

Fort Bend Independent School District

Lantern Lane Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Fort Bend's Mission

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

Lantern Lane Elementary will operate with integrity and commit to life-long learning by developing each student into the profile of a graduate.

Lantern Lane's Campus Mission

Lantern Lane strives to encourage confident and self-motivated thinkers through unique learning opportunities.

Vision

FBISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

At Lantern Lane Elementary, we will inspire students to reach their full potential.

Lantern Lane

Lantern Lane Elementary is committed to building a culture of excellence by providing a nurturing environment that inspires life-long learners to grow.

Value Statement

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

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

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

A...through effective teachers that inspire learning.

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

B...in a supportive climate and safe environment.

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

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

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

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

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

Table of Contents

- Comprehensive Needs Assessment 5
 - Needs Assessment Overview 5
 - Demographics 6
 - Student Learning 11
 - School Processes & Programs 19
 - Perceptions 21
- Priority Problem Statements 23
- Comprehensive Needs Assessment Data Documentation 24
- Goals 26
 - Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities 26
 - 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. 34
 - Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan. 38
- Campus Funding Summary 40

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

School Improvement: Additional Targeted Support

- The campus principal, with the support of the assistant principal and campus support specialist (from the Department of School Improvement), will monitor implementation of plan components.
- The plan will be updated and monitored at least once a month.
- Quarterly meetings will be held throughout the school year to inform stakeholders of progress.
- Data sources are listed in the Data Documentation section of the plan. Additional data sources include but are not limited to NWEA Map, STAAR Interim, District Learning Assessment (DLA), and campus CFAs to gauge student progress toward learning targets.
- Strategy and/or fidelity of implementation adjustments will be uploaded to the Formative Review section with additional notes in the Evidence of Progress section. Leaders will use the formative review slider as an additional quarterly metric to share progress for each strategy in the plan.

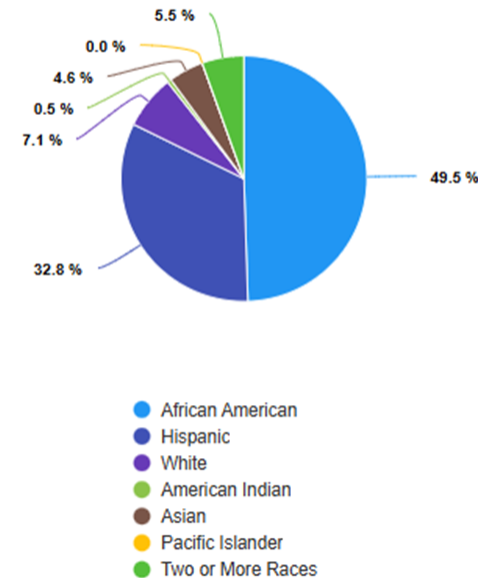
Demographics

Demographics Summary

Lantern Lane Elementary is one of 52 elementary campuses in Fort Bend Independent School District. Lantern Lane Elementary opened in 1978 and serves predominantly African American and low-income families. Lantern Lane Elementary serves 479 students in grades Pre-K to 5. Lantern Lane has morning and afternoon Pre-K, self-contained classes in K-1 and blocked scheduled classes in grades 2-5. We have the four specialized Special Education Programs that are offered. Succeeding in Academic and Independent Living Skills (SAILS) services are designed to provide students with significant cognitive disabilities an educational program focusing on life skills such as personal care, pre-vocational activities, communication, functional academics and/or social skills. Early Childhood Special Education (ECSE) Services are offered to students with identified developmental delays who are 3-5 years old. Behavior Support Services (BSS) are services designed for students who exhibit significant challenging behaviors and require social and/or behavioral support.

The student population consists of 49.5% African American, 7.1% White, 4.6% Asian, 32.8% Hispanic/Latino and 5.5% Two or More Races. The student body

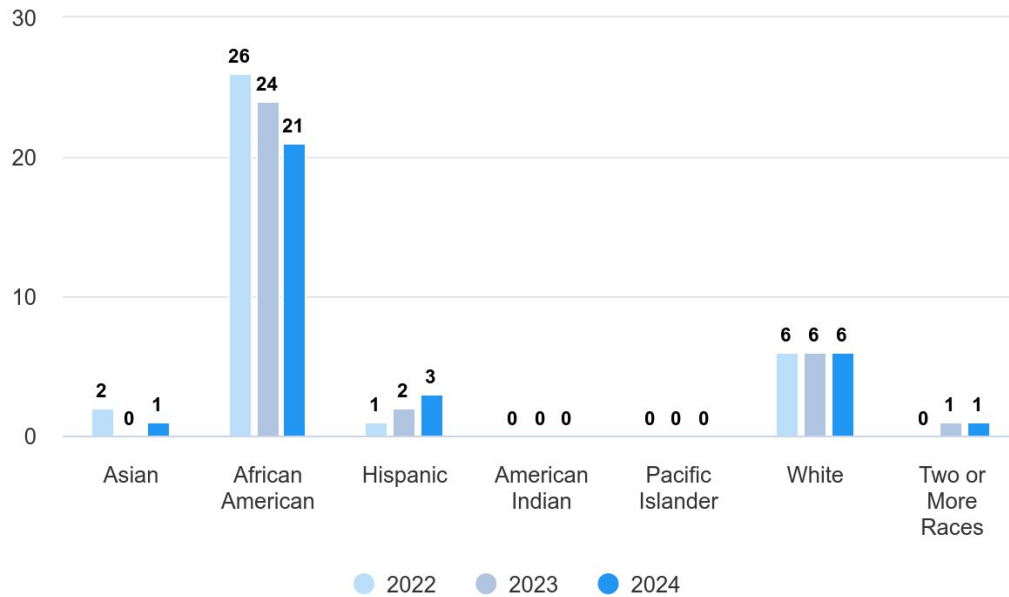
Ethnic Distribution 2024



consists of 53.92% male and 46.08% female, with a low socio-economic status of 74.65%

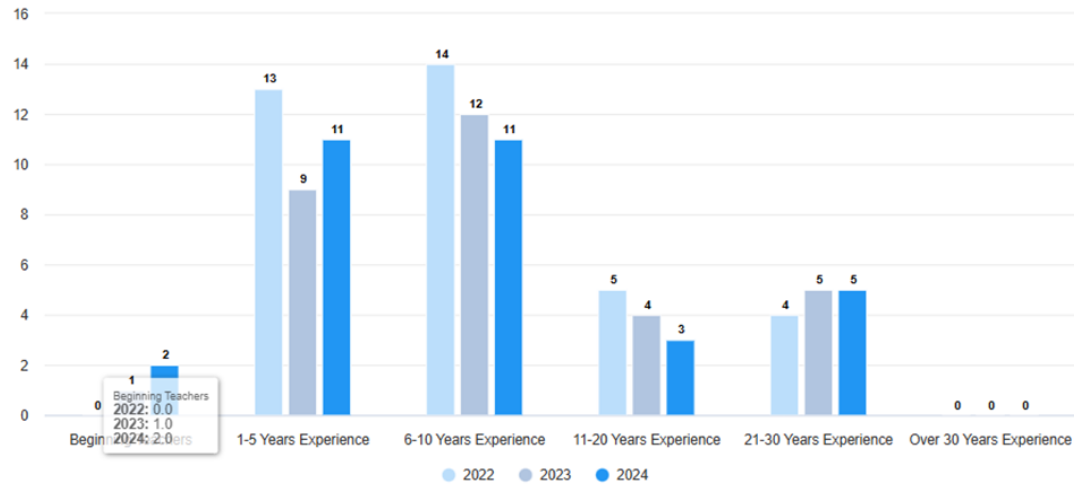
The teaching staff is made up of the following ethnicity and their years of experience:

Teachers Ethnicity



Teachers by Years Experience

Print/Download



The average daily attendance rate for students is the following:

20-21	21-22	22-23	23-24	24-25
91.81%	92.56%	92.85%	93.73%	93.69%

Consistent and timely attendance is a foundational component of academic achievement. When students are absent or arrive late to school, they forfeit critical instructional time that is essential for mastering grade-level content and participating in collaborative learning experiences.

Student Programs	Count	Percent
CTE Attendance	0	0.00%
Dropout Recovery Program	0	0.00%
Gifted and Talented	12	2.51%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	4	0.84%
Special Education (SPED)	132	27.56%
Bilingual/ESL		
Emergent Bilingual (EB)	55	11.48%
Standard or Alternative Bilingual/ESL	53	11.06%
Dual Language Immersion/One-Way	1	0.21%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Indicator Code	35	7.31%
Dyslexia Risk Code	116	24.22%
Dyslexia Services Code	35	7.31%
Title 1 Part A		
Schoolwide Program	479	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Special Education Services	Count	Percent
Instructional Settings		
Speech Therapy	74	14.98%
Homebound	0	0.00%
Hospital Class	0	0.00%
Resource Room	66	13.36%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	1	0.20%
Self Contained	35	7.08%
Full-Time Early Childhood	12	2.43%
Mainstream	31	6.28%

Student Indicators	Count	Percent
Foster Care	8	1.67%
IGC Reviewed	0	0.00%
Intervention Indicator	155	32.36%
Migrant	0	0.00%
Military Connected	13	2.71%
Student Accelerated Education Plan	0	0.00%
Unschool'd Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	337	70.35%
Free Meals	284	59.29%
Reduced-Price Meals	18	3.76%
Other Economic Disadvantage	35	7.31%
Homeless Statuses		
Homeless Status Total	22	4.59%
Shelter	0	0.00%
Doubled Up	20	4.18%
Unsheltered	0	0.00%
Hotel/Motel	1	0.21%
Shelter	1	0.21%
Not Unaccompanied Youth	18	3.76%
Unaccompanied Youth	4	0.84%

Demographics Strengths

Diversity and Inclusion

The student body reflects a vibrant cultural mix, with 49.5% African American, 32.8% Hispanic/Latino, and representation from Asian, White, and multiracial backgrounds. This diversity fosters a culturally rich learning environment that prepares students for a global society.

Experienced and Diverse Teaching Staff

The teaching staff is ethnically diverse and includes a growing number of educators with a wide range of experience levels. The increase in beginning teachers over the past three years suggests a healthy pipeline of new talent, while the presence of veteran educators ensures stability and mentorship.

Commitment to Equity

With 100% of students participating in the Title I Schoolwide Program and 70.35% identified as economically disadvantaged, Lantern Lane demonstrates a strong commitment to educational equity. The school ensures that all students, regardless of background, have access to quality instruction and resources.

Support for Special Populations

Lantern Lane provides targeted services for students with dyslexia, emergent bilingual learners, and those in special education. Notably, 27.56% of students receive special education services, and 11.48% are emergent bilinguals, indicating the school's robust infrastructure for differentiated

instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance and missing instruction has resulted in student achievement and percentage of on-level learners is below the district's average

Root Cause: Student attendance has been below the district's attendance average amongst elementary campuses.

Student Learning

Student Learning Summary

STAAR Performance (Spring 2025):

Third-grade students showed notable gains in Math and Reading STAAR performance compared to the previous school year (2022–2023). There was an increase in the percentage of students achieving at the *Approaches*, *Meets*, and *Masters* levels, indicating improved mastery of grade-level standards and effective instructional strategies.

Academic Growth (School Progress – Part A):

The campus earned a higher Academic Growth Score in 2025, reflecting positive year-over-year student progress. This suggests that targeted interventions and instructional supports are effectively addressing student learning needs.

Closing the Gaps – NWEA MAP Growth (2025):

Growth data from the NWEA MAP assessments in Math, Reading, and Science from the beginning to the end of the year further supports the trend of academic improvement. Students demonstrated consistent growth across all three subjects, highlighting the success of differentiated instruction and data-driven decision-making.

Student Achievement STAAR Spring 2025

STAAR for 2024 - 2025												
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)
All												
Percent of Tests												
% at Approaches GL Standard or Above	66%	60%	68%	92%	67%	86%	%	88%	64%		58%	64%
% at Meets GL Standard or Above	37%	30%	39%	56%	33%	86%	%	75%	35%		38%	35%
% at Masters GL Standard	9%	4%	7%	40%	0%	43%	%	50%	10%		10%	10%
Number of Tests												
# at Approaches GL Standard or Above	290	148	98	23	2	12	0	7	268		30	265
# at Meets GL Standard or Above	163	73	57	14	1	12	0	6	147		20	145
# at Masters GL Standard	41	11	10	10	0	6	0	4	40		5	40
Total Tests	440	245	145	25	3	14	0	8	418		52	411
Reading												
Percent of Tests												
% at Approaches GL Standard or Above	76%	72%	75%	100%	100%	86%	%	100%	75%		61%	75%
% at Meets GL Standard or Above	43%	36%	45%	64%	100%	86%	%	75%	41%		43%	42%
% at Masters GL Standard	14%	6%	13%	45%	0%	57%	%	75%	14%		17%	15%
Number of Tests												
# at Approaches GL Standard or Above	145	75	48	11	1	6	0	4	135		14	134
# at Meets GL Standard or Above	83	37	29	7	1	6	0	3	75		10	74
# at Masters GL Standard	26	6	8	5	0	4	0	3	28		4	26
Total Tests	191	104	64	11	1	7	0	4	181		23	178
Mathematics												
Percent of Tests												
% at Approaches GL Standard or Above	65%	61%	64%	91%	100%	86%	%	75%	63%		61%	63%
% at Meets GL Standard or Above	40%	34%	41%	55%	0%	86%	%	75%	38%		43%	38%
% at Masters GL Standard	7%	5%	3%	36%	0%	29%	%	25%	7%		4%	7%
Number of Tests												
# at Approaches GL Standard or Above	124	63	41	10	1	6	0	3	114		14	112
# at Meets GL Standard or Above	76	35	26	6	0	6	0	3	68		10	67
# at Masters GL Standard	14	5	2	4	0	2	0	1	13		1	13
Total Tests	191	104	64	11	1	7	0	4	181		23	178
Science												
Percent of Tests												
% at Approaches GL Standard or Above	36%	27%	53%	67%	0%	%	%	%	34%		33%	35%
% at Meets GL Standard or Above	7%	3%	12%	33%	0%	%	%	%	7%		0%	7%
% at Masters GL Standard	2%	0%	0%	33%	0%	%	%	%	2%		0%	2%
Number of Tests												
# at Approaches GL Standard or Above	21	10	9	2	0	0	0	0	19		2	19
# at Meets GL Standard or Above	4	1	2	1	0	0	0	0	4		0	4
# at Masters GL Standard	1	0	0	1	0	0	0	0	1		0	1
Total Tests	58	37	17	3	1	0	0	0	56		6	55

School Progress- Part A: Academic Growth Score 2025

Part A: Annual Growth Points							
Prior Year	Current Year Performance						Total
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level	
Low Did Not Meet Grade Level	33	21	8	1	1	0	64
High Did Not Meet Grade Level	12	14	9	4	3	0	42
Low Approaches Grade Level	2	6	9	10	7	0	34
High Approaches Grade Level	0	1	4	11	14	2	32
Meets Grade Level	0	1	1	8	28	8	46
Masters Grade Level	0	0	0	0	7	10	17
Total	47	43	31	34	60	20	235

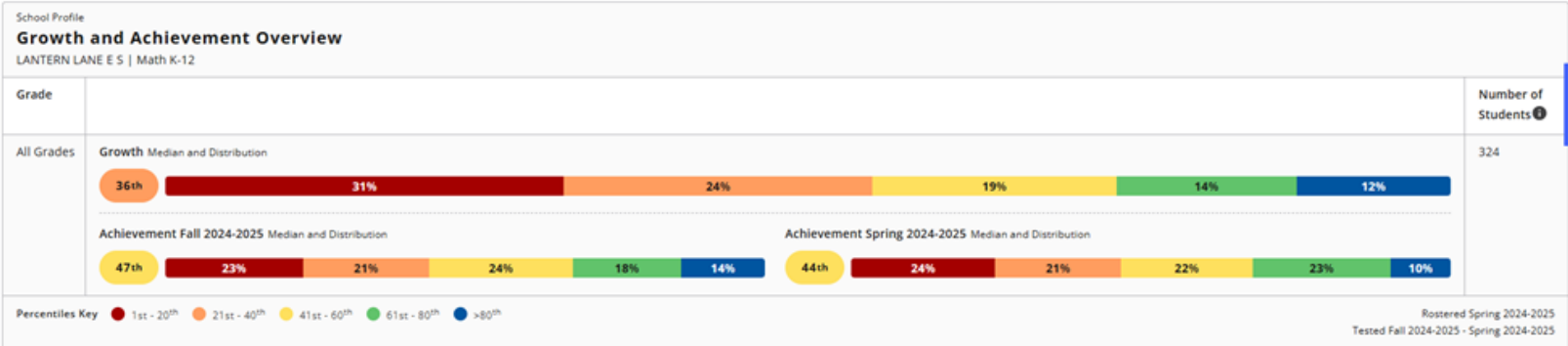
There was an increase of students that achieved Approaches or Above, Meets or Above and Masters for both Math STAAR and Reading STAAR in 3rd grade compared from 2022-23 to 2023-24 school year.

Closing the Gap Performance Targets 2025

Component	Points Earned	Points Possible	Score	Weight	Weighted Points
Academic Achievement	20	32	62.5	30.0	18.8
Growth or Graduation: Chosen Component (Academic Growth Status)	16	32	50.0	50.0	25.0
English Language Proficiency	4	4	100.0	10.0	10.0
School Quality or Student Success: Chosen Component (STAAR Component Only)	5	16	31.3	10.0	3.1
Closing the Gaps Domain Raw Score					57
Closing the Gaps Domain Scale Score					78
Closing the Gaps Domain Letter Score					C

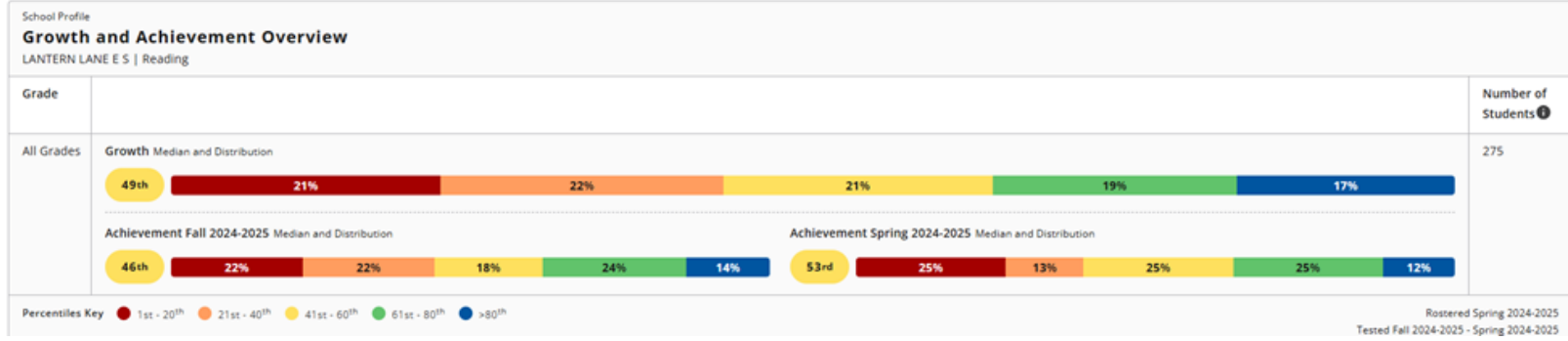
NWEA MAP Growth Math- Beginning of Year to End of Year

LANTERN LANE E S

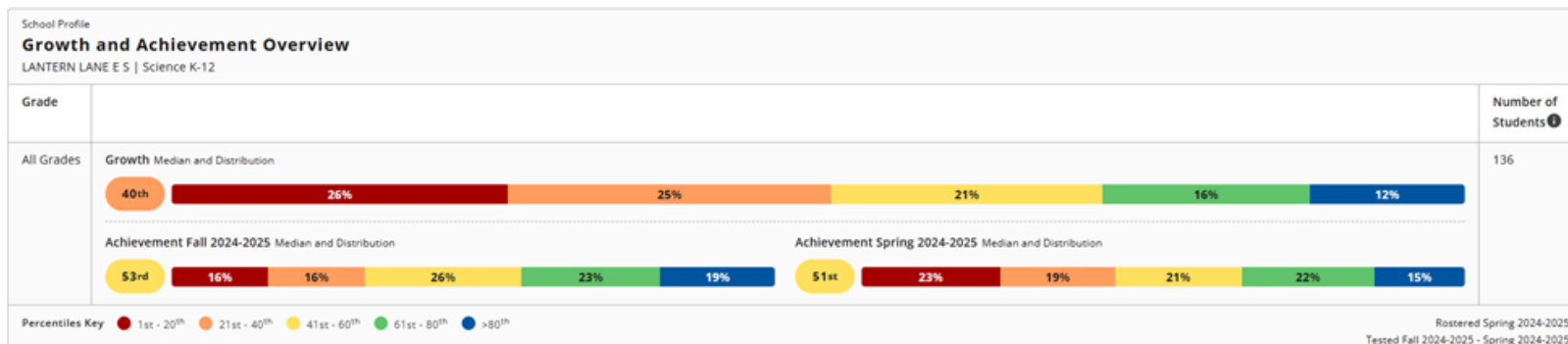


NWEA MAP Growth Reading- Beginning of Year to End of Year

LANTERN LANE E S



NWEA MAP Growth Science- Beginning of Year to End of Year



Student Learning Strengths

During the 2024–2025 academic year, the campus demonstrated notable gains in student achievement across core content areas, as measured by STAAR performance in grades 3–5. These improvements reflect the effectiveness of targeted instructional strategies and a commitment to academic excellence.

Reading achievement showed strong upward momentum:

Approaches Grade Level increased from 68% to 76%.

Meets Grade Level rose from 38% to 43%.

Masters Grade Level improved from 11% to 14%.

Math performance also experienced significant growth:

Approaches Grade Level jumped from 51% to 65%.

Meets Grade Level increased from 26% to 40%.

Masters Grade Level rose from 5% to 7%.

While Science scores remain an area for continued focus, incremental gains were observed:

Meets Grade Level increased from 5% to 7%.

Masters Grade Level rose from 0% to 2%.

A particularly strong area of growth was seen among students receiving Special Education services:

Reading performance at Meets Grade Level or above increased from 9% to 21%.

Math performance at Meets Grade Level or above rose from 6% to 20%.

Student Growth in Reading improved from 29% to 46%.

Student Growth in Math increased from 41% to 52%.

These results highlight the campus's dedication to closing achievement gaps and fostering academic growth for all learners, especially those

receiving specialized support. The upward trends in performance across subjects and student groups serve as a foundation for continued progress and strategic planning.

Student Achievement for STAAR in grades 3-5

Reading	2023-2024	2024-2025
Approaches Grade Level	68%	76%
Meets Grade Level	38%	43%
Masters Grade Level	11%	14%

Math	2023-2024	2024-2025
Approaches Grade Level	51%	65%
Meets Grade Level	26%	40%
Masters Grade Level	5%	7%

Science	2023-2024	2024-2025
Approaches Grade Level	35%	36%
Meets Grade Level	5%	7%
Masters Grade Level	0%	2%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on student performance, there has been a trend of inconsistency when implementing resources and curriculum for grade levels, specialized programs with content areas.

Root Cause: Lack clarity of concept planning and breaking down the standards Feedback on implementation of curriculum and rigor of instruction was not defined through intentional protocols

Problem Statement 2 (Prioritized): Interventions for Tier2 and Tier 3 instruction showed limited growth in all content areas.

Root Cause: Tier instructional practices for small groups and interventions lacked intentionality for closing student learning gaps. Concept planning and practicing instructional delivery of small groups and interventions were not consistently aligned with the student needs and setting high expectations.

Problem Statement 3: The expectation for the use of instructional model for Tier 1 instruction and planned enrichment showed limited growth in all content areas.

Root Cause: Mini lessons were not always short robust and explicit within the instructional model. Teachers' concept planning and instructional delivery of mini-lessons were not consistently informed by a deep understanding of student needs, resulting in lessons that lacked rigor and did not reflect high expectations.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

Curriculum, Instruction and Assessment at Lantern Lane is a collaborative process. We look at all of these areas in PLC meetings following the district's PLC protocol for grade levels to allow for additional planning (70 minutes) and collaboration built into our master schedule. We follow the FBISD curriculum that is available through Schoology. Teachers follow the district pacing guides for their grade and subjects. Instructional coaches meet with grade levels weekly to lesson plan. Lesson plans are turned in weekly to Schoology that reflect the implementation of this curriculum.

Student needs are met through differentiated instruction. Students in need of additional assistance receive tiered instruction during Yellow Jacket time to address closing gaps in their learning and to address students in 4th-5th grade who did not pass the STAAR for House Bill 1416.

Student data meetings will be held to discuss the Responsive Instruction (RI) data, low-performing students and the intervention process. The use of NWEA MAP Reading and Math Growth (Kindergarten-5th grade), NWEA Science Growth (2nd-5th grade), NWEA MAP Oral Fluency (Kindergarten-2nd grade), TxKEA (Kindergarten only), Circle Testing (Pre-K only) will provide reading, math, and science data three times a year (beginning, middle and end) and be utilized to plan for small group instruction. We additionally utilize campus learning checks through each unit of content (math, reading and science) for 2nd-5th grade and analyze student data to identify misconceptions and opportunities to reteach skills.

Professional Development

Professional development is ongoing throughout the school year and job role specific to support teachers in their instructional strategies and best practices. We utilize campus Title I Funds to send teachers to Region IV PD that is content specific and aligned with their professional goal(s) or identified areas of needs. Instructional Leadership Team and Teacher Leaders provide learning opportunities throughout the school year as well as scheduled PD. Administration Team have embedded district learning throughout the school year and bring back their learning to share with teachers.

Leadership and decision-making processes

Consistency of meeting with CPAC members with sharing information and seeking feedback from stakeholders involved. Collaboration with stakeholders on ways to increase parent engagement and school events that students would be able to participate in.

Extracurricular opportunities

Students are provided opportunities to join clubs and be involved throughout the campus and community.

- Choir and Drama Club
- Robotics and Coding Club
- Art Club
- Girls on the Run
- Student Council
- National Elementary Honors Society
- Safety Patrol
- Dance Team
- Cheerleaders

- Broadcast
- UIL

House System

The purpose of the house system at Lantern Lane Elementary is to develop a school climate where students are excited to learn the necessary skills to become life-long learners, leaders, and productive citizens. Collaboration among all stakeholders, including the students which we serve, is a primary indicator of a positive school climate. By working with others, we feel that students learn the value of Kindness, Friendship, Courage, and Unity. Throughout the year, we will hold house meetings to build community and provide a space to empower our students with character development.

School Processes & Programs Strengths

At Lantern Lane Elementary the goal is to grow the equivalency of at least one grade level for the school year. strengths include:

- Collaborative planning aligning student need, TEKS, and pacing guides
- Informative Professional Learning Teams to discuss best practices
- Reflective Practice through Micro-teaching Tool Protocol to increase teacher capacity
- Effective analysis of data as it impacts instruction - NWEA MAP, TX-KEA, CIRCLE, Learning Assessments, TELPAS, and STAAR
- Addition of clubs provides support for academic and social emotional growth for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a campus trend that not all classrooms follow campus expectations for student behavior and how staff need to continue utilizing PBIS strategies for providing a positive environment for students to build a foundation of student ownership, and remove barriers to learning.

Root Cause: Respect Agreements were created, but not always referred to when opportunities arose. The why of student behavior was not a focus and the behavior itself was focused on. Building detailed plans of action through classroom through PBIS and CHAMPS were very limited and not monitored with fidelity.

Problem Statement 2 (Prioritized): Teachers need ongoing professional development and structured support throughout the school year to develop a deeper understanding of FBISD's instructional models in reading, math, and science, enabling them to deliver rigorous, standards-aligned instruction.

Root Cause: Teachers lack ongoing, embedded professional development, target instructional coaching, and dedicated collaborative planning time needed to build clarity and confidence in implementing the district's reading and math instructional models with rigor.

Perceptions

Perceptions Summary

Lantern Lane Elementary strives to encourage confident and self-motivated thinkers through unique learning opportunities. The campus is committed to building a culture of excellence by providing a nurturing environment that inspires life-long learners to grow. Our campus mission and vision statements were revised involving all staff members and feedback from our CPAC members. The focus on building positive peer relationships for our students, setting high expectations for social success, and providing students opportunities to build stronger social skills while increasing self-awareness and emotional regulation. Our campus has developed procedures and routines that facilitate a proactive and positive approach to building relationships for all stakeholders. We provide multiple communication opportunities to our families with an array of communication measures, including through SchoolStatus Connect, weekly campus newsletter, grade level newsletters, emails through Blackboard Messenger, flyers in students' Wednesday folders, campus marquee, and phone calls to ensure our families are informed of campus news, upcoming events, and reminders of holidays or early release days. We host multiple events throughout the school year to increase community and family engagement through literacy, math, science, and health and wellness.

Our campus culture focus on all stakeholders following our campus wide guidelines for success aligned the Fort Bend ISD's Profile of a Graduate to support the whole child. Our campus counselor focuses on the social and emotional needs of all students through her Character Education lessons and lunch bunch groups with 3rd-5th grade students. Our campus is in its 3rd year of implementation of the house systems that was inspired from the Ron Clark Academy in Atlanta, Georgia. The purpose of the house system at Lantern Lane Elementary is to develop a school climate where students are excited to learn the necessary skills to become life-long learners, leaders, and productive citizens. Collaboration among all stakeholders, including the students which we serve, is a primary indicator of a positive school climate. By working with others, we feel that students learn the value of Kindness, Friendship, Courage, and Unity. Throughout the year, we will hold house meetings to build community and provide a space to empower our students with character development. Students will have opportunities to earn points for their house every school day through our PBIS Rewards App. Points can be earned by demonstrating the core values aligned with FBISD's Profile of a Graduate, perfect attendance, and scholarly achievements. Each morning, house points will be reviewed on morning announcements. There will also be challenges throughout the school year where students and staff will compete in team building activities to earn points for their house. House Meetings, House Competitions, and Celebrations will be scheduled throughout the school year to give students an opportunity to meet with their houses and participate in a variety of community service projects and team building activities. The house with the most accumulated points each nine weeks will be celebrated during our house celebration.

We will provide professional development that will allow the campus leaders involved to come back and provide best practices to staff with regards to Tier I instruction, climate, discipline and building meaningful relationships. In addition, it will help the campus leaders involved learn new ways to engage students, promote academic rigor, and create a positive climate and culture that promotes success all students, staff and our Lantern Lane community.

This year we have an active PTO and are encouraging more families to be involved in any capacity that they are able to. Our Parent Educator will work with our PTO on events and different opportunities in which families can support the campus along with addressing the needs of our families. This will help in the increase in participation in our campus surveys as we had limited parents complete the survey last school year with 45 parents responding.

Perceptions Strengths

Title I Parent Survey Strengths- 89% or higher

- School's learning standards and expectations are clearly explained to all students. 93% of Parents/Guardians Strongly Agree or Agree.
- School leaders make decisions that are in the best interest of students. 92% of Parents/Guardians Strongly Agree or Agree.
- School leaders show they care about all students. 92% of Parents/Guardians Strongly Agree or Agree.
- Classes challenge students to think and solve problems. 90% of Parents/Guardians Strongly Agree or Agree.
- I am kept informed about my child's behavior. 89% of Parents/Guardians Strongly Agree or Agree.

- There is a teacher, counselor, or staff member to whom a student go for help. 89% of Parents/Guardians Strongly Agree or Agree.
- I feel welcome in my child's school. 89% of Parents/Guardians Strongly Agree or Agree.
- My child's teachers are available to discuss my child's learning needs with me. 89% of Parents/Guardians Strongly Agree or Agree.
- I believe my child's campus does a good job keeping me informed about campus issues and activities. 89% of Parents/Guardians Strongly Agree or Agree.
- My child's school recognizes and celebrates achievements of all students and employees. 89% of Parents/Guardians Strongly Agree or Agree.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a limited parent support and engagement in school activities, student learning, and inconsistency with home-school communication, which negatively impacts student achievement and behavior.

Root Cause: Minimized involvement of parental participation has had an impact on student behavior, achievement, attendance and limited understanding on how to support the partnership between school and home.

Priority Problem Statements

Problem Statement 1: Interventions for Tier2 and Tier 3 instruction showed limited growth in all content areas.

Root Cause 1: Tier instructional practices for small groups and interventions lacked intentionality for closing student learning gaps. Concept planning and practicing instructional delivery of small groups and interventions were not consistently aligned with the student needs and setting high expectations.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on student performance, there has been a trend of inconsistency when implementing resources and curriculum for grade levels, specialized programs with content areas.

Root Cause 2: Lack clarity of concept planning and breaking down the standards Feedback on implementation of curriculum and rigor of instruction was not defined through intentional protocols

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a campus trend that not all classrooms follow campus expectations for student behavior and how staff need to continue utilizing PBIS strategies for providing a positive environment for students to build a foundation of student ownership, and remove barriers to learning.

Root Cause 3: Respect Agreements were created, but not always referred to when opportunities arose. The why of student behavior was not a focus and the behavior itself was focused on. Building detailed plans of action through classroom through PBIS and CHAMPS were very limited and not monitored with fidelity.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Teachers need ongoing professional development and structured support throughout the school year to develop a deeper understanding of FBISD's instructional models in reading, math, and science, enabling them to deliver rigorous, standards-aligned instruction.

Root Cause 4: Teachers lack ongoing, embedded professional development, target instructional coaching, and dedicated collaborative planning time needed to build clarity and confidence in implementing the district's reading and math instructional models with rigor.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Student attendance and missing instruction has resulted in student achievement and percentage of on-level learners is below the district's average

Root Cause 5: Student attendance has been below the district's attendance average amongst elementary campuses.

Problem Statement 5 Areas: Demographics

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
- HB3 CCMR goals
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: By May 2026, Lantern Lane will increase the percentage of 3rd-5th grade students that demonstrate at least one and a half year of academic growth in math as captured by NWEA MAP Math Growth Assessments by 17 percent.

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

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Leadership Team (ILT) will implement a structured monitoring system to evaluate the effectiveness of the campus instructional model in math. This will include regular classroom walkthroughs, Sibme video monthly instructional strategies, analysis of formative and summative assessment data (including MAP Growth), and feedback cycles to ensure instructional practices are aligned with high-impact strategies that promote student growth. Strategy's Expected Result/Impact: Increased Student Growth in Math - Instructional adjustments based on ILT feedback and data analysis will lead to improved student outcomes on MAP Growth assessments. - More students will meet or exceed expected growth targets. Strengthened Instructional Practices - Teachers will receive timely, actionable feedback aligned to the instructional model, leading to more consistent implementation of best practices. - Evidence-based strategies such as small group instruction, math discourse, and use of manipulatives will be more effectively integrated. Data-Driven Decision Making - ILT will use MAP Growth data and other formative assessments to identify trends, monitor progress, and guide professional development. - Instructional planning will be more responsive to student needs and aligned with growth goals. Improved Fidelity of Instructional Model - Regular monitoring will ensure that the instructional model is being implemented with fidelity across grade levels. - ILT will identify and address gaps in implementation through coaching and support. Enhanced Teacher Support and Capacity - Teachers will feel more supported through ongoing feedback and collaboration with ILT members. - Professional learning will be targeted to areas of need identified through walkthroughs and data reviews. Staff Responsible for Monitoring: Administration, Instructional Coaches, Interventionists, English Language Support Specialist, and Grade Level Teachers. Title I: 2.51, 2.52, 2.53 Problem Statements: Student Learning 1, 2 - School Processes & Programs 2 Funding Sources: Region IV PD- MTSS: Math Instruction- Elementary - 211 Title I-A - \$390, Sibme - 211 Title I-A - \$4,500	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: During Professional Learning Teams (Collaborative Learning Teams) teachers will utilize the four PLT questions to regularly analyze student performance data, identify learning gaps, and collaboratively design responsive, data-informed instructional units and lessons to address the specific needs of their students. Strategy's Expected Result/Impact: Improved Student Achievement - Targeted instruction based on real-time data will lead to measurable growth in student performance across core content areas. - Learning gaps will be addressed more efficiently, reducing the number of students performing below grade level. Increased Instructional Responsiveness - Teachers will adapt lessons and units more quickly and effectively based on student needs, leading to more personalized learning experiences. - Instructional strategies will be more aligned with student strengths and areas for growth. Strengthened Teacher Collaboration - Regular use of the four PLT questions will foster deeper professional dialogue around student learning. - Teams will build collective efficacy, leading to more consistent instructional practices across grade levels and subjects. Enhanced Use of Data - Teachers will become more proficient in interpreting and applying student data to inform instruction. - Data discussions will shift from compliance-based to inquiry-driven, promoting a culture of continuous improvement. Alignment with Campus Goals - PLT work will directly support campus academic goals and district priorities, ensuring strategic coherence. - Instructional planning will be more intentional and aligned with TEKS and assessment expectations. Staff Responsible for Monitoring: Administration, Instructional Coaches, Interventionists, English Language Support Specialist, and Grade Level Teachers. Problem Statements: Student Learning 1, 2 Funding Sources: Office Depot Instructional Resources - 211 Title I-A - \$1,869.41, Office Depot- Instructional Resources - 211 Title I-A - \$822.36, FBISD Warehouse- Instructional Resources - 211 Title I-A - \$1,193.45	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Based on student performance, there has been a trend of inconsistency when implementing resources and curriculum for grade levels, specialized programs with content areas. **Root Cause:** Lack clarity of concept planning and breaking down the standards Feedback on implementation of curriculum and rigor of instruction was not defined through intentional protocols

Problem Statement 2: Interventions for Tier2 and Tier 3 instruction showed limited growth in all content areas. **Root Cause:** Tier instructional practices for small groups and interventions lacked intentionality for closing student learning gaps. Concept planning and practicing instructional delivery of small groups and interventions were not consistently aligned with the student needs and setting high expectations.

School Processes & Programs

Problem Statement 2: Teachers need ongoing professional development and structured support throughout the school year to develop a deeper understanding of FBISD's instructional models in reading, math, and science, enabling them to deliver rigorous, standards-aligned instruction. **Root Cause:** Teachers lack ongoing, embedded professional development, target instructional coaching, and dedicated collaborative planning time needed to build clarity and confidence in implementing the district's reading and math instructional models with rigor.

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

Performance Objective 2: By May 2026, Lantern Lane will increase the percentage of 3rd-5th grade students that demonstrate at least one and a half year of academic growth in reading as captured by NWEA MAP Reading Growth Assessments by 15 percent.

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

Strategy 1 Details	Reviews			
Strategy 1: Implementation and emphasis on grammar/vocabulary in grades K-5 by providing additional support through ongoing coaching cycles, professional learning opportunities, and use of supplemental district issued Title I resources. (Patterns of Power, Heggerty, and Fly Leaf) Strategy's Expected Result/Impact: Improved Student Language Proficiency - Students in grades K-5 will demonstrate measurable growth in grammar and vocabulary usage, as evidenced by formative assessments, writing samples, and district benchmarks. Increased Instructional Capacity - Teachers will deepen their understanding of effective grammar and vocabulary instruction through ongoing coaching cycles and professional learning, leading to more intentional and consistent implementation of best practices. Strategic Use of Title I Resources - Patterns of Power, Heggerty, and Fly Leaf will be integrated into daily instruction, resulting in more targeted support for foundational literacy skills and improved student engagement with language. Closing Achievement Gaps - Students identified as needing additional support will benefit from differentiated instruction and resource-based interventions, contributing to a reduction in literacy gaps across subgroups. Sustainable Literacy Practices - Through embedded coaching and professional development, schools will build sustainable systems for grammar and vocabulary instruction that align with district literacy goals and support long-term student success. Staff Responsible for Monitoring: Administration, Instructional Coaches, Interventionists, English Language Support Specialist, and Grade Level Teachers. Problem Statements: Student Learning 1, 2 Funding Sources: Learning A-Z - 211 Title I-A - \$4,464	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Providing engaging activities during breakfast and transitions during the school day to target phonemic awareness and emergent reading with grades K-2. Strategy's Expected Result/Impact: Enhanced Phonemic Awareness Skills - Students in grades K-2 will show increased proficiency in phonemic awareness, as measured by district literacy screeners and classroom-based assessments, due to consistent exposure during non-traditional instructional times. Increased Time-on-Task for Literacy Development - Embedding literacy activities into breakfast and transition periods will maximize instructional minutes, providing additional opportunities for early reading skill development without disrupting core instruction. Reduction in Early Literacy Gaps - Early and frequent exposure to phonemic awareness activities will help close literacy gaps among students, particularly those identified as at-risk or below grade level. Staff Responsible for Monitoring: Administration, Instructional Coaches, Interventionists, English Language Support Specialist, and Grade Level Teachers. Problem Statements: Student Learning 1, 2 Funding Sources: Fort Bend ISD Warehouse - 211 Title I-A - \$753.75	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Based on student performance, there has been a trend of inconsistency when implementing resources and curriculum for grade levels, specialized programs with content areas. Root Cause: Lack clarity of concept planning and breaking down the standards Feedback on implementation of curriculum and rigor of instruction was not defined through intentional protocols
Problem Statement 2: Interventions for Tier2 and Tier 3 instruction showed limited growth in all content areas. Root Cause: Tier instructional practices for small groups and interventions lacked intentionality for closing student learning gaps. Concept planning and practicing instructional delivery of small groups and interventions were not consistently aligned with the student needs and setting high expectations.

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

Performance Objective 3: By May 2026, Lantern Lane will increase the percentage of 5th grade students that are performing on the Meets or Above on the Science STAAR Assessment by 28%.

Evaluation Data Sources: Student Growth Summary Report (NWEA), Student Projected Summary (NWEA), and Science STAAR

Strategy 1 Details	Reviews			
Strategy 1: Enhance science instruction through targeted vocabulary development, scaffolding for Emergent Bilingual (EB) students, and enrichment for Gifted and Talented (GT) students. Strategy's Expected Result/Impact: Improved Science Vocabulary Acquisition - Students will demonstrate increased use of academic vocabulary in speaking and writing. - Higher scores on vocabulary-based formative assessments. Increased Engagement and Comprehension for EB Students - EB students will show growth in science content mastery and language proficiency. - Improved performance on TELPAS and science benchmarks. Enhanced Critical Thinking and Creativity in GT Students - GT students will produce higher-level products and demonstrate deeper understanding. - Increased participation in science fairs, competitions, and enrichment activities. Overall Academic Growth in Science - Growth in STAAR Science scores across all student groups. - Reduction in achievement gaps between EB, GT, and general education students. Staff Responsible for Monitoring: Administration, Instructional Coaches, Interventionists, English Language Support Specialist, Grade Level Teachers and Outclass Teachers. Problem Statements: Student Learning 1, 2 - School Processes & Programs 2	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: Strengthen Science Instruction through PLT Collaboration and Standards-Based Implementation to reinforce key science standards through collaborative planning, hands-on investigations, digital simulations, and real-world applications to improve student mastery and engagement. Strategy's Expected Result/Impact: Improved Mastery of Key Standards -Students will demonstrate increased proficiency on targeted TEKS through formative and summative assessments. Increased Student Engagement - Hands-on and tech-based instruction will boost interest and participation in science. Growth in STAAR Performance - 5th grade students will show measurable gains, contributing to the 28% increase in Meets or Above performance. Strengthened Teacher Collaboration - PLCs will foster shared ownership of student success and consistent instructional practices. Staff Responsible for Monitoring: Administration, Instructional Coaches, Interventionists, English Language Support Specialist, Grade Level Teachers and Outclass Teachers. Problem Statements: Student Learning 1 - School Processes & Programs 2		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Based on student performance, there has been a trend of inconsistency when implementing resources and curriculum for grade levels, specialized programs with content areas. Root Cause: Lack clarity of concept planning and breaking down the standards Feedback on implementation of curriculum and rigor of instruction was not defined through intentional protocols Problem Statement 2: Interventions for Tier2 and Tier 3 instruction showed limited growth in all content areas. Root Cause: Tier instructional practices for small groups and interventions lacked intentionality for closing student learning gaps. Concept planning and practicing instructional delivery of small groups and interventions were not consistently aligned with the student needs and setting high expectations.
School Processes & Programs
Problem Statement 2: Teachers need ongoing professional development and structured support throughout the school year to develop a deeper understanding of FBISD's instructional models in reading, math, and science, enabling them to deliver rigorous, standards-aligned instruction. Root Cause: Teachers lack ongoing, embedded professional development, target instructional coaching, and dedicated collaborative planning time needed to build clarity and confidence in implementing the district's reading and math instructional models with rigor.

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, Lantern Lane will improve culture and climate by increasing the overall staff and parent satisfaction by 4% 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			
Strategy 1: Campus implementation of PBIS Rewards Program for students and staff to recognize campus expectations aligned to the Profile of a Graduate. Strategy's Expected Result/Impact: For Students - Increased engagement and motivation to meet campus expectations. - Improved behavior and social-emotional skills aligned with graduate profile traits. - Greater sense of belonging and school pride. For Staff - More consistent and positive behavior management practices. - Increased morale and collaboration through staff recognition. - Enhanced ability to support students in developing graduate profile competencies. For Campus Culture - Strengthened positive school climate and culture. - Reduction in office referrals and disciplinary incidents. - Improved student attendance Staff Responsible for Monitoring: Instructional Leadership Team PBIS Committee Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: PBIS, RCA House Systems, and the Student Ownership of Behavior Framework to build systems and structures that support positive behavior practices affecting students and staff daily. Strategy's Expected Result/Impact: Increased student engagement and sense of belonging. Improved peer relationships and reduced behavioral incidents. Enhanced staff collaboration and morale. A positive school culture rooted in shared values and recognition. Growth in student leadership and emotional intelligence. Stronger student-teacher relationships and trust. Consistent implementation of behavior systems across classrooms. Increased staff confidence in managing behavior proactively. Data-driven decision-making for behavior supports. Staff Responsible for Monitoring: Instructional Leadership, House Masters, and Team Leaders Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Dec	Feb	June
		 Moderate Progress			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a campus trend that not all classrooms follow campus expectations for student behavior and how staff need to continue utilizing PBIS strategies for providing a positive environment for students to build a foundation of student ownership, and remove barriers to learning. Root Cause: Respect Agreements were created, but not always referred to when opportunities arose. The why of student behavior was not a focus and the behavior itself was focused on. Building detailed plans of action through classroom through PBIS and CHAMPS were very limited and not monitored with fidelity.

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, Lantern Lane will increase student engagement by 4% 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			
Strategy 1: Provide parents with opportunities for their child to participate in activities during instructional time and extracurricular activities. Strategy's Expected Result/Impact: - Students are more likely to be motivated and actively involved in learning when they participate in enriching activities. - Participation in extracurriculars can improve attendance and reduce behavioral issues. - Students develop confidence, resilience, and interpersonal skills through participation in diverse activities. - Opportunities for teamwork and peer interaction support emotional well-being. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Team Leaders, and club sponsors. Problem Statements: Demographics 1	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: The campus will increase the number of academic field trips for student engagement throughout the school year to a minimum of two field trips per grade level to improve students' learning experiences and exposure to resources and activities aligned to the curriculum. Strategy's Expected Result/Impact: Enhanced Curriculum Connection: - Students will gain real-world exposure to concepts taught in class, deepening understanding and retention. - Field trips will be aligned with TEKS and grade-level standards to reinforce academic objectives. Increased Student Engagement: - Participation in hands-on, experiential learning will boost student interest and motivation. - Opportunities for exploration outside the classroom will foster curiosity and critical thinking. Improved Academic Performance: - Students will demonstrate improved performance in related subjects through formative and summative assessments. - Teachers will report increased student participation and comprehension during post-trip reflections and activities. Staff Responsible for Monitoring: Instructional Leadership Team and Grade Level Teachers	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Increase campus communication of health and wellness tips for parents, students and staff within the community. Strategy's Expected Result/Impact: - Increased Awareness: Families and staff become more informed about health practices and available resources. = Improved Engagement: Greater participation in wellness activities across all stakeholder groups. = Positive School Climate: Promotes a culture of care, support, and proactive health management. - Better Attendance & Performance: Healthier students and staff are more likely to attend regularly and perform better academically and professionally. - Community Connection: Strengthens ties between school and families through shared wellness goals. Staff Responsible for Monitoring: Administrators, School Nurse, and Wellness Committee Problem Statements: Demographics 1	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student attendance and missing instruction has resulted in student achievement and percentage of on-level learners is below the district's average Root Cause: Student attendance has been below the district's attendance average amongst elementary campuses.

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: By May 2026, Lantern Lane 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: Weekly Budget Reports

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan. Staff Responsible for Monitoring: Principal and Executive Assistant TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1 - School Processes & Programs 2	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan. Staff Responsible for Monitoring: Principal, Executive Assistant, and Assistant Principal. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Based on student performance, there has been a trend of inconsistency when implementing resources and curriculum for grade levels, specialized programs with content areas. **Root Cause:** Lack clarity of concept planning and breaking down the standards Feedback on implementation of curriculum and rigor of instruction was not defined through intentional protocols

School Processes & Programs

Problem Statement 2: Teachers need ongoing professional development and structured support throughout the school year to develop a deeper understanding of FBISD's instructional models in reading, math, and science, enabling them to deliver rigorous, standards-aligned instruction. **Root Cause:** Teachers lack ongoing, embedded professional development, target instructional coaching, and dedicated collaborative planning time needed to build clarity and confidence in implementing the district's reading and math instructional models with rigor.

Campus Funding Summary

211 Title I-A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Sibme		\$4,500.00
1	1	1	Region IV PD- MTSS: Math Instruction- Elementary		\$390.00
1	1	2	Office Depot- Instructional Resources		\$822.36
1	1	2	Office Depot Instructional Resources		\$1,869.41
1	1	2	FBISD Warehouse- Instructional Resources		\$1,193.45
1	2	1	Learning A-Z		\$4,464.00
1	2	2	Fort Bend ISD Warehouse		\$753.75
Sub-Total					\$13,992.97