

# **Fort Bend Independent School District**

## **Rosa Parks Elementary**

### **2025-2026 Campus Improvement Plan**

**Accountability Rating: C**



# Mission Statement

District Mission: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

## Vision

District Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

## Value Statement

**Core Belief 1:** All students can reach their full potential.

**Commitment:** FBISD will provide an educational system that will enable all students to reach their full potential.

**Core Belief 2:** We believe student success is best achieved...

...through effective teachers that inspire learning.

**Commitment:** FBISD will recruit, develop and retain effective teachers.

...in a supportive climate and safe environment.

**Commitment:** FBISD will provide a supportive climate and a safe learning/ working environment.

...by empowered and effective leaders throughout the system.

**Commitment:** FBISD will provide and promote leadership development at all levels.

...in a well-functioning, high-performing community of learners.

**Commitment:** FBISD will be a collaborative, efficient and effective learning community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Rosa Parks Elementary School is one fifty-two elementary schools in the Fort Bend Independent School District. The gender distribution shows a slightly higher proportion of female students (50.62%) compared to males (49.38%). The ethnicity background is primarily African American with 63.12%. There are also 30.56% Hispanic, 0.150% American Indian, 1.08% Asian, 0.77% White, and 4.32% Two or More Races. There are currently no students identified as Native Hawaiian-Pacific Islander.

As for student programs, 13.89% of students are identified as Emergent Bilingual (EB), with 3.09% participating in Bilingual education and 4.78% receiving ESL services. Special Education services are provided to 20.62% of students, with 5.35% identified with Dyslexia. Additionally, 0.31% of students are served under Section 504, and 2.62% are enrolled in the Gifted and Talented (GT) program. All students at Rosa Parks Elementary School are served under a Title I Schoolwide Program. Currently, the campus has no students identified as homeless, neglected, or participating in targeted assistance programs.

Rosa Parks Elementary School's overall attendance rate is 95.34%, which is slightly above the district goal of 95.30%. Students at Rosa Parks Elementary School often take family vacations out of the country, leave early, and arrive late to school during the school year. Rosa Parks Elementary School will continue to work with the community on the importance of school attendance.

Among students receiving special education services, the most commonly reported primary disabilities are Autism (33.01%), Specific Learning Disabilities (25.24%), Speech Impairments (19.42%), and Other Health Impairments (5.83%). Smaller percentages of students are served under Developmental Delay, Orthopedic Impairments, Emotional Disturbance, Intellectual Disability, and Visual Impairment. No students are currently identified with auditory impairment, deaf-blindness, or traumatic brain injury. Instructional settings for students receiving SPED services include Self-Contained classrooms (26.21%), Resource Rooms (41.75%), Mainstream environments (11.65%), and Speech Therapy services only (20.39%). There are no students receiving instruction in homebound, hospital, or off-campus settings.

The Emergent Bilingual demographic profile at 13.89% and Special Education demographic at 20.62% highlight several areas of need. The high percentage of Emergent Bilingual students indicates a continued need for strong language support programs, sheltered instruction practices, and special instructional strategies. The number of students in self-contained and resource settings underscores the importance of differentiation, inclusive practices, and consistent professional development for both general and special education teachers. Additionally, the low percentage of students identified for GT and 504 services suggests a need to examine identification practices to ensure equitable access for all student groups. The school's cultural and linguistic diversity also calls for a focus on culturally responsive teaching and inclusive curriculum practices that reflect the backgrounds of the student population.

Staff demographics include 1 principal, 9 administrative support staff, 15 educational aides, and 44 teachers. The ethnic distribution of staff is similar to student demographics with 64.4% African American, 29.4% Hispanic, 1.7% White, 1.1% Asian, 3.3% American Indian and no Pacific Islander or Two or More Races. Of the teachers, 9% are beginning teachers, 36% have 1-5 years experience, 14% have 6-10 years experience, 29% have 11-20 years experience, and 12% have 21-30 years experience.

Lastly, reported behavior incidents rose from 32 in 2024 to 72 in 2025. This increase reinforces the need for continued implementation of proactive behavior systems, including PBIS, student recognition programs like Student of the Month, Rocket Store, and campus-wide efforts to create a positive and supportive learning

environment for all students.

### **Demographics Strengths**

Rosa Parks Elementary School demonstrates several notable demographic strengths that contribute to a rich and supportive learning environment. The school is characterized by a culturally and ethnically diverse student population, with the majority of students identifying as African American (63.12%) and Hispanic (30.56%). This diversity is mirrored in the staff composition, which promotes cultural representation and strengthens student-staff relationships. The teaching staff is experienced, with over half having more than 11 years of teaching experience, supporting instructional consistency and school-wide stability. Additionally, the school maintains a strong overall attendance rate of 95.34%, slightly exceeding the district goal, which reflects positive family engagement and a commitment to student presence. As a Title I Schoolwide Program, Rosa Parks Elementary is well-positioned to provide equitable access to academic support and resources for all students, further enhancing opportunities for success across diverse learner groups.

### **Problem Statements Identifying Demographics Needs**

#### **Problem Statement 1 (Prioritized):** High Special Education Identification

**Root Cause:** The significantly high SPED identification rate suggests a need to evaluate early intervention systems, pre-referral processes, and core tier 1 instruction to ensure students are appropriately identified and that general education practices are supportive and inclusive.

#### **Problem Statement 2:** Significant Rise in Behavior Incidents

**Root Cause:** A sharp increase in behavior incidents from 32 (2024) to 72 (2025) signals a need for stronger Tier 1 behavioral supports, trauma-informed care, and consistent implementation of PBIS and social-emotional learning practices across grade levels and staff.

# Student Learning

## Student Learning Summary

### Math Performance

During the 2024–2025 academic year, Rosa Parks Elementary School served 507 students in mathematics across grades K–5. A review of NWEA MAP Growth data reveals several critical trends in student performance related to both achievement and growth.

#### Overall Growth Performance

The school's median growth percentile was **39th**, indicating that, on average, students demonstrated **below-average academic progress** compared to their national peers. A closer look at the distribution of student growth reveals that:

- **26%** of students were in the **lowest quintile (1st–20th percentile)** for growth,
- An additional **27%** were in the **21st–40th percentile**,
- Only **23%** of students achieved growth in the **61st percentile or higher**.

These figures signal a **need for targeted instructional strategies** to accelerate student learning, especially for students who are not meeting typical growth expectations.

#### Achievement Data: Fall to Spring Comparison

- In **Fall 2024**, the **median achievement percentile** was **52nd**, suggesting that students began the year performing at or slightly above the national average.
- However, by **Spring 2025**, the median dropped to **47th**, indicating a **decline in overall achievement** despite some student gains.

In Spring:

- **41%** of students scored below the 40th percentile, while
- **35%** of students performed in the 61st percentile or above.

This drop suggests **gaps in sustained academic achievement**, and underscores the need for ongoing progress monitoring and instructional adjustments throughout the year.

#### Grade-Level Patterns

- **Kindergarten and Grade 1** showed the most **even distribution across quintiles**, but with lower achievement in the fall and only modest growth by spring.
- **Grades 2–4** demonstrated **stagnation or regression in both growth and achievement**, especially Grade 4, which had the **lowest percentage of high-growth students**.
- **Grade 5** showed **mild improvement in achievement** but still lagged in high-growth percentages.

## Reading Performance

### Overview

Rosa Parks Elementary School assessed **453 students** in Reading using NWEA MAP Growth assessments for the 2024–2025 academic year. The data shows that while a portion of students are achieving at or above grade level, a significant percentage are not making adequate academic progress. This pattern indicates a systemic need for instructional improvement, focused intervention, and targeted professional development.

### 1. Student Achievement

In **Fall 2024**, the school's median achievement percentile was **50th**, indicating students started the year performing close to the national average. However, by **Spring 2025**, the median slightly declined to **48th percentile**, signaling that student performance remained generally flat over the course of the year.

- **36%** of students scored **below the 40th percentile** in the spring, while only **38%** scored in the **61st percentile or above**, highlighting a need to improve both support for struggling learners and enrichment for high performers.

### 2. Student Growth

The **overall growth median percentile** for Reading was **50**, which is average compared to national norms. However, deeper analysis reveals:

- **37% of students** demonstrated growth in the **lower two quintiles (1st–40th percentiles)**,
- Only **15%** of students achieved growth in the **top quintile**.

Although the school maintained average growth, these figures suggest many students—particularly those already behind—are not growing fast enough to close academic gaps.

### 3. Grade-Level Insights

- **Grade 1** showed the **strongest growth**, with **37% of students in the 41st–60th percentile** for growth and **balanced achievement levels** in the spring.
- **Grade 2** revealed positive growth trends with 46% of students scoring in the upper two quintiles.
- **Grades 3–5** displayed mixed results, with stagnating or declining achievement from fall to spring, despite consistent growth percentiles. Grade 5 had notable disparities: **33% of students were in the 41st–60th percentile for achievement**, but only **3%** were in the top 20%.

## Science Performance

The science performance data for Rosa Parks Elementary School, covering grades 3 through 5, reveals a mixed profile of student achievement and growth during the 2024–2025 academic year. The data is derived from MAP Growth assessments administered in Fall and Winter.

### Overall Trends

- Across all grades, **achievement percentiles** are distributed across all performance bands, with a concentration in the **41st–60th percentile range**, indicating average performance.
- **Growth percentiles** show a wider spread, with a significant portion of students in the **1st–40th percentile range**, suggesting that many students are not making expected progress.

Overall, we are moving in the right direction; however, the campus would benefit from a more consistent and systematic approach to monitoring student progress. Additionally, we are actively working to strengthen the alignment of our observation and feedback cycles to support continuous growth for both students and teachers.

### Student Learning Strengths

Rosa Parks Elementary demonstrates several strengths across subjects. In both mathematics and reading, students entered the year performing near or slightly above the national average, with median achievement percentiles around the 50th percentile. A notable percentage of students—35% in math and 38% in reading—are performing in the 61st percentile or higher, signaling a strong foundation among many learners. Early grades, particularly Grades K–2, showed more balanced distributions and moderate growth, indicating potential for scalable early intervention strategies. In science, Grade 5 displayed relatively strong achievement, especially in the fall, and across all subjects, the school has a cohort of students capable of high performance, creating a key opportunity for enrichment and academic acceleration. These strengths provide a base upon which to build more consistent academic growth and support structures.

### Grade-Level Highlights

#### Grade 3:

- **Achievement** improved slightly from Fall to Winter, with more students moving into the 61st–80th percentile range.
- **Growth** remained moderate, with most students in the 21st–60th percentile range.

#### Grade 4:

- **Achievement** showed a shift toward the middle percentiles, with fewer students in the highest bands.
- **Growth** was relatively balanced, though a notable portion remained in the lower percentiles.

#### Grade 5:

**Achievement** was strongest in Fall, with 35% of students in the 41st–60th percentile and 27% in the 61st–80th percentile.

**Growth** was more evenly distributed, but fewer students reached the highest growth bands.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Lack of student growth and progress monitoring system

**Root Cause:** Students performing below the 40th percentile are not making sufficient growth to close learning gaps. High-performing students are at risk of stagnation due to a lack of enrichment and acceleration opportunities.

**Problem Statement 2 (Prioritized):** Lack of alignment between observation and feedback cycle with PD

**Root Cause:** Teachers need targeted professional development in data-driven instruction and differentiated strategies. Progress monitoring and instructional adjustments are not occurring frequently or effectively enough to drive mid-year improvement.



# School Processes & Programs

## School Processes & Programs Summary

### **Personnel:**

Rosa Parks Elementary provides all instructional programs required by the district. The campus implements the district's curriculum located in Schoology. Differentiated instruction regularly occurs to reach all learners. Grade level teams meet regularly to discuss and plan instructional activities as well as determine the formative and summative assessments used to gauge student understanding and growth.

Rosa Parks Elementary works diligently to recruit, support, and retain highly qualified staff. We recruit staff through the FBISD Job Fair, Taleo, and professional recommendations. A Teachers Advancing Professional Practice (TAPP) mentor is assigned to all teachers with zero years of teaching experience to help ensure they have a structured support system. Our campus has one team leader per grade level (PK-5, SPED, and Outclass teams). There is one principal, assistant principal, Campus Compliance Coordinator (CCC), and counselor. During the 2024-25 school year, two classrooms remained with an uncertified substitute, two classroom positions were filled with instructional apprentice teachers working on their certification, there was one late hire in a tested grade level, and one vacancy for Math interventionist remained unfilled for the entirety of the school year.

### **Professional Practices:**

Grade level PLC meetings are held on a regular rotating schedule to ensure the district's curriculum is implemented with fidelity as well as to analyze data to determine next steps and needed student interventions. Teachers implement the appropriate instructional model for each content area and understand how to use formative assessment to guide their instructional decisions and next steps. Teachers, specialists, and administrators collaborate during PLC meetings to identify areas of needed improvement and to celebrate strengths and accomplishments. Walk-throughs are done regularly, and data are analyzed to ensure teachers are on track with the curriculum as well as the level of rigor for each subject area. Regular feedback concerning instruction is provided to teachers via walk-throughs, conferences, T-TESS, and PLC meetings to identify strengths and areas of improvement. These processes will be tightened up to ensure alignment across the campus with our Observation and Feedback Plan and improved PLC practices.

### **Organizational and Administrative:**

Rosa Parks Elementary administrators understand the importance of structured systems to support teachers and staff in providing a quality educational program to all students. Therefore, administrators regularly provide feedback and communicate expectations and/or pertinent information via email, team leader meetings, faculty meetings, PLC meetings, T-TESS observations, walk-throughs, and individual meetings. Based on this, teachers and staff provide instructional opportunities for students that are differentiated, research-based, and aligned to the curriculum. The progress of identified tiered students are discussed each term in Student Support Team meetings with teachers, administrators, and specialists to review progress-monitoring data, determine tier 2 and 3 interventions, and identify next steps for individual students. In addition, we will have aligned grading and common formative assessments to monitor student progress and make necessary adjustments.

### **Vistas/Gifted and Talented Program**

Rosa Parks serves over 35 students identified as VISTAS/GT. Opportunities for independent study are available to all 2<sup>nd</sup>-5<sup>th</sup> grade GT students through Rocket Academy. Students present their academic endeavors at the annual GT Showcase. Additionally, enrichment opportunities are available to all students through UIL Competitions, Spelling Bee, Science Fair, and a variety of clubs. We are looking at even more opportunities such as the FBISD Transportation Trailblazer Premier Opportunity to offer all students more enrichment.

**RPE Clubs**

Students are able to further explore their interests and develop leadership skills through before and after school clubs including: Broadcast, Choir, NEHS, Safety Patrol, Student Council, and UIL.

**PBIS**

Overall, all discipline implementation has increased.

Disciplinary Incidents by Disciplinary Action Code for USER CAMPUSES ROSA PARKS EL

Disciplinary Action Code	22–23	23–24	24–25
05 - Out-of-school suspension	6	23	27
06 - In-school suspension and related services	1	8	61
07 - Placement in on or off campus DAEP / TEC 37.008	0	2	2
TOTALS	7	33	90

**School Processes & Programs Strengths**

Rosa Parks Elementary has established strong instructional and support systems that promote academic growth and student engagement. Teachers use the district curriculum with fidelity and meet regularly in PLCs to plan instruction and analyze student data. Leadership supports instructional quality through walk-throughs, regular feedback, and structured communication. New teachers are supported through the TAPP mentorship program, and grade-level leadership ensures consistency across teams. The school also offers targeted interventions through the Student Support Team and provides enrichment opportunities through the GT program, Rocket Academy, UIL, and student-led clubs. PBIS practices help maintain a positive and supportive school culture.

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

**Problem Statement 1 (Prioritized):** Inconsistent instructional implementation and limited intervention effectiveness.  
**Root Cause:** Staffing challenges, inconsistent implementation of instructional systems, and the need for stronger monitoring and follow-through.

# Perceptions

## Perceptions Summary

Rosa Parks Elementary strives to ensure families feel welcomed to a positive and productive school environment. We provide multiple communication opportunities to our families with an array of communication measures, including phone calls, emails, Blackboard communication with grade level and schoolwide Smore newsletters, Class Dojo, paper flyers, marquee announcements, and other modes to ensure parent and student are aware of school updates and news. We host multiple events throughout the school year designed to meet the needs families with emphasis on parent training, literacy, and family engagement.

Positive culture is maintained as students and teachers use the 3 R's (Respectful, Responsible, and Ready) schoolwide expectations. This is done by acknowledging positive student behavior using Student of the Week/Month recognition, Rocket Buck dissemination and redemption, teacher shout-outs in the staff newsletter, and 3 R's hallway signage is posted throughout the building. Additionally, our building walls display student work, kindness themes, and positive images and sayings.

Parents and PTO are active and excited to participate in school activities.

The vision for the campus states *Rosa Parks Elementary Students will emerge as lifelong learners who will respect and embrace diversity, think critically during the learning process, and demonstrate resilience each and every day.*

Further, the mission says *Rosa Parks Elementary exists to facilitate an instructional program that will educate the whole child, inspire students to become an inspiration to themselves and others, and empower them to take risks in learning.*

## Perceptions Strengths

The Community Surveys for Rosa Parks Elementary reveals several encouraging strengths in family engagement and school support. A majority of parents (74%) are satisfied or very satisfied with their child's access to technology at school, and 96% report having high-speed internet at home—indicating strong digital readiness. Parents also express pride in the school's staff, academic programs, and student achievements, with high interest in family-oriented events like Family Fun Night and Math/Science Workshops. Communication is another area of relative strength, with many parents feeling informed about their child's academic progress and behavior. Additionally, 91% of respondents identify as parents, and 65% report visiting the school often or very often, reflecting a high level of direct parental involvement.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Only 51% of parents rated the school as "Good" or "Excellent," and the Net Promoter Score is -30, with 53% of parents classified as detractors. Problem Statement: A significant portion of parents are not satisfied with the overall school experience and are unlikely to recommend the school to others, indicating a need to rebuild trust and improve perception.

**Root Cause:** The low parent satisfaction and negative Net Promoter Score are primarily driven by a history of combination of communication gaps, perceived lack of responsiveness to parent concerns, and inconsistencies in academic and extracurricular quality across grade levels or programs. These factors have diminished trust and contributed to a negative perception of the school experience.

# Priority Problem Statements

**Problem Statement 1:** High Special Education Identification

**Root Cause 1:** The significantly high SPED identification rate suggests a need to evaluate early intervention systems, pre-referral processes, and core tier 1 instruction to ensure students are appropriately identified and that general education practices are supportive and inclusive.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Lack of student growth and progress monitoring system

**Root Cause 2:** Students performing below the 40th percentile are not making sufficient growth to close learning gaps. High-performing students are at risk of stagnation due to a lack of enrichment and acceleration opportunities.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Lack of alignment between observation and feedback cycle with PD

**Root Cause 3:** Teachers need targeted professional development in data-driven instruction and differentiated strategies. Progress monitoring and instructional adjustments are not occurring frequently or effectively enough to drive mid-year improvement.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Inconsistent instructional implementation and limited intervention effectiveness.

**Root Cause 4:** Staffing challenges, inconsistent implementation of instructional systems, and the need for stronger monitoring and follow-through.

**Problem Statement 4 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

## 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PSS data

#### **Parent/Community Data**

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





# Goals

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities






**Performance Objective 1:** By May 2026, Rosa Parks Elementary (RPE) will increase student performance on the NWEA MAP Reading Growth Assessment from the 52nd percentile to the 65th percentile, demonstrating at least 1.5 years of academic growth in reading for all students, as measured by NWEA MAP Growth data.

**Evaluation Data Sources:** Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will ensure that students have opportunities to write across content areas. Teachers will use strategies shared in PD, PLT, and with coaches as well as complete ECR activities with rubrics and feedback.	Formative			Summative
	Oct	Dec	Feb	June
	<div><div></div></div> <div>Some Progress</div>			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will ensure students have access to grade level text throughout the instructional block for both whole group and small group reading opportunities.	Formative			Summative
	Oct	Dec	Feb	June
	<div><div></div></div> <div>Moderate Progress</div>			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Admin and coaches will perform campus walks to monitor implementation of small group and the use of grade level texts to align to the expectation. This will ensure that teachers adhere to the schedule and use grade level text during tier 1 instruction.	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Each grade level will participate in PLTs to engage in plan for proper implementation of curriculum aligned to TEKS, consistent formative assessments to ensure learning has occurred, data analysis of student work and campus walks, and plan for enrichment and intervention opportunities for all students.	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implementation of purposeful data analysis practices to effectively support At-Risk learners, EB learners, and GT learners and arrange them into targeted, Tier 2 assignments. Teachers will monitor EB performance on assessments and develop intervention plans as needed to support EB students. Teachers will also implement targeted strategies shared by EB Coach to ensure supported and sheltered instruction for EB learners.	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> The admin, teachers, and coaches will meet monthly to analyze special education student data to determine intervention and enrichment activities and adjust practices as needed to increase performance on state assessments. They will analyze student data and performance aligned with IEP's progress monitoring, and internalization opportunities for best instructional practices.  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			












Strategy 7 Details		Reviews			
<b>Strategy 7:</b> As a targeted focus in Reading, Teachers and Coaches will review assessment data of students with "Two or More Races" in PLT to determine growth and progress. Data review will result in instructional changes to support student growth.  <b>Additional Targeted Support Strategy</b>		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 2:** By May 2026, Rosa Parks Elementary (RPE) will increase student performance on the NWEA MAP Math Growth Assessment from the 40th percentile to the 65th percentile, demonstrating at least 1.5 years of academic growth in math for all students, as measured by NWEA MAP Growth data.

**Evaluation Data Sources:** Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will consistently implement small group and the students have access to concrete models as they move through the CRA structure of instruction and learning for all students.  <b>Title I:</b> 2.51, 2.52, 2.53	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Admin and coaches will perform campus walks to monitor implementation of small group and the students have access to concrete models as they move through the CRA structure of instruction/instructional model and learning for all students. This will ensure that teachers adhere to the schedule and use concrete models throughout the tier 1 instructional learning experience.  <b>Title I:</b> 2.51, 2.52, 2.53	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Each grade level will participate in PLT's to engage in plan for proper implementation of curriculum aligned to TEKs, consistent formative assessments to ensure learning has occurred, data analysis of student work and campus walks, and plan for enrichment and intervention opportunities for all students.  <b>Title I:</b> 2.51, 2.52, 2.53	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The admin, teachers, and coaches will meet monthly to analyze special education student data to determine intervention and enrichment activities and adjust practices as needed to increase performance on state assessments. They will analyze student data and performance aligned with IEP's progress monitoring, and internalization opportunities for best instructional practices.  <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> As a targeted focus in Math, Teachers and Coaches will review assessment data of students with "Two or More Races" in PLT to determine growth and progress. Data review will result in instructional changes to support student growth.  <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 3:** By May 2026, Rosa Parks Elementary (RPE) will increase student performance on the NWEA MAP Science Growth Assessment from the 54th percentile to the 65th percentile, demonstrating at least 1.5 one years of academic growth in science for all students, as measured by NWEA MAP Growth data.







**Evaluation Data Sources:** Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA), etc.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement science curriculum during the specified time on the schedule and the students have hands-on lab experiences according to their grade level.	Formative			Summative
	Oct	Dec	Feb	June
	<div><div></div></div> <div>Some Progress</div>			
Strategy 2 Details	Reviews			
Strategy 2: Admin and coaches will perform campus walks to monitor implementation of science curriculum during the specified time on the schedule and the students have hands-on lab experiences according to their grade level. This will ensure that teachers adhere to the schedule and have hands on experiences throughout the tier 1 instructional learning experience.	Formative			Summative
	Oct	Dec	Feb	June
	<div><div></div></div> <div>Moderate Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 1:** By May 2026, Rosa Parks Elementary (RPE) will improve culture and climate by increasing the overall staff and parent satisfaction by 2% through principles of professionalism, accountability, and communication as measured by the district's Culture Climate and Student Engagement survey.







**Evaluation Data Sources:** FBISD's Culture-Climate and Student Engagement Survey Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a campus wellness committee that meets at least four times a year and includes school nurses, cafeteria manager/cafeteria staff, staff, parents, and community members who oversee school wellness programs.	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Admin will coordinate weekly parent and staff newsletters to ensure consistent and clear communication to all stakeholders.	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 2:** By May 2026, Rosa Parks Elementary (RPE) will increase student engagement by 2% through a campus focus on the principles of professionalism, accountability, and communication as measured by FBISD's Culture-Climate and Student Engagement Survey.

**Evaluation Data Sources:** FBISD's Culture-Climate and Student Engagement Survey Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote and encourage social-emotional learning with students and the community. (Whole Child Health Initiatives/Events, WCH Webinars, POG Tool Kit, Other Campus Wellness Events/Opportunities, Parent Education).	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The counselor will provide bi-weekly character education lessons to all students, as well as monthly social emotional activities such as Red Ribbon Week, Suicide Awareness Week, etc.	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

**Performance Objective 1:** Goal 3: By May 2026, Rosa Parks Elementary will uphold fiscal responsibility by maintaining transparent budgeting practices and ensuring all campus expenditures support the district's strategic plan and align with campus priorities.

**Evaluation Data Sources:** Peoplesoft Financials

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Principal will hold weekly meetings with the Executive Assistant to review budget allocations and expenditures, ensuring they align with the district's strategic plan and campus goals. <b>Staff Responsible for Monitoring:</b> Principal Executive Assistant	Formative			Summative
	Oct	Dec	Feb	June
	<div><div></div></div> Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The Principal will provide budget updates to the Campus Planning Advisory Council (CPAC) on a quarterly basis to ensure transparency, support informed decision-making, and align financial priorities with the campus improvement goals. <b>Staff Responsible for Monitoring:</b> Principal Title One School Compliance Representative	Formative			Summative
	Oct	Dec	Feb	June
	<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				