Fort Worth Independent School District

141 Meadowbrook Elementary School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

Mission Statement

Meadowbrook Elementary will ignite a passion for lifelong learning and collaboration by providing academic and social foundations to ALL students and families.

Vision

The Meadowbrook staff, in collaboration with students, parents, and the community, inspires to provide a safe and positive learning environment that fosters and cultivates reflective thinkers and lifelong learners, extending beyond these walls and into the future.

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Meadowbrook Elementary serves approximately 452 students across grades PreK through 5. The campus is predominantly Hispanic (87%), with additional student groups including African American (7%), White (4%), Asian (1%), and Two or More Races (<1%).

The campus population is largely economically disadvantaged (93%), and more than half of the students are Emergent Bilingual/English Learners (55%). About 16% of students receive Special Education services, and 9% participate in Gifted and Talented programs. Additional identified groups include students experiencing homelessness (4%), students with dyslexia (4%), and Section 504 students (2%).

Meadowbrook maintains a 95% attendance rate, with 13% chronic absenteeism, and a mobility rate of 20%, indicating notable student movement throughout the school year.

Staffing includes 31.8 teachers and a total of 41.1 campus staff, resulting in a 14:1 student–teacher ratio, slightly better than the district and state averages. Teachers have an average of 15 years of experience, with the majority holding a bachelor's degree and a smaller percentage holding master's degrees. Campus staff diversity includes a mix of White (43%), Hispanic (37%), and African American (13%) educators.

Overall, Meadowbrook Elementary serves a highneeds, highly diverse student population, supported by an experienced instructional staff committed to meeting the academic and socialemotional needs of all learners.

Demographics Strengths

Meadowbrook Elementary's demographic strengths include a highly diverse student population, with the majority of students identifying as Hispanic and additional representation across several other student groups. The school benefits from a strong bilingual community, with more than half of students identified as Emergent Bilingual, supporting a culture of multilingualism. The campus maintains a solid attendance rate and is staffed by experienced teachers who average 15 years in the profession and support a low studentteacher ratio of about 14:1. These factors contribute to a stable, supportive learning environment for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The school has a high Emergent Bilingual (EB/EL) population (over half of all students), which requires strong language-support systems and high-quality instruction aligned to language development needs.
Root Cause: A large number of students enter school with limited English proficiency, creating a greater demand for bilingual/ESL services, language-rich instruction, and staff trained in second-language acquisition.

Student Learning

Student Learning Summary

Meadowbrook Elementary shows steady progress in student learning, with about **69% of students performing at Approaches**, **42% at Meets**, and **15% at Masters** across STAAR subjects, showing growth but continued gaps at higher mastery levels. Reading and math perform similarly at the Approaches level (**73%** in each subject), while science remains a challenge (**52% Approaches, 18% Meets**). Students demonstrate strong academic progress overall, with **63% meeting annual growth**, especially in reading (**66%**) compared to math (**59%**). Over half of students are **Emergent Bilingual**, and while they meet campus averages at the Approaches level, their performance is lower at Meets and Masters, especially in reading and science, indicating a need for continued languagerich instruction. Students receiving **Special Education** services also perform below peers, signaling a need for targeted interventions. Attendance is a strength at **95%**, though **13% chronic absenteeism** and **20% mobility** affect learning consistency through the year.

Student Learning Strengths

Meadowbrook students show several areas of academic strength. Reading performance is a relative strength, with **73%** of students achieving Approaches on STAAR and strong yeartoyear growth in language skills. Mathematics performance is comparable, with **73%** of students meeting Approaches expectations. Students demonstrate solid annual progress overall (63% growth), showing that instruction is helping students move forward academically even if they have not yet reached mastery. Attendance is also a strength at **95%**, which supports steady student participation in learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not meeting grade-level expectations at the Meets and Masters levels in reading, math, and science.
Root Cause: A large portion of students require additional academic vocabulary, language development, and scaffolded rigorous instruction to perform at higher proficiency levels. (55% EB population)

School Processes & Programs

School Processes & Programs Summary

Meadowbrook Elementary uses clear academic and behavior systems to support students. The campus follows an MTSS/RTI model that includes universal screeners (MAP, iReady, CLI GOLD, NNAT, TELPAS) to identify student needs and guide intervention. Classroom instruction focuses on Tier 1 practices such as smallgroup learning, differentiation, progress monitoring, and structured literacy and math routines. Students who need more help receive Tier 2 and Tier 3 supports like tutoring, dyslexia services, interventionist help, inclusion support, and individualized plans.

For behavior, the school uses a Behavior RTI Pyramid with strong Tier 1 routines including greetings, character lessons, calmdown spaces, classroom procedures, and positive reinforcement. Students needing additional help receive highertier supports such as SEL activities, Lunch Bunch, restorative circles, counseling, CIS support, and behavior plans with LSSP involvement.

Professional development and decisionmaking happen through PLCs, data meetings, leadership committees, and MTSS teams. Communication with families is supported through newsletters, parent conferences, guidance lessons, and outreach. The campus also provides afterschool programs, attendance support, home visits, mentoring groups, and recognition systems. Instruction and behavior planning are supported by technology tools such as iReady, MAP, and Branching Minds.

School Processes & Programs Strengths

Meadowbrook Elementary has several strong systems in place to support instruction, intervention, and wholechild development. The campus uses a comprehensive Academic MTSS/RTI framework that includes universal screeners (MAP, iReady, CLI GOLD, NNAT, TELPAS) and structured Tier 1, 2, and 3 supports. Tier 1 instruction emphasizes smallgroup learning, differentiation, datatracking, highleverage TEKS, journals, readalouds, writing folders, and progress monitoring, all of which create a consistent instructional foundation.

Behaviorally, Meadowbrook implements a clear Behavior RTI Pyramid, which includes proactive Tier 1 routines such as door greetings, Boystown skills, character education, daily checkins, calmdown corners, and consistent classroom routines. These systems establish strong classroom culture and expectations. Highertier supports include SEL activities, restorative circles, Lunch Bunch, behavior contracts, increased counselor visits, CIS support, and Behavior Intervention Plans when needed.

The school also benefits from collaborative leadership and professional learning structures, including PLCs, MTSS teams, SBDM, data committees, and support from interventionists, demo teachers, and counselors. Technology is well integrated through tools such as iReady, MAP, and Branching Minds for tracking academic and behavioral interventions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Intervention systems are in place, but Tier 1 instruction is not always implemented consistently across classrooms.
Root Cause: Teachers vary in experience with differentiation, small-group instruction, progress monitoring, and use of high-leverage TEKS routines, which leads to uneven fidelity of Tier 1 delivery.

Perceptions

Perceptions Summary

The campus has several programs in place to support struggling and at-risk students, including reading intervention, dyslexia services, resource and inclusion support, Section 504 accommodations, MTSS, tutoring, attendance restoration, and small group instruction. Overall, staff believe these supports meet the needs of most students by providing targeted and layered interventions for students with disabilities, 504 plans, general education needs, and chronic absenteeism. However, there are some gaps in consistency and access, particularly for 504 students and PK interventions, as well as challenges with scheduling, MTSS effectiveness, and addressing chronic absenteeism. While the systems in place are strong, staff feel improvements are needed to ensure all student groups receive timely, consistent, and equitable support.

Perceptions Strengths

The campus demonstrates strong practices in supporting students and conducting its work. Staff report a wide range of effective programs, including reading intervention, dyslexia services, resource and inclusion support, Section 504 accommodations, MTSS, tutoring, counseling, and attendance supports. These are delivered through small group instruction, one-on-one support, and targeted interventions to meet diverse student needs. The campus also uses data from assessments and PLCs to monitor progress and adjust instruction. In addition, staff highlight a collaborative culture, strong leadership support, and a safe, welcoming environment where students feel motivated and teachers feel supported. Overall, the campus shows a strong commitment to student success with solid systems and teamwork in place.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Intervention systems are not consistently implemented across all grade levels and student groups, resulting in uneven outcomes and gaps in support, particularly for early childhood, Section 504, and special populations.
Root Cause: - PK students have limited access to targeted interventions, and up to 41% still need support in some skills. - Supports for special populations are inconsistent, shown by drops in STAAR performance (e.g., Grade 4 SPED Meets dropped significantly). - Intervention practices are not implemented the same across classrooms, contributing to declines (e.g., Math Approaches dropped from 70% to 66%).

Priority Problem Statements

Problem Statement 1: The school has a high Emergent Bilingual (EB/EL) population (over half of all students), which requires strong language-support systems and high-quality instruction aligned to language development needs.

Root Cause 1: A large number of students enter school with limited English proficiency, creating a greater demand for bilingual/ESL services, language-rich instruction, and staff trained in second-language acquisition.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Intervention systems are not consistently implemented across all grade levels and student groups, resulting in uneven outcomes and gaps in support, particularly for early childhood, Section 504, and special populations.

Root Cause 2: - PK students have limited access to targeted interventions, and up to 41% still need support in some skills. - Supports for special populations are inconsistent, shown by drops in STAAR performance (e.g., Grade 4 SPED Meets dropped significantly). - Intervention practices are not implemented the same across classrooms, contributing to declines (e.g., Math Approaches dropped from 70% to 66%).

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Intervention systems are in place, but Tier 1 instruction is not always implemented consistently across classrooms.

Root Cause 3: Teachers vary in experience with differentiation, small-group instruction, progress monitoring, and use of high-leverage TEKS routines, which leads to uneven fidelity of Tier 1 delivery.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students are not meeting grade-level expectations at the Meets and Masters levels in reading, math, and science.

Root Cause 4: A large portion of students require additional academic vocabulary, language development, and scaffolded rigorous instruction to perform at higher proficiency levels. (55% EB population)

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- T-TESS data
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 39% to 60%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 39% to 60% 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 33% to 53% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Implement a consistent, high-quality Tier 1 ELAR framework in 3rd grade with strong vocabulary instruction, structured reading/writing routines, and targeted supports to increase the number of students meeting grade level.

Strategy's Expected Result/Impact: This strategy directly addresses inconsistent Tier 1 implementation, strengthens language development, and targets the needs of high-priority student groups to meet the stated performance goals.

Staff Responsible for Monitoring: Teachers, Instructional Coach for Early Learning, Interventionists, & Instructional Leadership Team

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

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: We will ensure Consistent Tier 1 Instruction by setting clear ELAR "non-negotiables" (e.g., small groups, vocabulary routines, sentence stems, progress monitoring) and use walkthroughs, PLCs, and coaching to ensure consistent implementation aligned to TEKS. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: We will deliver targeted support by using student data to provide small-group instruction with scaffolds (bilingual support, visuals, structured discussion, writing supports) focused on improving reading, vocabulary, and writing for Emergent Bilingual and marginalized students. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students are not meeting grade-level expectations at the Meets and Masters levels in reading, math, and science. **Root Cause**: A large portion of students require additional academic vocabulary, language development, and scaffolded rigorous instruction to perform at higher proficiency levels. (55% EB population)

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 39% to 60%.

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 45% to 70% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 70% to 80% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Implement a consistent, language-rich K-3 literacy framework to improve reading outcomes and close gaps for Emergent Bilingual and marginalized students.

Strategy's Expected Result/Impact: Increase reading achievement and close gaps for Emergent Bilingual and marginalized students in English and Spanish.

Staff Responsible for Monitoring: Teachers, Instructional Coach for Early Learning, Interventionists, & Instructional Leadership Team

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

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: We will ensure strong Tier 1 literacy instruction by setting clear routines (small groups, phonics, vocabulary, MAP data use) and monitor through PLCs, walkthroughs, and data reviews. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: We will deliver targeted support based on data by providing small-group instruction with bilingual and language supports focused on improving reading for Emergent Bilingual, Special Education, and marginalized students. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually **Funding Sources:** Title I Reading/Mathematics Teacher - Title I (211) - 211-11-6119-501-141-30-141-101000 - $72,004, Title I Reading/Mathematics Teacher (Fringe Benefits) - Title I (211) - 211-XX-614X-501-141-30-141-101000 - $12,960.72			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The school has a high Emergent Bilingual (EB/EL) population (over half of all students), which requires strong language-support systems and high-quality instruction aligned to language development needs. **Root Cause**: A large number of students enter school with limited English proficiency, creating a greater demand for bilingual/ESL services, language-rich instruction, and staff trained in second-language acquisition.

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 39% to 60%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 39% to 60% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Targeted Small-Group Literacy Instruction with Data-Driven Planning

Strategy's Expected Result/Impact: Increase student reading proficiency and close achievement gaps, resulting in more students meeting grade level expectations on ELAR benchmarks.

Staff Responsible for Monitoring: Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team

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

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: We will use weekly ELAR data to identify skill gaps and adjust small groups every 2-3 weeks, prioritizing support for Economically Disadvantaged and African American students. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: We will provide a daily intervention block using evidence-based reading strategies and monitor progress to give immediate support to struggling students. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Intervention systems are not consistently implemented across all grade levels and student groups, resulting in uneven outcomes and gaps in support, particularly for early childhood, Section 504, and special populations. **Root Cause**: - PK students have limited access to targeted interventions, and up to 41% still need support in some skills. - Supports for special populations are inconsistent, shown by drops in STAAR performance (e.g., Grade 4 SPED Meets dropped significantly). - Intervention practices are not implemented the same across classrooms, contributing to declines (e.g., Math Approaches dropped from 70% to 66%).

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 53% to 63%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 53% to 63% by June 2027.
Increase the performance of African American students or the student group that is most marginalized (Special Education) by instruction on our campus (gender, race, program, other) from 31% to 51% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Implement consistent, high-quality 3rd grade math Tier 1 instruction aligned to TEKS, combined with targeted interventions to improve overall achievement and close gaps for marginalized students.

Strategy's Expected Result/Impact: Increase 3rd grade math achievement and close gaps for marginalized students.

Staff Responsible for Monitoring: Teachers, Instructional Coach for Early Learning, Interventionists, & Instructional Leadership Team

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: We will implement and monitor strong Tier 1 math practices by establishing clear instructional routines (small groups, math discourse, problem-solving, and data use) and monitor through PLCs, walkthroughs, and coaching to ensure consistent delivery across classrooms. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: We will provide Targeted Support Using Data by using six weeks and subgroup data to deliver focused small-group instruction and interventions that strengthen key math skills (number sense, reasoning, problem-solving) for African American and other marginalized students (SE), with ongoing progress monitoring and adjustments. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Intervention systems are in place, but Tier 1 instruction is not always implemented consistently across classrooms. **Root Cause**: Teachers vary in experience with differentiation, small-group instruction, progress monitoring, and use of high-leverage TEKS routines, which leads to uneven fidelity of Tier 1 delivery.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 53% to 63%.

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 65% to 75% 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 69% to 79% by June 2027.
Increase the performance of African American students or the student group that is most marginalized (Special Education) by instruction on our campus (gender, race, program, other) from 37% to 57% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Implement consistent, high-quality K-3 math instruction in English and Spanish, combined with targeted interventions that are data informed and driven to improve overall MAP performance and close gaps for marginalized students.

Strategy's Expected Result/Impact: Increase K-3 math achievement and close gaps for marginalized students in English and Spanish.

Staff Responsible for Monitoring: Teachers, Instructional Coach for Early Learning, Interventionists, & Instructional Leadership Team

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

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: We will implement and monitor strong Tier 1 Math practices by establishing clear instructional routines (small groups, math discourse, problem-solving, academic vocabulary in English and Spanish) and monitor through PLCs, MAP data reviews, walkthroughs, and coaching to ensure consistent, standards-aligned instruction. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: We will provide targeted support using data by using MAP and subgroup data to deliver focused small-group instruction and interventions that strengthen key math skills (number sense, reasoning, problem-solving) for African American and other marginalized students (SE), with ongoing progress monitoring and instructional adjustments. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Intervention systems are not consistently implemented across all grade levels and student groups, resulting in uneven outcomes and gaps in support, particularly for early childhood, Section 504, and special populations. **Root Cause**: - PK students have limited access to targeted interventions, and up to 41% still need support in some skills. - Supports for special populations are inconsistent, shown by drops in STAAR performance (e.g., Grade 4 SPED Meets dropped significantly). - Intervention practices are not implemented the same across classrooms, contributing to declines (e.g., Math Approaches dropped from 70% to 66%).

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 53% to 63%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 53% to 63% by June 2027.
Increase the performance of African American students or the student group that is most marginalized (Economically Disadvantaged) by instruction on our campus (gender, race, program, other) from 49% to 60% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Targeted Small-Group Mathematics Instruction with Data-Driven Planning

Strategy's Expected Result/Impact: Improve math proficiency and problem-solving skills, leading to higher benchmark performance and reduced gaps for targeted student groups.

Staff Responsible for Monitoring: Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team

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

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: We will use weekly math data to identify skill gaps and adjust small groups every 2-3 weeks, prioritizing support for Economically Disadvantaged and African American students. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: We will provide targeted small-group math instruction focused on key skills and problem-solving, while monitoring progress and giving immediate support to students who are struggling. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Intervention systems are not consistently implemented across all grade levels and student groups, resulting in uneven outcomes and gaps in support, particularly for early childhood, Section 504, and special populations. **Root Cause**: - PK students have limited access to targeted interventions, and up to 41% still need support in some skills. - Supports for special populations are inconsistent, shown by drops in STAAR performance (e.g., Grade 4 SPED Meets dropped significantly). - Intervention practices are not implemented the same across classrooms, contributing to declines (e.g., Math Approaches dropped from 70% to 66%).

Goal 3: Reduce the % of students scoring DNM from 31% to 15%

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 46% to 60% 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 52% to 62% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen teacher effectiveness by building a high-functioning Professional Learning Community (PLC) focused on data-driven instruction, collaboration, and shared accountability for student outcomes.

Strategy's Expected Result/Impact: Improve teacher effectiveness and collaboration to increase student achievement.

Staff Responsible for Monitoring: Teachers, Instructional Coach for Early Learning, Interventionists, & Instructional Leadership Team

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

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: We will implement effective PLC structures and protocols by establishing consistent PLC routines focused on analyzing benchmark and subgroup data, planning aligned lessons, identifying student needs, and sharing best instructional practices to improve ELAR outcomes. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: We will provide targeted Professional Development and Coaching by delivering ongoing training and coaching on high-impact ELAR strategies (e.g., basic reading skills, vocabulary instruction, reading comprehension, writing, and differentiation), and support teachers in applying these practices through modeling, feedback, and peer collaboration. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually **Funding Sources:** Supplemental paid time for professional development (PLC Trainiing or other duties as assigned) - Title I (211) - 211-13-6116-501-141-30-141-101000 - $4,000, Substitutes are required to provide classroom coverage for teachers participating in Professional Learning Community (PLC) training. - Title I (211) - 211-11-6112-501-141-30-141-101000 - $2,000, Substitutes (Fringe Benefits) - Title I (211) - 211-XX-614X-501-141-30-141-101000 - $360, Professional Development for Special Education Teachers - Title I (211) - 211-13-6239-501-141-30-141-101000 - $1,920			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: We will provide targeted small-group instruction in reading comprehension, vocabulary, and writing for African American and other marginalized students using scaffolds and structured supports, while regularly monitoring student data to adjust instruction and ensure equitable progress and improved outcomes. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Intervention systems are not consistently implemented across all grade levels and student groups, resulting in uneven outcomes and gaps in support, particularly for early childhood, Section 504, and special populations. **Root Cause**: - PK students have limited access to targeted interventions, and up to 41% still need support in some skills. - Supports for special populations are inconsistent, shown by drops in STAAR performance (e.g., Grade 4 SPED Meets dropped significantly). - Intervention practices are not implemented the same across classrooms, contributing to declines (e.g., Math Approaches dropped from 70% to 66%).

Goal 3: Reduce the % of students scoring DNM from 31% to 15%

Performance Objective 2: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 40% to 60% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in Spanish (Number Tested: 4) from 0% to 60% 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 13% to 60% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement consistent, high-quality, TEKS-aligned math instruction in English and Spanish combined with targeted interventions to increase benchmark performance and close achievement gaps for marginalized students.

Strategy's Expected Result/Impact: Increase math benchmark performance and close gaps for marginalized students.

Staff Responsible for Monitoring: Teachers, Instructional Coach for Early Learning, Interventionists, & Instructional Leadership Team

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

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: We will implement and monitor Strong Tier 1 Math Practices by establishing clear instructional routines (small groups, math discourse, problem-solving, and academic vocabulary) and monitor through PLCs, benchmark data analysis, walkthroughs, and coaching to ensure consistent, standards-aligned instruction. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: We will provide targeted, data-driven informed support by using benchmark and subgroup data to deliver focused small-group instruction and interventions in number sense, reasoning, and problem-solving, while ensuring equitable access to supports and continuously monitoring progress to adjust instruction for African American and other marginalized students. **Intended Audience:** Students, Teachers, Interventionists, Instructional Leadership Team, and school families **Provider / Presenter / Person Responsible:** Teachers, Instructional Coach for Early Learning, and Instructional Leadership Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** Early Learning and Learning & Leading **Delivery Method:** In person and virtually			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students are not meeting grade-level expectations at the Meets and Masters levels in reading, math, and science. **Root Cause**: A large portion of students require additional academic vocabulary, language development, and scaffolded rigorous instruction to perform at higher proficiency levels. (55% EB population)

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 14% to 7%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 14% to 7% 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 45% to 15% by June 2027.

Evaluation Data Sources: Attendance Records, Attendance Plans, Parent Conference Documents, etc.

Strategy 1: Daily Attendance Incentive Program with Classroom Recognition:
Use fun, age-appropriate rewards and class shout-outs to celebrate consistent attendance, building excitement and routine around coming to school.

Strategy's Expected Result/Impact: Increases student motivation and excitement to attend school regularly, leading to a reduction in chronic absenteeism through positive reinforcement and peer encouragement.

Staff Responsible for Monitoring: Family Engagement Specialist, Counselor, PBIS Team, Admin Team, Staff, and Teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, 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

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: We will re-launch a school-wide attendance tracker and reward system (e.g., weekly "Perfect Attendance" celebrations or class trophies) with student-friendly visuals and consistent recognition during morning announcements. **Intended Audience:** Students, School Families, Teachers, and Staff **Provider / Presenter / Person Responsible:** Family Engagement Specialist, PBIS Team, and Admin Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** FWISD Parent Partnerships **Delivery Method:** In-Person and Virtually **Funding Sources:** Incentive materials (e.g., certificates, small prizes, class trophies), and Visual trackers/posters for classrooms and hallways. - Family Engagement (211) - 211-61-6499-503-141-30-141-101000 - $2,450			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Family Attendance Partnership Program:
Partner with families through regular communication, attendance goal-setting, and resource support (transportation, counseling, parent workshops, etc.), focusing especially on African American and marginalized students.

Strategy's Expected Result/Impact: Builds trust and collaboration between school and families, identifies and addresses root causes of absenteeism, and supports consistent attendance, particularly for African American and underserved student groups.

Staff Responsible for Monitoring: Family Engagement Specialist, Counselor, PBIS Team, Admin Team, Staff, and Teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, 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

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Identify chronically absent students early and schedule one-on-one family meetings with a staff liaison to co-develop an attendance plan and connect families who needed supports (e.g., transportation, counseling, parent workshops, housing referrals). **Intended Audience:** Students, School Families, Teachers, and Staff **Provider / Presenter / Person Responsible:** Family Engagement Specialist, PBIS Team, and Admin Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** FWISD Parent Partnerships **Delivery Method:** In-Person and Virtually **Funding Sources:** General supplies to support academic achievement, improve attendance, and provide additional resources that enhance overall student outcomes. - Title I (211) - 211-11-6499-501-141-30-141-101000 - $1,761.28			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide PD for the PBIS team on Tier 1, 2, and 3 supports, focusing on data use, family engagement, and consistent behavior and attendance interventions for African American and other marginalized students. **Intended Audience:** Family Engagement Specialist, PBIS Team, and Admin Team **Provider / Presenter / Person Responsible:** PBIS Trainer, Counselor, and Admin Team **Date(s) / Timeframe:** August 2026 to June 2027 **Collaborating Departments:** FWISD Parent Partnerships **Delivery Method:** In-Person and Virtually **Funding Sources:** Supplemental paid time for professional development (PBIS Training) - Title I (211) - 211-13-6116-501-141-30-141-101000 - $3,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students are not meeting grade-level expectations at the Meets and Masters levels in reading, math, and science. **Root Cause**: A large portion of students require additional academic vocabulary, language development, and scaffolded rigorous instruction to perform at higher proficiency levels. (55% EB population)

Perceptions
Problem Statement 1: Intervention systems are not consistently implemented across all grade levels and student groups, resulting in uneven outcomes and gaps in support, particularly for early childhood, Section 504, and special populations. **Root Cause**: - PK students have limited access to targeted interventions, and up to 41% still need support in some skills. - Supports for special populations are inconsistent, shown by drops in STAAR performance (e.g., Grade 4 SPED Meets dropped significantly). - Intervention practices are not implemented the same across classrooms, contributing to declines (e.g., Math Approaches dropped from 70% to 66%).

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	1	2	Title I Reading/Mathematics Teacher	Instruction |Title I Reading/ Math Teacher (11-6119)	211-11-6119-501-141-30-141-101000	$72,004.00
1	2	1	2	Title I Reading/Mathematics Teacher (Fringe Benefits)	Fringe	211-XX-614X-501-141-30-141-101000	$12,960.72
3	1	1	2	Supplemental paid time for professional development (PLC Trainiing or other duties as assigned)	Staff Development | Extra Duty - Professional (13-6116)	211-13-6116-501-141-30-141-101000	$4,000.00
3	1	1	2	Substitutes (Fringe Benefits)	Fringe	211-XX-614X-501-141-30-141-101000	$360.00
3	1	1	2	Professional Development for Special Education Teachers	Staff Development |Regional Ed Svc Ctr Svcs (13-6239)	211-13-6239-501-141-30-141-101000	$1,920.00
3	1	1	2	Substitutes are required to provide classroom coverage for teachers participating in Professional Learning Community (PLC) training.	Instruction | Subs - Professional (11-6112)	211-11-6112-501-141-30-141-101000	$2,000.00
4	1	2	1	General supplies to support academic achievement, improve attendance, and provide additional resources that enhance overall student outcomes.	Instruction | Misc Operating Costs (11-6499)	211-11-6499-501-141-30-141-101000	$1,761.28
4	1	2	2	Supplemental paid time for professional development (PBIS Training)	Staff Development | Extra Duty - Professional (13-6116)	211-13-6116-501-141-30-141-101000	$3,000.00
						Sub-Total	$98,006.00
						Budgeted Fund Source Amount	$98,006.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Incentive materials (e.g., certificates, small prizes, class trophies), and Visual trackers/posters for classrooms and hallways.	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-141-30-141-101000	$2,450.00
						Sub-Total	$2,450.00
						Budgeted Fund Source Amount	$2,450.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						+/- Difference	$0.00
						Grand Total Budgeted	$100,456.00
						Grand Total Spent	$100,456.00
						+/- Difference	$0.00