Fort Worth Independent School District

206 Bill J. Elliott Elementary School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

Mission Statement

Bill J. Elliott Elementary School Mission

To create a positive learning environment with a challenging and rigorous curriculum that fosters high expectations and success for all students.

Vision

Bill J. Elliott Elementary School Vision

All students will excel in Literacy by the third grade.

Value Statement

Bill J. Elementary School Motto
"Thrive In The Hive"

Student Daily Affirmation

I will **B**e at school daily prepared to learn and allow others to learn

I will **E**xpect to have a good and safe day

I will **E**xceed expectations in my behavior and academics

I will **S**how pride in myself by the way I act and respect others

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Bill J. Elliott Elementary is a Title 1 campus. Comprised of about 368 students, PK-5th grade. This designation is based on the number of low-income students who are considered at-risk for school achievement. To be considered a Title 1 school, a minimum of 40% of the students must qualify for free or reduced lunch. At Elliott, 91% of our students qualify for free and reduced lunch. Our student population reflects 69% African American, 16% Hispanic, and 5% White and other. As a Title 1 school we receive supplemental funding to ensure “that all children have fair, equal and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessment.” This funding is used school-wide to improve student achievement via the added services and programs. Our staff is comprised of 16 classroom teachers, 3 specials teachers, 5 special education teachers, 1 dyslexia teacher, 9 teaching assistants, 1 librarian, 1 counselor, 1 social worker, 1 speech therapist, one LSSP, 1 nurse, parent liaison, and 2 administrators. Years of experience for teaching staff is as follows: 10 or more years: 26.7% 5-9 years: 17.7% 1-4 years: 20.8 % 0 years: 12.6% Demographics for teachers: African American: 52.5% Hispanic:9.4% White: 38.1%

Demographics Strengths

Our school has demonstrated a remarkable achievement with a 95% retention rate for teachers who perform at the proficient level or above in Domain 2. This reflects our commitment to maintaining a high standard of teaching quality and creating a supportive environment where educators feel valued and motivated to continue their professional journey with us. Such stability among our teaching staff ensures continuity in delivering exceptional education to our students. 11 of our teachers have TIA designations. In our dedicated Pre-K 3 and Pre-K 4 classrooms, we have cultivated a nurturing learning environment that is essential for the early development of our young learners. These classrooms are designed to provide a safe and stimulating space where children can explore, learn, and grow under the guidance of caring and skilled educators. By focusing on the foundational years, we set the stage for lifelong learning and curiosity. Our Parent-Teacher Association, with a history spanning over 37 years, plays a vital role in supporting our school community. This long-standing partnership between parents and teachers enhances our educational programs and fosters a sense of community and collaboration. The active involvement of our PTA ensures that we can provide additional resources and opportunities for our students, enriching their educational experience. We are proud of our daily attendance rate, which consistently exceeds 90%. This high level of attendance is a testament to our commitment to student engagement and success. By creating an environment where students are eager to attend and participate, we are able to maximize learning opportunities and support each student's academic and personal growth. Our focus on attendance underscores our dedication to fostering a culture of responsibility and achievement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): EOY MAPS Reading Indicates that only 53% of 2nd grade students met their projected growth.
Root Cause: The decline in student performance is attributed to instructional disruption resulting from the mid-semester transition to a long-term substitute.

Problem Statement 2 (Prioritized): Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math.
Root Cause: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity

Problem Statement 3 (Prioritized): MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth
Root Cause: The need for professional development dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.

Problem Statement 4 (Prioritized): There is a significant gap in educational outcomes, where many students with special needs are unable to achieve at the meets level
Root Cause: There is a critical need for teachers to understand how to internalize the curriculum to integrate individualized learning plans, specialized instructional strategies, and appropriate support services to ensure equitable educational opportunities for all students.

Problem Statement 5 (Prioritized): According to Focus ADA our YTD campus daily average attendance PK through 5th grade attendance rate is 92%, which is below our campus annual goal of 93.5%.
Root Cause: Difficulty in enhancing both intrinsic and extrinsic motivation for parents, as well as fostering effective parental partnerships.

Student Learning

Student Learning Summary

Students have consistently demonstrated growth in areas of instruction. Professional development in the 2025-26 school year included: Internalization of Literacy and Math curriculum. vertical groups completed deep dives that analyzed the lowest-performing TEKS across grade levels for literacy and math, and weekly PLC's. At the end of this year-long focus on understanding the internalization of the Literacy and Math curriculum along with the Instructional Structure, classroom walk-throughs demonstrate greater evidence of fidelity to the lesson cycle and gradual release of instruction. Teachers demonstrate a greater proficiency with explicit modeling and use of process steps during the literacy and math block. Teachers continue to ask for additional strategies for consistently providing instruction at the level of rigor for the TEKS.

During the 2025-2026 school year, the campus continued looking for ways to strengthen the assessment/data analysis/ instructional planning process. 2025-2026 EOY MAPS Data: 65% of students met projected growth on the reading EOY MAPS data. Subgroup data reflected: 63% AA, 70% Hispanic, 90% White 65% Economically Disadvantaged, 52% Special Education. 74% of students met projected growth on the math EOY MAPS data. Subgroup data reflected: 74% Hispanic, 71% AA, 91% White 72% Economically Disadvantaged, 72% ELL, 64% Special Education TX-KEA Kindergarten Category Percentage of students on track Letter Names 63% Letter Sounds 75% Vocabulary 73% Math 47% Circle Progress Monitoring Category Percentage of students on track Early Writing 84% Phonological Awareness 85% Math 91%

Student Learning Strengths

In the 2025 Reading STAAR assessment, an impressive **92%** of our 4th-grade students met or exceeded the expected student progress. This achievement highlights the effectiveness of our reading programs and the hard work of both our students and teachers in fostering a strong literacy foundation. Similarly, in the 2025 Math STAAR assessment, **95%** of our 4th-grade students met or exceeded student progress, showcasing our robust mathematics curriculum and the emphasis we place on developing critical thinking and problem-solving skills. Our K-5 grade classrooms have also shown significant growth, with students meeting or exceeding projected growth on the End-of-Year (EOY) reading MAPS assessments. This success is a testament to our tailored instructional strategies and the continuous support provided to our students to ensure their academic growth and development. Additionally, our commitment to literacy is further demonstrated by the daily completion of I-Ready usage by our K-5 students, which reinforces their reading skills and supports their ongoing learning journey. We are proud to provide every student with access to a device, ensuring that all students have the necessary tools to engage with digital learning resources. This access supports our goal of integrating technology into the classroom, preparing our students for the demands of the modern world, and enhancing their learning experiences through innovative educational practices.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth
Root Cause: The need for professional development dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.

Problem Statement 2 (Prioritized): EOY MAPS Reading Indicates that only 53% of 2nd grade students met their projected growth.
Root Cause: The decline in student performance is attributed to instructional disruption resulting from the mid-semester transition to a long-term substitute.

Problem Statement 3 (Prioritized): Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math.
Root Cause: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity

Problem Statement 4 (Prioritized): According to Focus ADA our YTD campus daily average attendance PK through 5th grade attendance rate is 92%, which is below our campus annual goal of 93.5%.

Root Cause: Difficulty in enhancing both intrinsic and extrinsic motivation for parents, as well as fostering effective parental partnerships.

Problem Statement 5 (Prioritized): There is a significant gap in educational outcomes, where many students with special needs are unable to achieve at the meets level
Root Cause: There is a critical need for teachers to understand how to internalize the curriculum to integrate individualized learning plans, specialized instructional strategies, and appropriate support services to ensure equitable educational opportunities for all students.

School Processes & Programs

School Processes & Programs Summary

For the 2025-2026 school year, stakeholders identified 3 areas of focus; campus data, teacher quality, and student progress. To support the 3 rocks we ensured teachers prepared standard-aligned daily lesson plans, we provided PLCs that were aligned with instructional needs identified by teachers and campus data trends and tracked students' mastery and progress of standards. Teachers utilize the curriculum framework to ensure alignment with state standards while following the literacy instructional framework and the lesson structure to deliver effective instruction. To provide academic support to struggling students and identify needs for additional support the MTSS process is followed with fidelity. We participated in the first cohort in the implementation of the district's new gifted and talented model. Our teacher retention rate is high, we've only had two teachers leave our campus in the last 3 years. We've implemented a new teacher mentorship program to support new (0-1) teachers. Our data showed 97% of teachers feel they have an inviting work environment and 97% found feedback and coaching thorough, useful, and supportive. Instructional Coaches were assigned to primary and intermediate grade levels to provide targeted support. Over the past three years, we have increased opportunities for students to lead on campus through an active student council, safety patrol, student spelling bee club, and house system. Student engagement and student voice have been a campus-wide focus.

School Processes & Programs Strengths

Our current strengths are: PLCs are specific and targeted based on campus data trends. 100% of teachers have participated in targeted professional development targeting lesson planning, unpacking standards, and utilizing data to drive instruction. One Demo Teacher supporting 90% of teachers in primary and intermediate grade levels through Content Coach support. 1 to 1 technology.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Only 48% of 3-5 grade students scored at MEETS or above on STAAR Reading
Root Cause: Limited time and focus spent on using complex text using scaffolding techniques to support reading tier 1 instruction

Problem Statement 2 (Prioritized): Only 18% of our campus population is identified with dyslexia and Special Education which is 20% lower than then the estimated total of 38% for our campus population
Root Cause: The inconsistent application of MTSS, combined with insufficient professional development to effectively idenify and montior at-risk students.

Problem Statement 3 (Prioritized): According to Focus ADA our YTD campus daily average attendance PK through 5th grade attendance rate is 92%, which is below our campus annual goal of 93.5%.
Root Cause: Difficulty in enhancing both intrinsic and extrinsic motivation for parents, as well as fostering effective parental partnerships.

Problem Statement 4 (Prioritized): There is a significant gap in educational outcomes, where many students with special needs are unable to achieve at the meets level
Root Cause: There is a critical need for teachers to understand how to internalize the curriculum to integrate individualized learning plans, specialized instructional strategies, and appropriate support services to ensure equitable educational opportunities for all students.

Problem Statement 5 (Prioritized): MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth
Root Cause: The need for professional development dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.

Problem Statement 6 (Prioritized): EOY MAPS Reading Indicates that only 53% of 2nd grade students met their projected growth.
Root Cause: The decline in student performance is attributed to instructional disruption resulting from the mid-semester transition to a long-term substitute.

Problem Statement 7 (Prioritized): Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math.
Root Cause: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity

Perceptions

Perceptions Summary

Bill J. Elliot Elementary School Vision: All students will be reading on or above grade level by 3rd grade Bill J. Elliott Elementary School Mission: To create a positive learning environment with a challenging and rigorous curriculum that fosters high expectations and success for all students. Bill J. Elementary School Motto: “Thrive In The Hive” Student Daily Affirmation: I will Be at school daily prepared to learn and allow others to learn I will Expect to have a good and safe day. I will Exceed expectations in my behavior and academics. I will Show pride in myself by the way I act and respect others. Data revealed: 92% of students have a teacher or other adult from school who they can count on to help them, no matter what. 86% of students feel respected by their teachers. 97% of teachers feel they have an inviting work environment. Implementation of PBIS, and restorative practices helped decrease discipline on our campus to less than 10 out-of-school suspensions. To increase community relationships we have partnered with MHMR porch visits providing families with immediate support and resources.

Perceptions Strengths

Our campus strengths: Low school suspensions Positive Behavior Interventions and Supports Positive Parent-Teacher, Teacher-Student, and AdministrativeTeacher Relationships Engagement events for parents supporting instruction and wellness Parent-Teacher Association (over 100 members) 97% of teachers and staff find BJE an inviting work environment 92% of students feel supported at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): EOY MAPS Reading Indicates that only 53% of 2nd grade students met their projected growth.
Root Cause: The decline in student performance is attributed to instructional disruption resulting from the mid-semester transition to a long-term substitute.

Problem Statement 2 (Prioritized): Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math.
Root Cause: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity

Problem Statement 3 (Prioritized): According to Focus ADA our YTD campus daily average attendance PK through 5th grade attendance rate is 92%, which is below our campus annual goal of 93.5%.
Root Cause: Difficulty in enhancing both intrinsic and extrinsic motivation for parents, as well as fostering effective parental partnerships.

Problem Statement 4 (Prioritized): MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth
Root Cause: The need for professional development dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.

Problem Statement 5 (Prioritized): There is a significant gap in educational outcomes, where many students with special needs are unable to achieve at the meets level
Root Cause: There is a critical need for teachers to understand how to internalize the curriculum to integrate individualized learning plans, specialized instructional strategies, and appropriate support services to ensure equitable educational opportunities for all students.

Problem Statement 6 (Prioritized): According to Branching Minds 92% of incident reports were logged for male students (209), exceeding our female students (21).
Root Cause: There is a significant need for targeted professional development in social-emotional practices and behavioral support. Training that includes clear expectations and strategies for staff to enhance their skills and knowledge in effectively engaging with and supporting African American male students, leading to improved behavioral outcomes.

Problem Statement 7 (Prioritized): According to Branching Minds, physical aggression accounted for 87 behavior incidents, with 100% of these incidents displayed by African American male students.
Root Cause: Professional learning on social-emotional learning for staff is limited, and there is inadequate support for students in regulating their emotions in the classroom.

Priority Problem Statements

Problem Statement 1: Only 48% of 3-5 grade students scored at MEETS or above on STAAR Reading

Root Cause 1: Limited time and focus spent on using complex text using scaffolding techniques to support reading tier 1 instruction

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: EOY MAPS Reading Indicates that only 53% of 2nd grade students met their projected growth.

Root Cause 2: The decline in student performance is attributed to instructional disruption resulting from the mid-semester transition to a long-term substitute.

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

Problem Statement 3: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math.

Root Cause 3: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity

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

Problem Statement 4: MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth

Root Cause 4: The need for professional development dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: There is a significant gap in educational outcomes, where many students with special needs are unable to achieve at the meets level

Root Cause 5: There is a critical need for teachers to understand how to internalize the curriculum to integrate individualized learning plans, specialized instructional strategies, and appropriate support services to ensure equitable educational opportunities for all students.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Only 18% of our campus population is identified with dyslexia and Special Education which is 20% lower than then the estimated total of 38% for our campus population

Root Cause 6: The inconsistent application of MTSS, combined with insufficient professional development to effectively idenify and montior at-risk students.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: According to Branching Minds, physical aggression accounted for 87 behavior incidents, with 100% of these incidents displayed by African American male students.

Root Cause 7: Professional learning on social-emotional learning for staff is limited, and there is inadequate support for students in regulating their emotions in the classroom.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: According to Branching Minds 92% of incident reports were logged for male students (209), exceeding our female students (21).

Root Cause 8: There is a significant need for targeted professional development in social-emotional practices and behavioral support. Training that includes clear expectations and strategies for staff to enhance their skills and knowledge in effectively engaging with and supporting African American male students, leading to improved behavioral outcomes.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: According to Focus ADA our YTD campus daily average attendance PK through 5th grade attendance rate is 92%, which is below our campus annual goal of 93.5%.

Root Cause 9: Difficulty in enhancing both intrinsic and extrinsic motivation for parents, as well as fostering effective parental partnerships.

Problem Statement 9 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 49% 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 49% to 60% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Six Weeks Assessments

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: 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 49% to 59%.

Strategy 1: Conduct regular PLC sessions to actively create engaging and rigorous lessons tailored to student needs. Utilize district-approved resources and data in collaboration with PreK-5 grade teachers, strictly adhering to the gradual release model and ensuring that assessments are aligned with the FWISD curriculum.

Strategy's Expected Result/Impact: none

Staff Responsible for Monitoring: Teachers, lead Teachers, Administration

Summative Evaluation: Met Strategy

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

Problem Statements: Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 5, 6 - Perceptions 1, 4

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Creative Curriculum, Blue Bonnet, and Reading Academies) by November 30, 2026 (Fall Semester) and March 1, 2027. By August 25, 2026 develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Creative Curriculum, Blue Bonnet, and Reading Academies and share observation cycle with staff with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2027 **Intended Audience:** Teaches **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Aug.2026 - May2027 **Collaborating Departments:** Leading and Learning **Delivery Method:** Professional Development **Funding Sources:** - Title I (211) - 211-11-6399-501-206-30-206-101000 - $8,406	Some Progress	Considerable	Considerable

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: EOY MAPS Reading Indicates that only 53% of 2nd grade students met their projected growth. **Root Cause**: The decline in student performance is attributed to instructional disruption resulting from the mid-semester transition to a long-term substitute.
Problem Statement 3: MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth **Root Cause**: The need for professional development dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.
Student Learning
Problem Statement 1: MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth **Root Cause**: The need for professional development dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.
Problem Statement 2: EOY MAPS Reading Indicates that only 53% of 2nd grade students met their projected growth. **Root Cause**: The decline in student performance is attributed to instructional disruption resulting from the mid-semester transition to a long-term substitute.
School Processes & Programs
Problem Statement 5: MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth **Root Cause**: The need for professional development dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.
Problem Statement 6: EOY MAPS Reading Indicates that only 53% of 2nd grade students met their projected growth. **Root Cause**: The decline in student performance is attributed to instructional disruption resulting from the mid-semester transition to a long-term substitute.

Perceptions

Problem Statement 1: EOY MAPS Reading Indicates that only 53% of 2nd grade students met their projected growth. **Root Cause**: The decline in student performance is attributed to instructional disruption resulting from the mid-semester transition to a long-term substitute.

Problem Statement 4: MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth **Root Cause**: The need for professional development dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.

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 49% 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 65% to 75% 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 63% to 73% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Reading Assessment

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Increase the percentage for Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 65% to 75% by June 2027.

Strategy 1: Schedule regular PLC sessions to actively create engaging and rigorous lessons tailored to student needs. Utilize district-approved resources and data in collaboration with PreK-5 grade teachers, strictly adhering to the gradual release model and ensuring that assessments are aligned with the FWISD curriculum.

Strategy's Expected Result/Impact: Increase student who Meet or Exceed projected growth on MAP Reading

Staff Responsible for Monitoring: Staff responsible for monitoring: Teachers, Administration 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 5 - Perceptions 4

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Prioritize professional learning that specifically focuses on ESL (English as a Second Language) and effective differentiation strategies for general education and special education. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administration, Content Leads, District Support **Date(s) / Timeframe:** Sept 2026 - May 2027 **Collaborating Departments:** Bilingual/ESL **Delivery Method:** Professional Learning	 Some Progress	 Considerable	 Considerable

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics	
Problem Statement 3: MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.	**Root Cause**: The need for professional development

Student Learning	
Problem Statement 1: MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.	**Root Cause**: The need for professional development

School Processes & Programs	
Problem Statement 5: MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.	**Root Cause**: The need for professional development

Perceptions	
Problem Statement 4: MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.	**Root Cause**: The need for professional development

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 49% to 60%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 57.14% to 67% by June 2027. Increase the percentage of students scoring 5 or above on the STAAR ECR.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments Data

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 57% to 67% by June 2027.

Strategy 1: Develop the capacity of Teachers to Improve Tier 1 ERLA first teach instruction using the district -approved curriculum to focus on reading fluency and concept attainment by utilizing FWISD PLC, Instructional, and ERLA frameworks to increase the learning outcomes by developing systems that explicitly monitor, adjust and check for understanding at a rigorous level during the instructional process

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments

Staff Responsible for Monitoring: ILT, Teachers

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 - Student Learning 2 - School Processes & Programs 6 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Develop the capacity of PK-5 teachers to Improve Tier 1 ELRA instruction using the district-approved curriculum to focus on reading fluency and concept attainment by utilizing FWISD PLC, Instructional, Math, and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust and check for understanding at a rigorous level during the instructional process **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** Aug. 2026 - May 2025 **Collaborating Departments:** Leading and Learning **Delivery Method:** Professional Learning Community (Grade Level/Content/Campus Wide	Some Progress	Considerable	Considerable

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: EOY MAPS Reading Indicates that only 53% of 2nd grade students met their projected growth. **Root Cause**: The decline in student performance is attributed to instructional disruption resulting from the mid-semester transition to a long-term substitute.
Student Learning
Problem Statement 2: EOY MAPS Reading Indicates that only 53% of 2nd grade students met their projected growth. **Root Cause**: The decline in student performance is attributed to instructional disruption resulting from the mid-semester transition to a long-term substitute.
School Processes & Programs
Problem Statement 6: EOY MAPS Reading Indicates that only 53% of 2nd grade students met their projected growth. **Root Cause**: The decline in student performance is attributed to instructional disruption resulting from the mid-semester transition to a long-term substitute.
Perceptions
Problem Statement 1: EOY MAPS Reading Indicates that only 53% of 2nd grade students met their projected growth. **Root Cause**: The decline in student performance is attributed to instructional disruption resulting from the mid-semester transition to a long-term substitute.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 13% to 60%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 40% to 60% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 40% to 50% by June 2027.

Strategy 1: Develop the capacity of Teachers to Improve Tier 1 Math first teach instruction using the district -approved curriculum to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, and Math frameworks to increase the learning outcomes by developing systems that explicitly monitor, adjust and check for understanding at a rigorous level during the instructional process

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments

Staff Responsible for Monitoring: ILT, Teachers

Summative Evaluation: Met Strategy

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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 7 - Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: By August 30, 2026, develop a system for observation, feedback, coaching, and a Professional Learning Community (PLC) schedule for math instruction that aligns with the Bluebonnet Math and Creative curriculum. Share this observation cycle with the staff, aiming for 100% of teachers to achieve Proficient status in TTESS Dimensions 2 and 3 by May 2027. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** instructional Leadership Team **Date(s) / Timeframe:** Aug. 2026 -May 2027 **Collaborating Departments:** Leading and Learning **Delivery Method:** Professional learning **Funding Sources:** - Title I (211) - 211-32-6299-501-206-30-206-101000	 Considerable	 Considerable	 Considerable

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math. **Root Cause**: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity
Student Learning
Problem Statement 3: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math. **Root Cause**: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity
School Processes & Programs
Problem Statement 7: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math. **Root Cause**: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity
Perceptions
Problem Statement 2: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math. **Root Cause**: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 13% to 60%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in English from 72% to 75% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Assessment

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in English from 72% to 75% by June 2027.

Strategy 1: Develop a system for observation, feedback, coaching, and professional Learning Community (PLC) schedule for math instructional that aligns with the Bluebonnet Math and Creative Curriculum.

Strategy's Expected Result/Impact: Increase the percentage of Grade 3 student who Meet or Exceed Projected growth on Map Growth Math

Staff Responsible for Monitoring: Teachers, ILT, Administration

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 2 - Student Learning 3 - School Processes & Programs 7 - Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: By August 30, 2026, develop a system for observation, feedback, coaching, and a Professional Learning Community (PLC) schedule for math instruction that aligns with the Bluebonnet Math and Creative curriculum. Share this observation cycle with the staff, aiming for 100% of teachers to achieve Proficient status in TTESS Dimensions 2 and 3 by May 2027. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** Aug. 2026 - May 2027 **Collaborating Departments:** Leading & Learning **Delivery Method:** Professional Development **Funding Sources:** - Title I (211) - 211-11-6329-501-206-30-206-101000 - $2,000			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math. **Root Cause**: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity
Student Learning
Problem Statement 3: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math. **Root Cause**: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity
School Processes & Programs
Problem Statement 7: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math. **Root Cause**: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity
Perceptions
Problem Statement 2: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math. **Root Cause**: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 13% to 60%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 13.64% to 60% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 13% to 18% by June 2027

Strategy 1: Develop the capacity of Teachers to Improve Tier 1 Math first teach instruction using the district -approved curriculum to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, and Math frameworks to increase the learning outcomes by developing systems that explicitly monitor, adjust and check for understanding at a rigorous level during the instructional process

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments

Staff Responsible for Monitoring: ILT, Teachers

Summative Evaluation: Met Strategy

Title I:
2.51, 2.52

Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 7 - Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teacher will be a scheduled time to analyze and collaborate with colleagues and leadership team. The will use the data to improve the quality and alignment of Tier 1 instruction. This process will involve explicit monitoring and adjustment of instruction as needed, verifying students understanding, and delivering of rigorous instruction on a daily basis **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teacher, Data Analyst , Leadership Team **Date(s) / Timeframe:** Aug. 2026- May 2027 **Collaborating Departments:** Leading and Learning, Teachers, Leadership Team **Delivery Method:** Weekly Professional Learning Community **Funding Sources:** - Title I (211) - 211-11-6399-501-206-30-206-101000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math. **Root Cause**: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity
Student Learning
Problem Statement 3: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math. **Root Cause**: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity
School Processes & Programs
Problem Statement 7: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math. **Root Cause**: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity
Perceptions
Problem Statement 2: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math. **Root Cause**: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity

Goal 3: Increase the the percentage of grade 5 students reaching the "Meets Grade Level" standard for RLA on the annual state performance measurement from 46% to 60%

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 49% to 60% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in English from X% to Y% by June 2027.

Strategy 1: Conduct regular PLC sessions to actively create engaging and rigorous lessons tailored to student needs. Utilize district-approved resources and data in collaboration with 5 grade teachers, strictly adhering to the gradual release model and ensuring that assessments are aligned with the FWISD curriculum.

Staff Responsible for Monitoring: Teachers, Lead Teachers, Administration

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 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 5 - Perceptions 4

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Creative Curriculum, Bluebonnet, and Reading Academies) by November 30, 2026 (Fall Semester) and March 1, 2027. By August 25, 2026 develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Creative Curriculum, Blue Bonnet, and Reading Academies and share observation cycle with staff with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2027 **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Aug. 2026- May 2027 **Collaborating Departments:** leading and Learning **Delivery Method:** Professional development **Funding Sources:** - Title I (211) - 211-11-6119-501-206-30-206-101000 - $72,004	Some Progress	Considerable	Considerable

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics	
Problem Statement 3: MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.	**Root Cause**: The need for professional development

Student Learning	
Problem Statement 1: MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.	**Root Cause**: The need for professional development

School Processes & Programs	
Problem Statement 5: MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.	**Root Cause**: The need for professional development

Perceptions	
Problem Statement 4: MAPS Reading data indicates that only 47% of 3rd-grade students met their projected growth dedicated to effective differentiation practices to adequately meet the diverse needs of all subgroups.	**Root Cause**: The need for professional development

Goal 3: Increase the the percentage of grade 5 students reaching the "Meets Grade Level" standard for RLA on the annual state performance measurement from 46% to 60%

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 33% to 43% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from X% to Y% by June 2027.

Strategy 1: Develop the capacity of PK-5 teachers to improve Tier 1 Math instruction using the district-approved curriculum to focus on math fluency and concept attainment by utilizing FWISD, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust and check for understanding at a rigorous level during the instructional process

Staff Responsible for Monitoring: Leadership Team, Teachers

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

Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 7 - Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: By August 30, 2026, develop a system for observation, feedback, coaching, and Professional learning Community (PLC) schedule for math instruction that aligns with Bluebonnet Math. Share this observation cycle with the staff, aiming 100% of teachers to achieve Proficient status in TTESS Dimensions 2 and 3 by May 2027 **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Team/ Admin **Date(s) / Timeframe:** Aug. 2026 May 2027 **Collaborating Departments:** Leading and Learning **Delivery Method:** Professional Learning **Funding Sources:** - Family Engagement (211) - 211-61-6399-503-206-30-206-101000 - $2,073	Considerable	Considerable	Considerable

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math. **Root Cause**: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity
Student Learning
Problem Statement 3: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math. **Root Cause**: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity
School Processes & Programs
Problem Statement 7: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math. **Root Cause**: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity
Perceptions
Problem Statement 2: Only 39% of 3rd-grade students scored at Approaches or above on the 2025 STAAR Math. **Root Cause**: Inexperienced teacher lacking the capacity to implement professional learning on delivery of instruction, focusing on content-deepening with high-leverage math TEKS with fidelity

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 26% to 16%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 26% to 16% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Focus / Branching Minds, FES data

Strategy 1: Align and leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, increase parent/ school engagement and improve outcomes on community/student/staff surveys.

Strategy's Expected Result/Impact: Improved campus culture, increased attendance, and increased parental engagement.

Staff Responsible for Monitoring: ILT, FES, Specific School Committees

Title I:
2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 4 - Student Learning 5 - School Processes & Programs 4 - Perceptions 5

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: By September, develop a plan to enhance both intrinsic and extrinsic motivation for parents and to foster effective parental partnerships. The Campus Attendance Committee (CAC) will review all students with attendance below the 90% threshold every six weeks. By September 4, identify committee members, form the Student Support Team (SST), and outline a routine meeting schedule with dates and times. By October 14, convene the initial SST meeting and develop Student Support Plans (SSPs) for chronically absent students. **Intended Audience:** Faculty/Students/Parents **Provider / Presenter / Person Responsible:** Teachers/ILT/Staff **Date(s) / Timeframe:** August 2026 -May 2027 **Collaborating Departments:** Family Engagement **Delivery Method:** Professional Learning **Funding Sources:** - Title I (211) - 211-11-6112-501-206-30-206-101000 - $527	 Moderate Progress	 Moderate Progress	 Considerable

No Progress | Accomplished | Continue/Modify | Discontinue

Strategy 2: Convene Student support Team (SST) to review students with a high number of referrals in Focus and Incidents In Branching Minds, assign caseload to relevant staff to provide follow-up support based on the SST Protocol.

Strategy's Expected Result/Impact: Decrease the number of discipline referrals by school personnel for African American students.

Staff Responsible for Monitoring: Principal/ AP/ Counselor/ Social Worker

TEA Priorities:
Recruit, support, retain teachers and principals
- 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 5 - Student Learning 4 - School Processes & Programs 3 - Perceptions 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: By September, develop a plan to enhance both intrinsic and extrinsic motivation for parents and to foster effective parental partnerships. The Campus Attendance Committee (CAC) will review all students with attendance below the 90% threshold every six weeks. By September 4th , identify committee members, form the Student Support Team (SST), and outline a routine meeting schedule with dates and times. By October 14th, convene the initial SST meeting and develop Student Support Plans (SSPs) for chronically absent students. **Intended Audience:** Family /Students/ Parents **Provider / Presenter / Person Responsible:** Teachers /ILT /Staff **Date(s) / Timeframe:** Aug 2026 -May 2027 **Collaborating Departments:** Family Engagement **Delivery Method:** Professional Development			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: There is a significant gap in educational outcomes, where many students with special needs are unable to achieve at the meets level **Root Cause**: There is a critical need for teachers to understand how to internalize the curriculum to integrate individualized learning plans, specialized instructional strategies, and appropriate support services to ensure equitable educational opportunities for all students.

Problem Statement 5: According to Focus ADA our YTD campus daily average attendance PK through 5th grade attendance rate is 92%, which is below our campus annual goal of 93.5%. **Root Cause**: Difficulty in enhancing both intrinsic and extrinsic motivation for parents, as well as fostering effective parental partnerships.

Student Learning

Problem Statement 4: According to Focus ADA our YTD campus daily average attendance PK through 5th grade attendance rate is 92%, which is below our campus annual goal of 93.5%. **Root Cause**: Difficulty in enhancing both intrinsic and extrinsic motivation for parents, as well as fostering effective parental partnerships.

Problem Statement 5: There is a significant gap in educational outcomes, where many students with special needs are unable to achieve at the meets level **Root Cause**: There is a critical need for teachers to understand how to internalize the curriculum to integrate individualized learning plans, specialized instructional strategies, and appropriate support services to ensure equitable educational opportunities for all students.

School Processes & Programs

Problem Statement 3: According to Focus ADA our YTD campus daily average attendance PK through 5th grade attendance rate is 92%, which is below our campus annual goal of 93.5%. **Root Cause**: Difficulty in enhancing both intrinsic and extrinsic motivation for parents, as well as fostering effective parental partnerships.

Problem Statement 4: There is a significant gap in educational outcomes, where many students with special needs are unable to achieve at the meets level **Root Cause**: There is a critical need for teachers to understand how to internalize the curriculum to integrate individualized learning plans, specialized instructional strategies, and appropriate support services to ensure equitable educational opportunities for all students.

Perceptions

Problem Statement 3: According to Focus ADA our YTD campus daily average attendance PK through 5th grade attendance rate is 92%, which is below our campus annual goal of 93.5%. **Root Cause**: Difficulty in enhancing both intrinsic and extrinsic motivation for parents, as well as fostering effective parental partnerships.

Problem Statement 5: There is a significant gap in educational outcomes, where many students with special needs are unable to achieve at the meets level **Root Cause**: There is a critical need for teachers to understand how to internalize the curriculum to integrate individualized learning plans, specialized instructional strategies, and appropriate support services to ensure equitable educational opportunities for all students.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1		Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-206-30-206-101000	$8,406.00
2	1	1	1		Health Service | Misc Contracted Services (32-6299)	211-32-6299-501-206-30-206-101000	$0.00
2	2	1	1		Instruction | Other Reading Materials (11-6329)	211-11-6329-501-206-30-206-101000	$2,000.00
2	3	1	1		Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-206-30-206-101000	$0.00
3	1	1	1		Instruction |Title I Reading/ Math Teacher (11-6119)	211-11-6119-501-206-30-206-101000	$72,004.00
4	1	1	1		Instruction | Subs - Professional (11-6112)	211-11-6112-501-206-30-206-101000	$527.00
						Sub-Total	$82,937.00
						Budgeted Fund Source Amount	$82,937.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	2	1	1		Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-206-30-206-101000	$2,073.00
						Sub-Total	$2,073.00
						Budgeted Fund Source Amount	$2,073.00
						+/- Difference	$0.00
						Grand Total Budgeted	$85,010.00
						Grand Total Spent	$85,010.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						+/- Difference	$0.00