Duncanville Independent School District

Fairmeadows Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: D

Board Approval Date: October 20, 2025
Public Presentation Date: October 9, 2025

Mission Statement

Duncanville ISD: We engage, equip, and empower all scholars to achieve their unique potential.

Vision

Duncanville ISD: Where dreams are inspired and excellence is achieved.

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: July 22, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

Needs Assessment Overview — Fairmeadows Elementary (SY 2025–2026)

Fairmeadows serves a predominantly emergent bilingual and economically disadvantaged community, with strong demand for One-Way Dual Language and growing identification of Gifted & Talented students. The campus has solid improvement structures—weekly PLCs, daily WIN time, and adoption of HQIM (Amplify, Eureka)—and posted an Academic Growth score near 67 in 2024. STAAR baselines across all tests were about 64% Approaches, 34% Meets, and 16% Masters, and early indicators show especially low BOY math proficiency, signaling foundational skill gaps in numeracy and early literacy that must be closed earlier in the year.

Analysis points to a few root causes. Tier 1 implementation is inconsistent: lesson internalization (annotating/timestamps), planned CFUs, engagement routines (QSSSA in PK–2 and Talk/Read/Talk/Write campuswide), and aggressive monitoring aren't executed with the same fidelity in every classroom, which limits real-time correction of misconceptions. Staffing instability and certification hurdles—especially in Grades 3–4—have disrupted continuity in tested content. Operationally, testing calendars and substitute coverage have at times interrupted core instruction, while attendance (~92% vs a 93% target) and persistent barriers for EB families (language, schedules, transportation) reduce learning time and limit home–school partnership impact.

Priorities for 2025–26 are therefore clear. First, tighten Tier 1 fidelity with visible look-fors: aligned CO/LOs, three or more CFUs per lesson, aggressive monitoring with same-day reteach, and consistent discourse/writing routines. Second, drive movement from Approaches→Meets→Masters using short CFA cycles (every 1–2 weeks), rapid item analysis in PLCs, and WIN regrouping within 3–5 days. Third, leverage i-Ready precisely: every student meets ≥45 minutes per week and ≥2 lessons passed at ≥70% with teacher-led small-group lessons drawn from Diagnostic/Standards Mastery. Fourth, stabilize staffing and build capacity through micro-coaching, lesson rehearsals, peer labs, and targeted certification support.

Success will be measured by campus goals of 70% Approaches, 35% Meets, and 20% Masters in Reading, Math, and Science (as applicable), improved attendance to 93% with reduced chronic absenteeism, increased T-TESS 2.5 "Accomplished+" from 26% to 30%, and documented access to enrichment (GATE) and balanced Dual Language sectioning. With these focused actions—tight Tier 1, protected instructional time, disciplined data cycles, and staff capacity—Fairmeadows is positioned to translate existing structures into sustained student achievement gains.

Demographics

Demographics Summary

Fairmeadows Elementary serves 438 Pre-K through 4th-grade scholars in 2023–24. The campus is composed of 86.76 % Hispanic-Latino, 11.19 % African American, with smaller percentages of White and Asian students. Nearly half of the students (49.09 %) are emergent bilinguals, and 89.04 % qualify as economically disadvantaged. Among special education students, 43.18 % are identified as autistic, highlighting a significant need for specialized services

Demographics Strengths

Strengths

- **Stable, Growing Enrollment: Increased enrollment from 420 to 438 shows community trust and demand for our campus.**

- **Robust Bilingual Population: With nearly 50 % emergent bilinguals, the campus has strong capacity to leverage dual-language programming.**

- **Early Childhood Focus: Almost half of students are in Pre-K through 1st grade, positioning us to build a solid academic and SEL foundation from the start.**

- **Commitment to Economically Disadvantaged Students: Title I supports ensure free/reduced meals and supplemental services reach 89 % of our families.**

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Limited Parent Engagement Among Economically Disadvantaged and Multilingual Families.
Root Cause: Barriers such as language, transportation, and work schedules hinder consistent family participation in school activities.

Student Learning

Student Learning Summary

- **Academic Growth Score: 67 out of 100, reflecting both annual growth and accelerated learning points Fairmeadows Academic_Gr….**

- **STAAR Performance (2023–24):**

  - **Approaches GL or Above: 64 %**

  - **Meets GL or Above: 34 %**

  - **Masters GL: 16 %**

- **Grade-Level Trends:**

  - **3rd grade Reading Domain 1 rose from 27 to 34 points; Math Domain 1 from 25 to 37 points.**

  - **4th grade Reading experienced a slight decline in Domain 1, indicating uneven improvement.**

Student Learning Strengths

- **Notable Growth Gains: Yearly growth and accelerated learning efforts yielded an Academic Growth Score of 67, above the district average.**

- **3rd Grade Gains: Significant domain-level improvements in both Reading and Math demonstrate the impact of targeted interventions.**

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Minimal Gains Across All Grade Levels in Core Content.
Root Cause: The implementation of a new curriculum and led to inconsistent implementation of aligned curriculum and Tier 1 instructional best practices throughout the year.

School Processes & Programs

School Processes & Programs Summary

Fairmeadows offers a comprehensive suite of supports: Section 504, MTSS (RtI), Special Education, One-Way Dual Language, GATE enrichment, and SEL through Leader in Me, Second Step, PBIS, and CHAMPS. PLCs meet regularly to analyze data and plan interventions. The master schedule includes W.I.N. ("What I Need") time for reteaching and enrichment. A full-time instructional support specialist provides lesson design and coaching.

School Processes & Programs Strengths

- **Collaborative, Teacher-Led PLCs: Empower educators to use data for planning and reflection.**

- **Dedicated W.I.N. Time: Structured daily intervention/enrichment period.**

- **Instructional Support Specialist: On-site coaching boosts fidelity of new strategies and data use.**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Insufficient Enrichment for GATE-Identified Students.
Root Cause: Focus on remediation during core instructional time overshadows opportunities for accelerated, differentiated activities.

Perceptions

Perceptions Summary

The "Living Above the Line" philosophy remains central to our campus culture, promoting accountability and positivity. This year, however, our staff retention rate declined as several teachers did not pass their certification exams, highlighting a need for enhanced onboarding and targeted exam support. In contrast, family engagement efforts have yielded positive returns, with bilingual workshops and flexible communication channels boosting participation. After-school tutoring and enrichment clubs continue to support our economically disadvantaged students, and our annual student climate survey shows a growing sense of safety and belonging across all grade levels.

Perceptions Strengths

- **Enhanced Family Engagement: Attendance at family workshops has increased by 20%, reflecting stronger trust and collaboration among our multilingual families.**

- **Positive Student Climate: 90% of students report feeling safe, supported, and connected to our school community on the latest climate survey.**

- **Expanded After-School Opportunities: Enrollment in tutoring and enrichment clubs rose by 15%, providing critical academic and social-emotional support.**

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Decreased Teacher Retention Due to Certification Exam Challenges.
Root Cause: Inadequate preparatory support and mentoring for teachers approaching certification exams.

Priority Problem Statements

Problem Statement 1: Limited Parent Engagement Among Economically Disadvantaged and Multilingual Families.

Root Cause 1: Barriers such as language, transportation, and work schedules hinder consistent family participation in school activities.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Minimal Gains Across All Grade Levels in Core Content.

Root Cause 2: The implementation of a new curriculum and led to inconsistent implementation of aligned curriculum and Tier 1 instructional best practices throughout the year.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Insufficient Enrichment for GATE-Identified Students.

Root Cause 3: Focus on remediation during core instructional time overshadows opportunities for accelerated, differentiated activities.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Decreased Teacher Retention Due to Certification Exam Challenges.

Root Cause 4: Inadequate preparatory support and mentoring for teachers approaching certification exams.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data

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
- Male / Female performance, progress, 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

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Priorities

Revised/Approved: October 6, 2025

Priority 1: Student Academic Success

Goal 1: By June 2026, student achievement on the third-grade state assessment in Reading at the "Meets" performance level or above will increase from 36% to 40% on the STAAR test.

High Priority

HB3 Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Tier 1 reading with daily close-reading and TEKS-aligned discourse (QSSSA/TRTW) in every block.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR scores to meet Domain 1, 2 and 3 goals. **Staff Responsible for Monitoring:** Pablo Orozco and Litisha Brown **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Use DCAs and PLC data meetings to identify students to move from Approaches-Meets and adjust small-group instruction.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increased STAAR scores to meet Domain 1, 2 and 3 goals. **Staff Responsible for Monitoring:** Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

No Progress   Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Minimal Gains Across All Grade Levels in Core Content.   **Root Cause**: The implementation of a new curriculum and led to inconsistent implementation of aligned curriculum and Tier 1 instructional best practices throughout the year.

Priority 1: Student Academic Success

Goal 2: By June 2026, 1st grade i-Ready Reading will increase from 7% to 10%.

High Priority

HB3 Priority

Strategy 1 Details	Reviews			
Strategy 1: Ensure 45 minutes/week in Reading i-Ready in 20-25 min sessions, with 2 lessons passed/week at 70%.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement based on iReady diagnostic assessment.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: During WIN, run small groups using i-Ready Teacher-Led Instruction/Toolkits assigned from Diagnostic/Prerequisite reports; document groups and skills addressed.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student achievement based on iReady diagnostic assessment. **Staff Responsible for Monitoring:** Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

No Progress	Accomplished	Continue/Modify	Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: Minimal Gains Across All Grade Levels in Core Content.   **Root Cause**: The implementation of a new curriculum and led to inconsistent implementation of aligned curriculum and Tier 1 instructional best practices throughout the year.

Priority 1: Student Academic Success

Goal 3: By June 2026, 2nd grade i-Ready Reading will increase from 10% to 15%.

    High Priority

    HB3 Priority

    Evaluation Data Sources: Increase student achievement based on iReady diagnostic assessment.

Strategy 1 Details	Reviews			
Strategy 1: Maintain 45 minutes/week in Reading i-Ready (20-25 min sessions) and 2 lessons passed/week at 70% for each student.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase student achievement based on iReady diagnostic assessment.
     Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown
 	
     TEA Priorities:
 Improve low-performing schools
  - ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
  - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
     Problem Statements: Student Learning 1
	Oct	Jan	Apr	June

Strategy 2 Details	**Reviews**			
Strategy 2: Use i-Ready Teacher-Led materials to target gaps from Prerequisite/Standards Mastery reports in small groups.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase student achievement based on iReady diagnostic assessment.
     Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown
 	
     TEA Priorities:
 Improve low-performing schools
  - ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
  - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
     Problem Statements: Student Learning 1
	Oct	Jan	Apr	June

       ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: Minimal Gains Across All Grade Levels in Core Content.   **Root Cause**: The implementation of a new curriculum and led to inconsistent implementation of aligned curriculum and Tier 1 instructional best practices throughout the year.

Priority 1: Student Academic Success

Goal 4: By June 2026, student achievement on the third-grade state assessment in Math at the "Meets" performance level or above will increase from 30% to 40% on the STAAR test.

High Priority

HB3 Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details			Reviews			
Strategy 1: Internalization with annotating and timestamping.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR scores to meet Domain 1, 2 and 3 goals.			**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1						

Strategy 2 Details			Reviews			
Strategy 2: Use DCAs to re-teach in WIN and to adjust groups as needed.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR scores to meet Domain 1, 2 and 3 goals.			**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1						

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 1: Minimal Gains Across All Grade Levels in Core Content.   **Root Cause**: The implementation of a new curriculum and led to inconsistent implementation of aligned curriculum and Tier 1 instructional best practices throughout the year.

Priority 1: Student Academic Success

Goal 5: By June 2026, 1st grade i-Ready Math will increase from 6% to 10%.

High Priority

HB3 Priority

Evaluation Data Sources: Increase student achievement based on iReady diagnostic assessment.

Strategy 1 Details	Reviews			
Strategy 1: Guarantee 45 minutes/week in Math i-Ready (20-25 min sessions) with 2 lessons passed/week at 70%.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement based on iReady diagnostic assessment.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				
Strategy 2 Details	Reviews			
Strategy 2: Facilitate small-group instruction using i-Ready Math Teacher-Led Instruction aligned to each student's My Path/Diagnostic results during WIN.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement based on iReady diagnostic assessment.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5 Problem Statements:

Student Learning
Problem Statement 1: Minimal Gains Across All Grade Levels in Core Content.   **Root Cause**: The implementation of a new curriculum and led to inconsistent implementation of aligned curriculum and Tier 1 instructional best practices throughout the year.

Priority 1: Student Academic Success

Goal 6: By June 2026, 2nd grade i-Ready Math will increase from 6% to 10%.

    High Priority

    HB3 Priority

    Evaluation Data Sources: Increase student achievement based on iReady diagnostic assessment.

Strategy 1 Details				Reviews			
Strategy 1: Keep 45 minutes/week in Math i-Ready (20-25 min sessions) and 2 lessons passed/week at 70%.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement based on iReady diagnostic assessment.				**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Orozco/Brown **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1							
Strategy 2 Details				Reviews			
Strategy 2: Implement WIN small groups using i-Ready Teacher-Led lessons & skill packs, assigned from Diagnostic/ Standards Mastery data.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement based on iReady diagnostic assessment.				**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Orozco/Brown **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1							
◯ No Progress		◯ Accomplished		→ Continue/Modify		✕ Discontinue	

Goal 6 Problem Statements:

Student Learning

Problem Statement 1: Minimal Gains Across All Grade Levels in Core Content.   **Root Cause**: The implementation of a new curriculum and led to inconsistent implementation of aligned curriculum and Tier 1 instructional best practices throughout the year.

Priority 1: Student Academic Success

Goal 7: By June 2026, Reading STAAR will increase at Approaches from 66% to 75%, Meets from 36% to 40%, and Masters from 17% to 20%.

High Priority

HB3 Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details		Reviews			
Strategy 1: Tight Tier 1 walkthrough look-fors (alignment, engagement, CFU) with feedback cycles.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR scores to meet Domain 1, 2 and 3 goals.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1					
Strategy 2 Details		Reviews			
Strategy 2: Targeted tutoring/WIN for bubble students (Approaches-Meets; Meets-Masters).		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR scores to meet Domain 1, 2 and 3 goals.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1					
○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue					

Goal 7 Problem Statements:

Student Learning
Problem Statement 1: Minimal Gains Across All Grade Levels in Core Content.   **Root Cause**: The implementation of a new curriculum and led to inconsistent implementation of aligned curriculum and Tier 1 instructional best practices throughout the year.

Priority 1: Student Academic Success

Goal 8: By June 2026, Math STAAR will increase at Approaches from 56% to 75%, Meets from 30% to 40%, and Masters from 13% to 20%.

High Priority

HB3 Priority

Evaluation Data Sources: Increased STAAR scores to meet Domain 1, 2 and 3 goals.

Strategy 1 Details	Reviews			
Strategy 1: Lesson rehearsal in PLCs (anticipating misconceptions, exemplars).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR scores to meet Domain 1, 2 and 3 goals.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Use item analysis to plan re-teach and acceleration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR scores to meet Domain 1, 2 and 3 goals.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

◯ No Progress	◯ Accomplished	→ Continue/Modify	✗ Discontinue

Goal 8 Problem Statements:

Student Learning

Problem Statement 1: Minimal Gains Across All Grade Levels in Core Content.   **Root Cause**: The implementation of a new curriculum and led to inconsistent implementation of aligned curriculum and Tier 1 instructional best practices throughout the year.

Priority 1: Student Academic Success

Goal 9: By June 2026, Science STAAR will aim for Approaches 70%, Meets 35%, and Masters 15%.

    High Priority

    HB3 Priority

    Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Implement weekly hands-on investigations aligned with vocabulary routines.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR scores to meet Domain 1, 2 and 3 goals.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Review DCAs and re-teach during WIN time alternating Reading and Math every two weeks.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR scores to meet Domain 1, 2 and 3 goals.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 9 Problem Statements:

Student Learning

Problem Statement 1: Minimal Gains Across All Grade Levels in Core Content.   **Root Cause**: The implementation of a new curriculum and led to inconsistent implementation of aligned curriculum and Tier 1 instructional best practices throughout the year.

Priority 2: Students, Families, and Community

Goal 1: By June 2026, stakeholder's beliefs as measured on the Panorama Surveys in our commitment to prepare our students for college career readiness" will increase from 80% to 85%.

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
Strategy 1: Highlight college and career readiness activities through newsletters, social media, and campus events to keep families informed and engaged.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased MRA scores in spring of May 2026. **Staff Responsible for Monitoring:** Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				
Strategy 2 Details	Reviews			
Strategy 2: Provide students with regular opportunities to explore careers through classroom lessons, guest speakers, on Career Day.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased MRA scores. **Staff Responsible for Monitoring:** Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1 Problem Statements:

Demographics

Problem Statement 1: Limited Parent Engagement Among Economically Disadvantaged and Multilingual Families.   **Root Cause**: Barriers such as language, transportation, and work schedules hinder consistent family participation in school activities.

Priority 2: Students, Families, and Community

Goal 2: By June 2026, we will have Career Day, 100% of K-5 students will attend at least three career sessions, with a minimum of four distinct career clusters represented campuswide.

Evaluation Data Sources: Student Surveys

Strategy 1 Details	Reviews			
Strategy 1: Create a tight rotation so each grade attends three 20-25 minute sessions; schedule presenters to ensure 4 clusters (e.g., STEM, Health, Public Service, Business/Trades).	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Recruit, support, retain teachers and principals, Improve low-performing schools				
Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
Strategy 2: Use a simple Career Day Ticket as an exit check; teachers collect tickets the same day, and the campus tallies attendance, cluster coverage, and ticket completion to verify the goal.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Recruit, support, retain teachers and principals, Improve low-performing schools				
Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Limited Parent Engagement Among Economically Disadvantaged and Multilingual Families.   **Root Cause**: Barriers such as language, transportation, and work schedules hinder consistent family participation in school activities.

Priority 2: Students, Families, and Community

Goal 3: By June 2026, ADA will increase from 93% to 96%.

High Priority

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Share weekly attendance dashboards with staff to monitor trends, celebrate high attendance, and intervene early with students showing warning signs.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increased ADA.				
Staff Responsible for Monitoring: Litisha Brown				
TEA Priorities: Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
Strategy 2: Use Chronic Absence Reports to make personalized parent phone calls and TalkingPoints messages reinforcing the importance of daily attendance.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increased ADA.				
Staff Responsible for Monitoring: Litisha Brown				
TEA Priorities: Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3 Problem Statements:

Demographics

Problem Statement 1: Limited Parent Engagement Among Economically Disadvantaged and Multilingual Families.   **Root Cause**: Barriers such as language, transportation, and work schedules hinder consistent family participation in school activities.

Priority 3: Personnel and Professional Development

Goal 1: By June 2026, the number of teachers meeting "accomplished" or higher on T-TESS domain 2.5 will increase from 26% to 30% by June 2026.

    Evaluation Data Sources: Edugence Reports

Strategy 1 Details	Reviews			
Strategy 1: Intentional Monitoring During Instruction (T-TESS 2.5)	**Formative**			**Summative**
Teachers implement an aggressive monitoring system to check every student and adjust instruction in real time.	**Oct**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased TTESS ratings.				
Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Minimal Gains Across All Grade Levels in Core Content. **Root Cause**: The implementation of a new curriculum and led to inconsistent implemention of aligned curriculum and Tier 1 instructional best practices throughout the year.

Priority 3: Personnel and Professional Development

Goal 2: The percentage of teachers holding a valid Texas Certification will increase from 85% to 88% by 2028.

Evaluation Data Sources: Teacher Reports

Strategy 1 Details	Reviews			
Strategy 1: Support staff members who need to attain their certification by providing help when they need to exam prep or test.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: More staff on campus are fully certified. **Staff Responsible for Monitoring:** Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				
○ No Progress ○ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: Minimal Gains Across All Grade Levels in Core Content. **Root Cause**: The implementation of a new curriculum and led to inconsistent implementation of aligned curriculum and Tier 1 instructional best practices throughout the year.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 1: The amount of funds spent on "instructional expenditures (Function 11)" will increase from 52.74% to 60% by 2028.

Evaluation Data Sources: Financial Reports from District

Strategy 1 Details	Reviews			
Strategy 1: The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Balanced budget **Staff Responsible for Monitoring:** Pablo Orozco **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1	**Oct**	**Jan**	**Apr**	**June**

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Limited Parent Engagement Among Economically Disadvantaged and Multilingual Families.   **Root Cause**: Barriers such as language, transportation, and work schedules hinder consistent family participation in school activities.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: The district will improve the School FIRST rating from an A-90 to A-94 by 2028.

Evaluation Data Sources: TEA Reports

Strategy 1 Details	Reviews			
Strategy 1: The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Balanced budget. **Staff Responsible for Monitoring:** Pablo Orozco and Litisha Brown **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Limited Parent Engagement Among Economically Disadvantaged and Multilingual Families.   **Root Cause**: Barriers such as language, transportation, and work schedules hinder consistent family participation in school activities.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: The district will reduce payroll expenditures by 5% from 85.36% to 80.36% by 2028.

    Evaluation Data Sources: HR Reports

Strategy 1 Details	Reviews			
Strategy 1: The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased staff retention.
    Staff Responsible for Monitoring: Pablo Orozco and Litisha Brown
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**
Problem Statements: Student Learning 1
	No Progress			

⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: Minimal Gains Across All Grade Levels in Core Content.   **Root Cause**: The implementation of a new curriculum and led to inconsistent implementation of aligned curriculum and Tier 1 instructional best practices throughout the year.

RDA Strategies

Priority	Goal	Strategy	Description
1	1	1	Strengthen Tier 1 reading with daily close-reading and TEKS-aligned discourse (QSSSA/TRTW) in every block.
1	1	2	Use DCAs and PLC data meetings to identify students to move from Approaches-Meets and adjust small-group instruction.
1	2	1	Ensure 45 minutes/week in Reading i-Ready in 20-25 min sessions, with 2 lessons passed/week at 70%.
1	2	2	During WIN, run small groups using i-Ready Teacher-Led Instruction/Toolkits assigned from Diagnostic/Prerequisite reports; document groups and skills addressed.
1	3	1	Maintain 45 minutes/week in Reading i-Ready (20-25 min sessions) and 2 lessons passed/week at 70% for each student.
1	3	2	Use i-Ready Teacher-Led materials to target gaps from Prerequisite/Standards Mastery reports in small groups.
1	4	1	Internalization with annotating and timestamping.
1	4	2	Use DCAs to re-teach in WIN and to adjust groups as needed.
1	5	1	Guarantee 45 minutes/week in Math i-Ready (20-25 min sessions) with 2 lessons passed/week at 70%.
1	5	2	Facilitate small-group instruction using i-Ready Math Teacher-Led Instruction aligned to each student's My Path/Diagnostic results during WIN.
1	6	1	Keep 45 minutes/week in Math i-Ready (20-25 min sessions) and 2 lessons passed/week at 70%.
1	6	2	Implement WIN small groups using i-Ready Teacher-Led lessons & skill packs, assigned from Diagnostic/Standards Mastery data.
1	7	1	Tight Tier 1 walkthrough look-fors (alignment, engagement, CFU) with feedback cycles.
1	7	2	Targeted tutoring/WIN for bubble students (Approaches-Meets; Meets-Masters).
1	8	1	Lesson rehearsal in PLCs (anticipating misconceptions, exemplars).
1	8	2	Use item analysis to plan re-teach and acceleration.
1	9	1	Implement weekly hands-on investigations aligned with vocabulary routines.
1	9	2	Review DCAs and re-teach during WIN time alternating Reading and Math every two weeks.
2	1	1	Highlight college and career readiness activities through newsletters, social media, and campus events to keep families informed and engaged.
2	1	2	Provide students with regular opportunities to explore careers through classroom lessons, guest speakers, on Career Day.
2	2	1	Create a tight rotation so each grade attends three 20-25 minute sessions; schedule presenters to ensure 4 clusters (e.g., STEM, Health, Public Service, Business/Trades).
2	2	2	Use a simple Career Day Ticket as an exit check; teachers collect tickets the same day, and the campus tallies attendance, cluster coverage, and ticket completion to verify the goal.
2	3	1	Share weekly attendance dashboards with staff to monitor trends, celebrate high attendance, and intervene early with students showing warning signs.

Priority	Goal	Strategy	Description
2	3	2	Use Chronic Absence Reports to make personalized parent phone calls and TalkingPoints messages reinforcing the importance of daily attendance.
3	1	1	Intentional Monitoring During Instruction (T-TESS 2.5) Teachers implement an aggressive monitoring system to check every student and adjust instruction in real time.
3	2	1	Support staff members who need to attain their certification by providing help when they need to exam prep or test.
4	1	1	The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month.
4	2	1	The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year.
4	3	1	The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review.

Targeted Support Strategies

Priority	Goal	Strategy	Description
1	1	1	Strengthen Tier 1 reading with daily close-reading and TEKS-aligned discourse (QSSSA/TRTW) in every block.
1	1	2	Use DCAs and PLC data meetings to identify students to move from Approaches-Meets and adjust small-group instruction.
1	2	1	Ensure 45 minutes/week in Reading i-Ready in 20-25 min sessions, with 2 lessons passed/week at 70%.
1	2	2	During WIN, run small groups using i-Ready Teacher-Led Instruction/Toolkits assigned from Diagnostic/Prerequisite reports; document groups and skills addressed.
1	3	1	Maintain 45 minutes/week in Reading i-Ready (20-25 min sessions) and 2 lessons passed/week at 70% for each student.
1	3	2	Use i-Ready Teacher-Led materials to target gaps from Prerequisite/Standards Mastery reports in small groups.
1	4	1	Internalization with annotating and timestamping.
1	4	2	Use DCAs to re-teach in WIN and to adjust groups as needed.
1	5	1	Guarantee 45 minutes/week in Math i-Ready (20-25 min sessions) with 2 lessons passed/week at 70%.
1	5	2	Facilitate small-group instruction using i-Ready Math Teacher-Led Instruction aligned to each student's My Path/Diagnostic results during WIN.
1	6	1	Keep 45 minutes/week in Math i-Ready (20-25 min sessions) and 2 lessons passed/week at 70%.
1	6	2	Implement WIN small groups using i-Ready Teacher-Led lessons & skill packs, assigned from Diagnostic/Standards Mastery data.
1	7	1	Tight Tier 1 walkthrough look-fors (alignment, engagement, CFU) with feedback cycles.
1	7	2	Targeted tutoring/WIN for bubble students (Approaches-Meets; Meets-Masters).
1	8	1	Lesson rehearsal in PLCs (anticipating misconceptions, exemplars).
1	8	2	Use item analysis to plan re-teach and acceleration.
1	9	1	Implement weekly hands-on investigations aligned with vocabulary routines.
1	9	2	Review DCAs and re-teach during WIN time alternating Reading and Math every two weeks.
2	1	1	Highlight college and career readiness activities through newsletters, social media, and campus events to keep families informed and engaged.
2	1	2	Provide students with regular opportunities to explore careers through classroom lessons, guest speakers, on Career Day.
2	2	1	Create a tight rotation so each grade attends three 20-25 minute sessions; schedule presenters to ensure 4 clusters (e.g., STEM, Health, Public Service, Business/Trades).
2	2	2	Use a simple Career Day Ticket as an exit check; teachers collect tickets the same day, and the campus tallies attendance, cluster coverage, and ticket completion to verify the goal.
2	3	1	Share weekly attendance dashboards with staff to monitor trends, celebrate high attendance, and intervene early with students showing warning signs.

Priority	Goal	Strategy	Description
2	3	2	Use Chronic Absence Reports to make personalized parent phone calls and TalkingPoints messages reinforcing the importance of daily attendance.
3	1	1	Intentional Monitoring During Instruction (T-TESS 2.5) Teachers implement an aggressive monitoring system to check every student and adjust instruction in real time.
3	2	1	Support staff members who need to attain their certification by providing help when they need to exam prep or test.
4	1	1	The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month.
4	2	1	The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year.
4	3	1	The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review.

Additional Targeted Support Strategies

Priority	Goal	Strategy	Description
1	1	1	Strengthen Tier 1 reading with daily close-reading and TEKS-aligned discourse (QSSSA/TRTW) in every block.
1	1	2	Use DCAs and PLC data meetings to identify students to move from Approaches-Meets and adjust small-group instruction.
1	2	1	Ensure 45 minutes/week in Reading i-Ready in 20-25 min sessions, with 2 lessons passed/week at 70%.
1	2	2	During WIN, run small groups using i-Ready Teacher-Led Instruction/Toolkits assigned from Diagnostic/Prerequisite reports; document groups and skills addressed.
1	3	1	Maintain 45 minutes/week in Reading i-Ready (20-25 min sessions) and 2 lessons passed/week at 70% for each student.
1	3	2	Use i-Ready Teacher-Led materials to target gaps from Prerequisite/Standards Mastery reports in small groups.
1	4	1	Internalization with annotating and timestamping.
1	4	2	Use DCAs to re-teach in WIN and to adjust groups as needed.
1	5	1	Guarantee 45 minutes/week in Math i-Ready (20-25 min sessions) with 2 lessons passed/week at 70%.
1	5	2	Facilitate small-group instruction using i-Ready Math Teacher-Led Instruction aligned to each student's My Path/Diagnostic results during WIN.
1	6	1	Keep 45 minutes/week in Math i-Ready (20-25 min sessions) and 2 lessons passed/week at 70%.
1	6	2	Implement WIN small groups using i-Ready Teacher-Led lessons & skill packs, assigned from Diagnostic/Standards Mastery data.
1	7	1	Tight Tier 1 walkthrough look-fors (alignment, engagement, CFU) with feedback cycles.
1	7	2	Targeted tutoring/WIN for bubble students (Approaches-Meets; Meets-Masters).
1	8	1	Lesson rehearsal in PLCs (anticipating misconceptions, exemplars).
1	8	2	Use item analysis to plan re-teach and acceleration.
1	9	1	Implement weekly hands-on investigations aligned with vocabulary routines.
1	9	2	Review DCAs and re-teach during WIN time alternating Reading and Math every two weeks.
2	1	1	Highlight college and career readiness activities through newsletters, social media, and campus events to keep families informed and engaged.
2	1	2	Provide students with regular opportunities to explore careers through classroom lessons, guest speakers, on Career Day.
2	2	1	Create a tight rotation so each grade attends three 20-25 minute sessions; schedule presenters to ensure 4 clusters (e.g., STEM, Health, Public Service, Business/Trades).
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2	3	1	Share weekly attendance dashboards with staff to monitor trends, celebrate high attendance, and intervene early with students showing warning signs.

Priority	Goal	Strategy	Description
2	3	2	Use Chronic Absence Reports to make personalized parent phone calls and TalkingPoints messages reinforcing the importance of daily attendance.
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3	2	1	Support staff members who need to attain their certification by providing help when they need to exam prep or test.
4	1	1	The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month.
4	2	1	The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year.
4	3	1	The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review.

State Compensatory

Budget for Fairmeadows Elementary School

Total SCE Funds: $17,000.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

State Compensatory Education funds at Fairmeadows will supplement for tutoring, the core program by (1) purchasing SIRIUS intervention software to provide TEKS-aligned, data-driven practice for students performing below grade level, and (2) equipping instructional aides with laptops to deliver SIPPS small-group lessons for Tier 2 and Tier 3 readers.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Please see Title1Crate for the following documentation.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

2.2: Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Campus Improvement plans are made available to the public via our campus and district website it will be made available in printvia request it will also be made available Spanish

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Our plan is coordinated with Federal state and local programs,intergrated resources to support students academic,bahavior and social emotional needs =, especially in schools with comprehensive or targeted support and improvement activities

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

embedded in the plan

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Embedded in the Formative Reviews

Title I Personnel

Name	Position	Program	FTE
Amanda Jones	INTERVENTION (FEDERAL)	Title I	1
Miriam Pinter	INTERVENTION (FEDERAL)	Title I	1