reading/Language Arts from 45% to at least 59% through rigorous Tier 1 instruction, targeted small-group intervention, data-driven differentiation, and ongoing progress monitoring. 2025: 35% 2026 Baseline: 45% Target: [?]59% Required improvement: +14 percentage points 2026: 27 of 60 adjusted tests met the standard. Goal 2: RLA Student Progress Toward Meets By the end of the 2026-2027 school year, Waverly Park Elementary will reduce the RLA achievement gap for White students by using formative, interim, and classroom assessment data to identify students below Meets Grade Level and provide targeted instructional support, resulting in at least 59% of White students achieving Meets Grade Level or Above. Success measure: Increase from 45% to at least 59% Meets Grade Level or Above, building upon the improvement from 35% in 2025 to 45% in 2026. Goal 3: Mathematics Academic Growth By the end of the 2026-2027 school year, Waverly Park Elementary will maintain a Mathematics Academic Growth Score of at least 74% for White students through rigorous grade-level instruction, differentiated learning opportunities, targeted intervention and enrichment, and regular monitoring of individual student growth. 2025: 89% 2026 Baseline: 78% Target: [?]74% 2026 performance: 4 percentage points above target 2026 Growth Points: 36.75 across 47 tests. Overall Target #2 Statement FWISD Compliance Target #2: White Student Group			

Overall Target #2 Statement

Waverly Park Elementary will address the identified achievement gap for the White student group through coordinated Reading/Language Arts achievement goals and continued monitoring of Mathematics Academic Growth. In 2026, White students achieved 45% Meets Grade Level or Above in Reading/Language Arts, compared with the established target of 59%, resulting in a 14-percentage-point gap. Therefore, Target #2 will prioritize accelerating RLA achievement from 45% to at least 59% while maintaining Mathematics Academic Growth at or above the established 74% target. The goals, evidence-based strategies, resources, monitoring processes, and contingency actions described below are intended collectively to improve outcomes for the identified White student group and support Waverly Park Elementary in no longer carrying the applicable D rating or ATS/TSI designation.

Goal 1: RLA Academic Achievement

By the end of the 2026-2027 school year, Waverly Park Elementary will increase the percentage of White students achieving Meets Grade Level or Above in Reading/Language Arts from 45% to at least 59%, representing an improvement of 14 percentage points. This builds upon improvement from 35% in 2025 to 45% in 2026, when 27 of 60 adjusted tests met the standard. The overall campus percentage of students achieving Meets Grade Level or Above in RLA will increase from[overall campus baseline]% to [overall campus target]%. Achievement of the overall campus and White student-group targets is intended to close the identified RLA achievement gap and support Waverly Park Elementary in no longer carrying the applicable D rating or ATS/TSI designation.

Waverly Park Elementary will implement evidence-based instructional strategies focused on rigorous, standards-aligned Tier 1 RLA instruction, targeted small-group intervention, data-driven differentiation, and ongoing progress monitoring. These strategies will directly address the identified RLA performance gap for White students by using student performance evidence to identify learning needs and provide targeted instructional support. Successful implementation is expected to increase White student achievement from 45% to at least 59% Meets Grade Level or Above and support the campus in no longer carrying the applicable D rating or ATS/TSI designation. This explicitly connects the evidence-based strategy to the identified student group, performance area, and accountability outcome as required by the FWISD guidance.

Resources allocated to this goal will be intentionally directed toward improving RLA outcomes for the identified White student group. Any funding used to support instructional resources, intervention, professional learning, progress-monitoring resources, or other LIP-aligned actions will be explicitly connected to the corresponding Goal, Performance Objective, and Action Step. The applicable funding source, account code, and amount will be documented in the Campus Funding Summary for each funded resource supporting this LIP-aligned goal, as required by FWISD.

Implementation will be monitored throughout the school year to determine whether the identified strategies and action steps are being implemented as written, separate from simply determining whether student outcomes have improved. The final Plan4Learning entry will need to identify the person responsible for monitoring, the specific tool or meeting used, and the frequency of monitoring. Implementation evidence will be formally connected to the November, January, and March formative-review checkpoints to determine the level of implementation and whether adjustments are needed. These monitoring elements are specifically required by the FWISD compliance guidance.

If monitoring indicates that a strategy is not being implemented successfully, campus and district leadership will review the implementation evidence, identify barriers to successful implementation, and determine the appropriate corrective action. Corrective actions may include modification of classroom instructional supports, refinement of small-group intervention or differentiation, additional coaching or professional learning, increased progress monitoring, revision of action steps, or redirection of available resources. The final Plan4Learning entry should identify who makes the corrective-action decision and by when the action will occur. This fulfills the requirement that contingency actions go beyond a Continue/Modify/Discontinue designation and be documented narratively.

Goal 2: RLA Student Progress Toward Meets

By the end of the 2026-2027 school year, Waverly Park Elementary will reduce the RLA achievement gap for the identified White student group by increasing the percentage of White students achieving Meets Grade Level or Above from 45% to at least 59%, building upon improvement from 35% in 2025 to 45% in 2026. The overall campus percentage of students achieving Meets Grade Level or Above in RLA will increase from[overall campus baseline]% to [overall campus target]%. Progress toward the goal will be measured through formative, interim, classroom, and applicable summative assessment data to identify students performing below Meets Grade Level and determine their progress toward the established goal. Achievement of these outcomes is intended to close the identified RLA performance gap and support Waverly Park Elementary in no longer carrying the applicable D rating or ATS/TSI designation.

Waverly Park Elementary will implement evidence-based data-driven instructional practices to identify White students performing below Meets Grade Level and provide targeted instructional support responsive to demonstrated student needs. Formative, interim, and classroom assessment evidence will be used to support instructional differentiation, targeted small-group instruction, and progress monitoring. The strategy directly addresses the identified RLA performance area for White students and is intended to move students currently below Meets toward the Meets Grade Level standard. Successful implementation is expected to result in at least 59% of White students achieving Meets Grade Level or Above and support the campus in no longer carrying the applicable D rating or ATS/TSI designation.

Resources supporting this goal will be intentionally aligned to improving the identified RLA outcomes for White students. Funding used for instructional materials, intervention, progress-monitoring resources, professional learning, or other LIP-aligned supports will be connected to the corresponding Goal, Performance Objective, and Action Step, with the funding source, account code, and amount documented in the Campus Funding Summary when funding is allocated. These are explicit resource-allocation requirements in the FWISD guidance.

Implementation monitoring will focus on determining whether formative, interim, and classroom assessment information is being used as planned to identify students below Meets Grade Level and whether targeted instructional supports are being implemented as written. The final Plan4Learning entry will need to name the individual responsible for monitoring, the specific monitoring tool or meeting, and the frequency of review. Implementation evidence will inform the required November, January, and March formative-review checkpoints.

If implementation evidence indicates the strategy is not being successfully implemented, campus and district leadership will identify the implementation barrier and determine corrective action. Actions may include refining targeted instructional supports, revising differentiation or small-group intervention, providing additional instructional coaching or professional learning, strengthening progress-monitoring practices, adjusting action steps, or reallocating available resources. The final Plan4Learning entry should identify who makes the decision and the date by which the corrective action will occur. Implementation of the corrective action will then be considered through the subsequent monitoring process.

Goal 3: Mathematics Academic Growth

By the end of the 2026-2027 school year, Waverly Park Elementary will maintain a Mathematics Academic Growth Score of at least 74% for the White student group through rigorous grade-level instruction, differentiated learning opportunities, targeted intervention and enrichment, and regular monitoring of individual student growth. White students achieved 89% in 2025 and 78% in 2026, with the 2026 performance four percentage points above the 74% target and 36.75 growth points across 47 tests. Because the White student group currently exceeds the established Mathematics Academic Growth target, this goal is focused on maintaining performance at or above the required level while the campus intensifies its efforts to close the identified RLA achievement gap. The overall campus Mathematics Academic Growth Score will maintain or increase from[overall campus baseline]% to [overall campus target]%. Maintaining these outcomes is intended to protect the group's mathematics growth performance while supporting the campus's overall effort to no longer carry the applicable D rating or ATS/TSI designation.

Waverly Park Elementary will implement evidence-based mathematics instructional strategies centered on rigorous grade-level instruction,

differentiated learning opportunities, targeted intervention and enrichment, and regular monitoring of individual student growth. These strategies will be used to maintain Mathematics Academic Growth for the identified White student group at or above the 74% target and respond to individual students demonstrating a need for additional instruction, intervention, or enrichment. Successful implementation is expected to protect the Mathematics Academic Growth already achieved and contribute to the campus's effort to no longer carry the applicable D rating or ATS/TSI designation.

Resources allocated to this goal will be intentionally aligned to maintaining Mathematics Academic Growth for the identified White student group. Funding used to support mathematics instructional resources, intervention, enrichment, progress monitoring, professional learning, or other LIP-aligned actions will be explicitly tied to the corresponding Goal, Performance Objective, and Action Step. If funding is allocated, the funding source, account code, and amount will be documented in the Campus Funding Summary.

Implementation will be monitored throughout the year to determine whether rigorous grade-level instruction, differentiation, intervention, enrichment, and regular monitoring of individual growth are being implemented as written. The final Plan4Learning entry will need to identify who conducts the monitoring, which tool or meeting is used, and how frequently monitoring occurs. The resulting implementation evidence will be incorporated into the November, January, and March formative-review checkpoints.

If monitoring shows that the mathematics strategy is not being successfully implemented or that the White student group's Mathematics Academic Growth is no longer being maintained at the established target, campus and district leadership will identify the implementation barrier and determine corrective action. Corrective action may include adjustments to differentiation, intervention, or enrichment; additional instructional support or coaching; increased progress monitoring; modification of action steps; or redirection of resources. The final Plan4Learning entry should name the decision-maker and establish when the corrective action will be implemented.

Waverly Park Elementary will improve academic outcomes for the White student group by increasing Reading/Language Arts Academic Achievement from 45% to at least 59% at Meets Grade Level or Above while maintaining Mathematics Academic Growth at or above the 74% target through rigorous Tier 1 instruction, targeted intervention and enrichment, differentiated instruction, and continuous progress monitoring.

Intended Audience: White students
Provider / Presenter / Person Responsible: Admin
Date(s) / Timeframe: May 2027
Collaborating Departments: All departments



Strategy 3: Target #3 Two or more races years in Academic Achievement and Reading/Language Arts
Waverly Park Elementary will sustain and strengthen Reading/Language Arts Academic Achievement for the Two or More Races student group by maintaining performance above the identified 46% target, increasing achievement from the 2026 baseline of 57% Meets Grade Level or Above, and reversing the year-over-year decline through rigorous Tier 1 instruction, targeted intervention, differentiation, and continuous progress monitoring.

Strategy's Expected Result/Impact: Increase 90% of students meeting growth in MAP (target: 60th percentile achievement for all students)
Increase 62 % of students meeting standards on STAAR
Increase 62% of students meeting standards on Six weeks assessments

Increase 62% of students meeting standards on Benchmarks

Staff Responsible for Monitoring: Admin

Targeted Support Strategy - Additional Targeted Support Strategy

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: For Target #3: Two or More Races, we made the goals focus on maintaining performance above the accountability target while reversing the year-over-year decline from 69% to 57%. We structured these goals around achievement, improvement, and sustainability because this group is already above the identified target, but the 12-point decline indicates that maintaining and rebuilding RLA performance should remain a priority. Target #3: Two or More Races Student Group Goal 1: RLA Academic Achievement By the end of the 2026-2027 school year, Waverly Park Elementary will maintain the percentage of Two or More Races students achieving Meets Grade Level or Above in Reading/Language Arts at or above the identified target of 46%, while working to increase performance from the 2026 baseline of 57% through rigorous Tier 1 instruction, targeted small-group intervention, and data-driven differentiation. 2025: 69% 2026: 57% Target: [?]46% 2026 performance: 11 percentage points above target Year-over-year change: -12 percentage points Goal 2: RLA Achievement Improvement By the end of the 2026-2027 school year, Waverly Park Elementary will increase RLA Academic Achievement for Two or More Races students from the 2026 baseline of 57% Meets Grade Level or Above by providing targeted instructional support to students performing below Meets and monitoring individual progress through formative and interim assessment data. This goal intentionally uses improvement from the 57% baseline rather than inventing a new numeric target beyond the identified 46% accountability target. Goal 3: Sustain and Strengthen RLA Performance Throughout the 2026-2027 school year, Waverly Park Elementary will monitor the academic progress of Two or More Races students in Reading/Language Arts and provide timely intervention, differentiation, and enrichment to maintain achievement above the 46% target and reverse the decline from 69% in 2025 to 57% in 2026. FWISD COMPLIANCE			

Target: Two or More Races Student Group
Overall Target Statement

During the 2026-2027 school year, Waverly Park Elementary will sustain and strengthen Reading/Language Arts performance for the Two or More Races student group. The percentage of Two or More Races students achieving Meets Grade Level or Above decreased from 69% in 2025 to 57% in 2026; however, the 2026 result remained 11 percentage points above the identified accountability target of 46%. The campus will therefore focus on maintaining performance above the 46% accountability target while implementing evidence-based instructional strategies designed to reverse the year-over-year decline and increase achievement from the 2026 baseline of 57%. Successful implementation of these strategies is intended to sustain performance above the identified threshold and support Waverly Park Elementary in no longer carrying the applicable D rating or ATS/TSI designation.

Goal 1: RLA Academic Achievement

By the end of the 2026-2027 school year, Waverly Park Elementary will maintain the percentage of Two or More Races students achieving Meets Grade Level or Above in Reading/Language Arts at or above the identified target of 46% while working to increase performance from the 2026 baseline of 57%. The overall campus RLA performance will increase from[insert overall campus baseline]% to [insert overall campus target]%. Two or More Races students achieved 69% in 2025 and 57% in 2026. Although 2026 performance remained 11 percentage points above the identified target, the 12-percentage-point year-over-year decline establishes a need to sustain achievement above the required threshold while strengthening academic performance. Achievement of the subgroup and overall campus targets is intended to support Waverly Park Elementary in no longer carrying the applicable D rating or ATS/TSI designation. The overall campus target placeholder is necessary because the FWISD guidance specifically requires both an overall campus target and a subgroup-specific target.

Waverly Park Elementary will implement evidence-based instructional strategies focused on rigorous, standards-aligned Tier 1 RLA instruction, targeted small-group intervention, data-driven differentiation, and ongoing progress monitoring. These strategies will directly address RLA achievement for the identified Two or More Races student group by providing responsive instructional support based on demonstrated student needs. Successful implementation is expected to maintain performance above the identified 46% target, increase achievement from the 57% baseline, reverse the year-over-year decline, and support the campus in no longer carrying the applicable D rating or ATS/TSI designation. The FWISD document requires strategies to be explicitly identified as evidence-based and connected to the identified student group and performance area.

Resources supporting this goal will be intentionally directed toward improving RLA outcomes for the identified student group. Any funding used for instructional resources, interventions, professional learning, progress monitoring, or other LIP-aligned actions will be connected to the corresponding Goal, Performance Objective, and Action Step. For each funded resource, the funding source, account code, and amount will be documented in the Campus Funding Summary.

Implementation will be monitored throughout the school year to determine whether Tier 1 instruction, targeted small-group intervention, differentiation, and progress monitoring are being implemented as written. The final Plan4Learning entry must identify who will monitor implementation, the specific tool or meeting used, and how frequently monitoring will occur. Implementation evidence will be connected to the required November, January, and March formative-review checkpoints and used to determine whether the strategy is being implemented successfully.

If monitoring demonstrates that the strategy is not being successfully implemented, campus and district leadership will review implementation evidence, identify the implementation barrier, and determine corrective action. Corrective action may include modification of instructional supports, refinement of small-group intervention or differentiation, additional coaching or professional learning, stronger progress-monitoring practices, revision of action steps, or redirection of available resources. The final Plan4Learning entry must identify who makes the decision,

the specific corrective action, and when it will be implemented. This narrative contingency process is required beyond the existing Continue/ Modify/Discontinue designation.

Goal 2: RLA Achievement Improvement

By the end of the 2026-2027 school year, Waverly Park Elementary will increase RLA Academic Achievement for Two or More Races students above the 2026 baseline of 57% Meets Grade Level or Above while maintaining performance above the identified accountability target of 46%. The overall campus RLA performance will increase from[insert overall campus baseline]% to [insert overall campus target]%. This goal intentionally uses improvement from the established 57% baseline rather than creating an unsupported numeric target beyond the identified 46% accountability target. Student progress will be measured through formative, interim, and classroom assessment data to identify students performing below Meets Grade Level and provide targeted instructional support.

Waverly Park Elementary will implement evidence-based data-driven instructional strategies designed to identify Two or More Races students performing below Meets Grade Level and respond with targeted instruction aligned to demonstrated academic needs. Formative, interim, and classroom assessment evidence will be used to inform differentiation, intervention, and instructional adjustments. Successful implementation is expected to increase RLA achievement from the 57% baseline, maintain performance above the identified 46% accountability target, and contribute to the campus no longer carrying the applicable D rating or ATS/TSI designation. This establishes the required connection between the evidence-based strategy, identified student group, performance area, and intended accountability outcome.

Resources supporting this goal will be intentionally aligned to improving RLA outcomes for Two or More Races students. Any funding associated with instructional materials, intervention, assessment, progress-monitoring resources, professional learning, or other LIP-aligned supports will be explicitly linked to the appropriate Goal, Performance Objective, and Action Step. The funding source, account code, and amount will be documented in the Campus Funding Summary when resources are funded through the LIP-aligned goal.

Implementation monitoring will determine whether formative, interim, and classroom assessment data are being used as planned to identify students below Meets Grade Level and whether targeted instructional supports are being implemented as written. The final Plan4Learning entry must identify the person responsible for monitoring, the specific monitoring tool or meeting, and the monitoring frequency. Implementation evidence will be connected to the November, January, and March formative-review checkpoints.

If monitoring demonstrates that the strategy is not being successfully implemented, campus and district leadership will identify the implementation barrier and determine corrective action. Actions may include refining targeted instructional supports, modifying small-group intervention or differentiation, providing additional coaching or professional learning, strengthening progress monitoring, revising action steps, or reallocating available resources. The final Plan4Learning entry must identify the decision-maker, corrective action, and implementation deadline.

Goal 3: Sustain and Strengthen RLA Performance

Throughout the 2026-2027 school year, Waverly Park Elementary will monitor and strengthen the academic progress of Two or More Races students in Reading/Language Arts with the measurable objective of maintaining Meets Grade Level or Above performance at no less than the identified 46% target while improving upon the 2026 baseline of 57%. The overall campus RLA performance will increase from[insert overall campus baseline]% to [insert overall campus target]%. Two or More Races student performance decreased from 69% in 2025 to 57% in 2026. Although the 2026 result remained above the identified accountability target, this goal addresses the need to reverse that decline while protecting achievement above the established threshold.

Waverly Park Elementary will implement evidence-based instructional strategies that include timely intervention, data-driven differentiation, enrichment, and ongoing monitoring of individual student progress. These strategies will directly address RLA performance for Two or More

Races students by identifying students requiring additional support while also providing enrichment designed to sustain and strengthen achievement. Successful implementation is expected to maintain performance above the identified 46% accountability target, improve performance from the 57% baseline, and support Waverly Park Elementary in no longer carrying the applicable D rating or ATS/TSI designation.

Resources supporting intervention, differentiation, enrichment, progress monitoring, or other actions associated with this goal will be intentionally directed toward strengthening outcomes for the identified student group. Any funded resources will be explicitly connected to the corresponding Goal, Performance Objective, and Action Step, and the funding source, account code, and amount will be documented in the Campus Funding Summary. Those elements are specifically required for resources allocated to LIP-aligned goals.

Implementation will be monitored throughout the year to determine whether intervention, differentiation, enrichment, and progress-monitoring strategies are being implemented as written. The final Plan4Learning entry must identify who conducts this monitoring, the tool or meeting used, and the frequency. Implementation evidence will be reviewed in connection with the November, January, and March formative-review checkpoints to determine whether implementation is occurring as intended and whether modifications are warranted.

If implementation is unsuccessful or monitoring indicates that RLA performance is not being sustained and strengthened, campus and district leadership will identify implementation barriers and determine corrective action. Corrective action may include increased intervention, changes to instructional differentiation, modification of enrichment opportunities, additional coaching or professional learning, adjustments to progress monitoring, revision of action steps, or redirection of available resources. The final Plan4Learning entry must identify who makes that decision, what corrective action will occur, and by when.

Intended Audience: Two or more races students
Provider / Presenter / Person Responsible: Admin
Date(s) / Timeframe: May 2027
Collaborating Departments: All departments
Delivery Method: In person

Funding Sources: - Title I (211) - 211-61-6329-503-176-30-176-101000 - $0

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Domain I - DL STAAR results (Low in all) Domain I -3rd grade at WP is at 58 F Reading **Root Cause**: Having a growth mindset versus an achievement mindset.

School Processes & Programs
Problem Statement 1: Domain I -ECR and SCR instruction and best practices -52% score a zero. **Root Cause**: Lack of second tech and small group instruction, lack of classroom management in some classrooms and students not doing the cognitive thinking.

Perceptions

Problem Statement 2: Our sped students population failed to meet targets for three years in a row. **Root Cause**: Root - Failure to adapt instruction and classroom management systems to our Sped students learning style.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from x% to y% by June 2027.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 22% to 12% by June 2027.
Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 25% to 12% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: sign in sheets for events and campaigns to increase attendance
Attendance records
Attendance data
Attendance to SART meetings
Incentives every six weeks, semesters and end of the year

Strategy 1: Increase the parent involvement:

Prioritize:

Student attendance
Family engagement
Staff support systems
Student Support Systems: Attendance monitoring and interventions, Multi-tiered systems of support (MTSS) and Focus on closing achievement gaps

Strategy's Expected Result/Impact: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 22% to 12% by June 2027.
Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 25% to 12% by June 2027.

Staff Responsible for Monitoring: Admin, teachers, staff, counselor, main office and FES

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

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Parent involvement (will add details) **Intended Audience:** All students (including AA) **Provider / Presenter / Person Responsible:** Admin and FES **Date(s) / Timeframe:** On going **Collaborating Departments:** Parent Partnership **Delivery Method:** In person **Funding Sources:** - Title I (211) - 211-61-6129-503-176-30-176-101000 - $32,276, - Family Engagement (211) - 211-61-6499-503-176-30-176-101000 - $2,872, - Title I (211) - 211-XX-614X-501-176-30-176-101000 - $5,809			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The attendance for all subgroups is higher than the FWISD average. Our AA students are two points below the school average **Root Cause**: Root -Not using other channels of communication that could be more effective with AA families to emphasize about the importance of attendance to our AA population such as PTA and school events at the apartments office.

RDA Strategies

Goal	Performance Objective	Strategy	Action Step	Description
3	2	1	Target #1 Special Education (Sped Gen Ed and Deaf Heard of Hearing) student group in three areas identified areas: Mathematics Academic Growth, Student Success within the Student Achievement Domain, and Reading/ Language Arts Academic Achievement. Waverly Park Elementary will improve academic outcomes for students receiving Special Education services, including SPED General Education/Inclusion and Deaf/Hard of Hearing students, by meeting or exceeding identified targets in Mathematics Academic Growth, Student Success within the Student Achievement Domain, and Reading/Language Arts Academic Achievement through rigorous Tier 1 instruction, specially designed instruction, targeted interventions, appropriate accommodations, and continuous progress monitoring.	

Targeted Support Strategies

Goal	Performance Objective	Strategy	Action Step	Description
3	2	1	Target #1 Special Education (Sped Gen Ed and Deaf Heard of Hearing) student group in three areas identified areas: Mathematics Academic Growth, Student Success within the Student Achievement Domain, and Reading/ Language Arts Academic Achievement. Waverly Park Elementary will improve academic outcomes for students receiving Special Education services, including SPED General Education/Inclusion and Deaf/Hard of Hearing students, by meeting or exceeding identified targets in Mathematics Academic Growth, Student Success within the Student Achievement Domain, and Reading/Language Arts Academic Achievement through rigorous Tier 1 instruction, specially designed instruction, targeted interventions, appropriate accommodations, and continuous progress monitoring.	
3	2	2	Target #2 White in Academic Achievement Reading/Language Arts and Academic Growth Mathematics. Waverly Park Elementary will improve academic outcomes for the White student group by increasing Reading/ Language Arts Academic Achievement from 45% to at least 59% at Meets Grade Level or Above while maintaining Mathematics Academic Growth at or above the 74% target through rigorous Tier 1 instruction, targeted intervention and enrichment, differentiated instruction, and continuous progress monitoring.	
3	2	3	Target #3 Two or more races years in Academic Achievement and Reading/Language Arts Waverly Park Elementary will sustain and strengthen Reading/Language Arts Academic Achievement for the Two or More Races student group by maintaining performance above the identified 46% target, increasing achievement from the 2026 baseline of 57% Meets Grade Level or Above, and reversing the year-over-year decline through rigorous Tier 1 instruction, targeted intervention, differentiation, and continuous progress monitoring.	

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Action Step	Description
3	2	1	Target #1 Special Education (Sped Gen Ed and Deaf Heard of Hearing) student group in three areas identified areas: Mathematics Academic Growth, Student Success within the Student Achievement Domain, and Reading/ Language Arts Academic Achievement. Waverly Park Elementary will improve academic outcomes for students receiving Special Education services, including SPED General Education/Inclusion and Deaf/Hard of Hearing students, by meeting or exceeding identified targets in Mathematics Academic Growth, Student Success within the Student Achievement Domain, and Reading/Language Arts Academic Achievement through rigorous Tier 1 instruction, specially designed instruction, targeted interventions, appropriate accommodations, and continuous progress monitoring.	
3	2	2	Target #2 White in Academic Achievement Reading/Language Arts and Academic Growth Mathematics. Waverly Park Elementary will improve academic outcomes for the White student group by increasing Reading/ Language Arts Academic Achievement from 45% to at least 59% at Meets Grade Level or Above while maintaining Mathematics Academic Growth at or above the 74% target through rigorous Tier 1 instruction, targeted intervention and enrichment, differentiated instruction, and continuous progress monitoring.	
3	2	3	Target #3 Two or more races years in Academic Achievement and Reading/Language Arts Waverly Park Elementary will sustain and strengthen Reading/Language Arts Academic Achievement for the Two or More Races student group by maintaining performance above the identified 46% target, increasing achievement from the 2026 baseline of 57% Meets Grade Level or Above, and reversing the year-over-year decline through rigorous Tier 1 instruction, targeted intervention, differentiation, and continuous progress monitoring.	

Plan Notes

WE are adding documents that are guiding us all year long.

Path to an A school plan (reviewed and updated on regular basis)

https://docs.google.com/presentation/d/1zme1S_3jMwSFaSJdMN-6t3BzZrdFkvbF/edit?slide=id.g3f45784a0cf_3_114#slide=id.g3f45784a0cf_3_114

Cowtown 12 framework

https://drive.google.com/drive/folders/1oPZ5f1Em9LGl2Zj356EDu3PYb-moYYwO

Five instrctional moves

https://drive.google.com/drive/folders/1oPZ5f1Em9LGl2Zj356EDu3PYb-moYYwO

Texas Education Agency:2026 Identification of Schools for Improvement

https://drive.google.com/drive/folders/1oPZ5f1Em9LGl2Zj356EDu3PYb-moYYwO

FWISD Compliance for LIP plans

https://docs.google.com/document/d/1Hod0mxR4qJ8sjHXxvoJFKGOvgg60_Sm0/edit?usp=sharing&ouid=109507769706503035912&rtpof=true&sd=true

Title 1 Budget 2026 2027 -211

https://docs.google.com/spreadsheets/d/1ofDbb69UPZwAoboBFp58yGi8KFJ4fFxV/edit?usp=sharing&ouid=109507769706503035912&rtpof=true&sd=true

199 budget (General funds)

https://docs.google.com/spreadsheets/d/1vUOHZ1dfJVD0Gc0_bS0PIXC2meXFy0Ca/edit?usp=sharing&ouid=109507769706503035912&rtpof=true&sd=true

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1		Fringe	211-XX-614X-501-176-30-176-101000	$9,714.00
1	1	1	1		Instruction |Title I I Bilingual Teacher Assistant (11-6129)	211-11-6129-501-176-30-176-101000	$26,984.00
1	1	1	1		Instruction |Title I Teacher Assistant (11-6129)	211-11-6129-501-176-30-176-101000	$26,984.00
1	1	1	1		Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-176-30-176-101000	$6,968.00
2	1	1	1		Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-176-30-176-101000	$6,143.00
3	2	3	1		Family Engagement | Other Reading Materials (61-6329)	211-61-6329-503-176-30-176-101000	$0.00
4	1	1	1		Family Engagement |Family Engagement Specialist (61-6129)	211-61-6129-503-176-30-176-101000	$32,276.00
4	1	1	1		Fringe	211-XX-614X-501-176-30-176-101000	$5,809.00
						Sub-Total	$114,878.00
						Budgeted Fund Source Amount	$114,878.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1		Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-176-30-176-101000	$2,872.00
						Sub-Total	$2,872.00
						Budgeted Fund Source Amount	$2,872.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						Grand Total Budgeted	$117,750.00
						Grand Total Spent	$117,750.00
						+/- Difference	$0.00