

Texas College Preparatory Academies



Ignite Community School - Mainland

Accountability Rating: F

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Ignite Community School Mainland, located in La Marque, Texas, opened in 1999 and proudly serves scholars in Pre-K through 8th grade. As of July 31, 2025, the campus serves approximately **330 scholars**. For the 2024–2025 school year, ICS Mainland earned a **"C" Accountability Rating**. Based on preliminary performance data for the 2025–2026 school year, the campus is currently projected to receive an **"F" Accountability Rating**, highlighting an urgent need to strengthen academic achievement, improve student outcomes, and implement targeted intervention strategies to support continuous improvement.

Our student population reflects the diversity of our community. The current demographic breakdown is as follows:

Race/Ethnicity:

- African American: 61.8%
- Hispanic: 29.4%
- White: 2.1%
- Asian: .3%
- Other: 6.1%

Gender:

- Male: 51.6%
- Female: 48.4%

Student Programs & Services:

- Economically Disadvantaged: 87%
- Emergent Bilingual (Non-English Learners): 17.4%
- Special Education: 12.8%
- Identified Dyslexic: 4.7%

Discipline:

- 77 Referrals
- 7 ISS (In-School Suspension)
- 24 OSS (Out of School Suspension)

Our instructional staff consists of 32 dedicated professionals, including:

- 1 Dean of Instruction
- 19 General Education Teachers
- 3 Specials Teachers (Art, Music, and Physical Education)
- 4 Instructional Aides

The average class size across grade levels is approximately 22 students per classroom, allowing for targeted instruction and meaningful student-teacher engagement.

Strengths

- **Diverse Student Population:** ICS Mainland serves a diverse student body that reflects the La Marque community, fostering an inclusive and culturally responsive learning environment.
- **Supportive Learning Environment:** With approximately 330 scholars and an average class size of 20, the campus provides opportunities for personalized instruction and meaningful student-teacher relationships.
- **Dedicated Staff:** The campus is supported by 32 instructional staff members, including a Dean of Instruction, classroom teachers, specials teachers, and instructional aides who work collaboratively to support scholar success.
- **Comprehensive Student Services:** The campus provides targeted support for Emergent Bilingual, Special Education, Dyslexia, and Economically Disadvantaged scholars through specialized programs and interventions.
- **Strong Pre-K–8 Continuum:** Serving scholars from Pre-K through 8th grade allows the campus to build strong academic foundations, monitor long-term growth, and provide consistent expectations across grade levels.
- **Commitment to Continuous Improvement:** Campus leadership is focused on using student performance, attendance, behavior, and instructional data to drive improvement efforts and increase academic achievement for all scholars.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Student groups are not consistently meeting academic performance expectations.	Targeted interventions and progress monitoring are not consistently implemented to meet the needs of diverse student populations.
2 ★ Discipline data indicates a need for a more positive and consistent school climate.	The campus lacks a consistently implemented PBIS framework with clear expectations, positive reinforcement, and restorative practices.
3 ★ Achievement gaps exist among student subgroups.	Instruction and interventions are not consistently differentiated based on student data and individual learning needs.

★ = Priority

Student Learning

Summary

As of July 31, 2025, Ignite Community School Mainland received an overall **"C" Accountability Rating** for the 2024–2025 school year, as reported by the Texas Education Agency (TEA). Based on preliminary 2025–2026 STAAR performance data, ICS Mainland is currently projected to receive an overall **"F" Accountability Rating**. The campus remains committed to continuous improvement and recognizes the dedication of our scholars, staff, and families in working together to address academic challenges. Through targeted interventions, strengthened instructional practices, and a renewed focus on student achievement, ICS Mainland will continue implementing strategies to improve outcomes and move toward academic excellence. **All STAAR Data is based on Accountability groupings.**

Reading STAAR Data 2025-2026

	DNM	Approaches	Meets	Masters
3rd Grade	57%	43%	15%	5%
4th Grade	50%	50%	22%	3%
5th Grade	42%	58%	19%	4%
6th Grade	41%	59%	34%	17%
7th Grade	29%	71%	47%	0%
8th Grade	12%	88%	50%	31%
Average	39%	61%	31%	10%

Math STAAR Data 2025-2026

	DNM	Approaches	Meets	Masters
3rd Grade	75%	25%	13%	5%
4th Grade	50%	50%	16%	3%
5th Grade	36%	64%	28%	0%
6th Grade	24%	76%	34%	3%
7th Grade	71%	29%	12%	0%
8th Grade	31%	69%	50%	6%
Average	48%	52%	26%	3%

Science STAAR Data 2025-2026

	DNM	Approaches	Meets	Masters
5th Grade	69%	31%	4%	4%
8th Grade	50%	50%	19%	6%
Average	60%	41%	12%	5%

Social Studies STAAR Data 2025-2026

	DNM	Approaches	Meets	Masters
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8th Grade	38%	62%	31%	13%
Average	38%	62%	31%	13%

Amplify Data K-2 2025-2026

	Below (Red)	Approaches (Yellow)	Meets (Green)	Masters (Blue)
Kinder	61.9%	14.3%	11.9%	11.9%
1st Grade	32.3%	9.7%	19.4%	38.7%
2nd Grade	16.7%	13.9%	19.4%	50.0%
Average	38.5%	12.8%	16.5%	32.1%

CLI Engage (PreK) 2025-2026

	On Track	Needs Support
Phonological Awareness	100%	0%
Math	94%	6%

TELPAS 2025-2026- Data is based on Individual Performance Levels

	Beginner	Intermediate	Advanced	Advanced High
Kindergarten: 11 Scholars	45%	36%	18%	0%
1st Grade: 3 Scholars	67%	0%	0%	33%
2nd Grade: 5 Scholars	20%	80%	0%	0%
3rd Grade: 6 Scholars	17%	50%	33%	0%
4th Grade: 4 Scholars	25%	50%	25%	0%
5th Grade: 4 Scholars	0%	0%	75%	25%
6th Grade: 6 Scholars	0%	83%	17%	0%
7th Grade: 4 Scholars	0%	25%	50%	25%
8th Grade: 4 Scholars	0%	50%	25%	25%
Average	19%	42%	27%	12%

Strengths

- Reading is the strongest tested content area, with 61% of scholars achieving Approaches Grade Level or Above and 41% achieving Meets or Masters.
- Middle school Reading demonstrates strong achievement, increasing from 59% Approaches or Above in Grade 6 to 88% in Grade 8, with 50% of Grade 8 scholars achieving Meets and 31% achieving Masters.
- Upper grade Mathematics shows areas of strength, with 76% of Grade 6, 69% of Grade 8, and 64% of Grade 5 scholars achieving Approaches Grade Level or Above.
- Grade 8 Social Studies is a strength, with 62% of scholars achieving Approaches Grade Level or Above and 44% achieving Meets or Masters.
- Early literacy outcomes improve across Kindergarten through Grade 2, with Grade 2 demonstrating the strongest performance, including 50% of scholars achieving the highest proficiency level on the Amplify assessment.
- Pre Kindergarten scholars demonstrated strong school readiness, with 100% On Track in Phonological Awareness and 94% On Track in Mathematics on the CLI Engage assessment.
- Emergent Bilingual scholars continue to develop English proficiency, with 39% achieving Advanced or Advanced High on

TELPAS. Grades 5, 7, and 8 demonstrated the strongest language proficiency outcomes.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Overall student achievement remains below state expectations, with only 29% of scholars achieving Meets Grade Level and 8% achieving Masters across STAAR assessments, contributing to the projected 2025 to 2026 Accountability Rating.	Tier 1 instruction has not consistently provided rigorous Academic gaps from prior years, inconsistent implementation of targeted interventions, and the need for stronger progress monitoring systems to ensure scholars receive timely support. A leadership transition in December required the campus to reestablish systems, expectations, and instructional alignment to support improved academic outcomes.
2★ Mathematics achievement is a campus priority, with only 52% of scholars achieving Approaches Grade Level or Above and significant performance gaps in Grades 3 and 7.	Inconsistent implementation of high quality mathematics instruction, limited opportunities for conceptual understanding and problem solving, and insufficient data driven intervention have impacted student mastery.
3★ Although Emergent Bilingual scholars continue to make progress, only 39% achieved Advanced or Advanced High on TELPAS, indicating the need to strengthen academic language development across all content areas.	Language objectives, structured academic discourse, and intentional vocabulary development have not been implemented consistently across classrooms to accelerate English language acquisition while supporting grade level content learning.
4★ Academic interventions and progress monitoring systems require increased consistency to ensure identified scholars demonstrate measurable growth.	Intervention processes were not consistently monitored and adjusted throughout the year. The December leadership transition impacted continuity of systems and required additional focus on establishing clear ownership, tracking, and follow-up structures.
5★ Foundational literacy data indicate that 51% of Kindergarten through Grade 2 scholars perform below benchmark on Amplify, while Pre Kindergarten subskill data reveal continued weaknesses in phonological awareness and early numeracy skills.	Early literacy and numeracy instruction has not consistently provided systematic, explicit instruction, targeted small group intervention, and ongoing progress monitoring to address foundational skill gaps before students enter upper grades.

★ = Priority

School Processes & Programs

Summary

Student Attendance (ADA)/ADA Goal: 95%

	2024-2025	2025-2026	Difference
1st Six Weeks	94.57%	95.51%	+0.94%
2nd Six Weeks	94.74%	95.49%	+0.75%
3rd Six Weeks	95.47%	93.76%	-1.76%
4th Six Weeks	95.34%	94.27%	-1.37%
5th Six Weeks	94.08%	92.71%	-1.37%
6th Six Weeks	94.29%	92.40%	+1.89%
Total	94.74%	94.10%	-0.64%

Multi-Tiered Support System (MTSS)

Students have been supported through interventions for numerous years, but for this year, we for the first time have support provided for Tier II and Tier III during regular classroom instruction for all tested content. This allows scholars to get individualized support from their teacher when the lesson is first being taught to help eliminate gaps. All teachers have been trained on this process during the summer institute. Students will be additionally identified as part of the MTSS program.

Saturday School

Saturday interventions are offered five times a semester, which allows for additional support for scholars that are needing it. In addition, these days have a variety of enrichment activities that support our scholars' intrigue and knowledge. At this time, we also provide family support and give back to our community through a variety of methods, including but not limited to single parents, homeless families, and events to support the variety of cultures that exist in our community.

Elective Fridays

The impact was profound: teachers felt empowered to share their gifts in new ways, building stronger connections with scholars through shared interests. Scholars, in turn, looked forward to Fridays with excitement, engaging more deeply in learning experiences that were creative, hands-on, and tailored to their interests. Early Release Fridays and Staff PDElective Fridays were created to give both scholars and teachers a unique opportunity to explore passions beyond the traditional classroom setting. These weekly enrichment sessions allowed staff to design and lead programs based on their personal interests and talents, ranging from art, drama, coding, sports, dance, financial literacy, and more.

Early Release Fridays and Staff PD

At ICS Mainland, Early Release Fridays serve a dual purpose—prioritizing scholar well-being while investing in teacher excellence. Each Friday, scholars are released at 1:00 PM, allowing them to enjoy a balanced end to the week with time for rest and for family time.

For our educators, this time is dedicated to Staff Professional Development (PD). Teachers engage in focused sessions that include data analysis, instructional planning, team collaboration, coaching, and training aligned with our campus goals. These weekly PD blocks ensure continuous growth, alignment, and innovation in the classroom.

The impact has been significant—scholars benefit from a well-supported and refreshed teaching team, while teachers appreciate the time to reflect, refine, and recharge. Together, Early Release Fridays help create a culture of excellence, support, and sustained academic achievement.

We offer athletics programs on campus, including but not limited to:

- Flag Football
- Track

- Basketball
- Cheer
- Volleyball

Parent Teacher Organization

Mainland has a PTO organization that fosters joy by celebrating teachers' birthdays once a month, providing lunch for staff, and offering popsicles to scholars on Fridays. They also organize a week-long celebration for Teacher Appreciation Week and contribute monetary donations to campus events that bring joy to our scholars. These collaborations played a vital role in enhancing our school culture and expanding community involvement.

Community Outreach

Mainland has built strong community connections by actively engaging with local partners and organizations. As a proud member of the Chamber of Commerce, our events and flyers are featured on their website, helping us share our story with the wider community. We regularly welcome local favorites like Kona Ice and Donut NV to our campus, adding excitement and fun for our scholars. Each year, our Career Day brings more than 20 professionals to inspire our students with real-world opportunities. Our sports teams and student council also reach out to the community, strengthening relationships and showing our school spirit.

CTE Courses

CTE courses are provided to our Middle School students for high school credit and exposure to advanced academic concepts. This begins in 7th grade and continues to 8th grade.

Curriculum & Instruction

Professional Development

Strengths

- **Multi-Tiered Support System (MTSS):** Provides targeted Tier II and Tier III interventions embedded within daily classroom instruction to address scholar learning gaps.
- **Saturday School Interventions:** Offers additional academic support, enrichment opportunities, and family/community resources to meet diverse scholar needs.
- **Scholar Engagement Opportunities:** Elective Fridays provide hands-on enrichment experiences in areas such as art, drama, coding, sports, dance, and financial literacy.
- **Teacher Development & Collaboration:** Early Release Fridays provide dedicated time for professional development, data analysis, instructional planning, and teacher collaboration.
- **Athletics & Extracurricular Programs:** Offers multiple programs, including football, basketball, volleyball, track, and cheer, to promote teamwork, engagement, and school pride.
- **Strong Parent & Community Partnerships:** PTO and community partners support campus culture through staff appreciation, scholar celebrations, and campus events.
- **Community Outreach & Career Exposure:** Partnerships with local organizations and annual Career Day provide scholars with real-world connections and career awareness.
- **CTE Opportunities:** Provides middle school scholars with high school credit opportunities and exposure to career pathways through CTE courses.
- **Commitment to Curriculum & Instruction:** Ongoing professional development supports instructional growth and improves teaching practices across the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Need for Stronger Alignment and Consistency in Campus-Wide Instructional Practices	Changes in campus leadership created a need to reestablish clear expectations, systems, and accountability measures around instructional planning, data analysis, and implementation of campus initiatives.
2 ★ Scholar Academic Gaps Continue to Require Targeted Intervention	Although MTSS structures have been strengthened, historical learning gaps and inconsistent intervention tracking have impacted the campus's ability to provide timely, individualized support for all scholars.
3 ★ Declining Student Attendance and Increased Chronic Absenteeism	A leadership transition occurred in December, resulting in inconsistent tracking, monitoring, and follow-up processes for scholars identified as chronically absent. Attendance interventions and family outreach were implemented inconsistently.
4 ★ Attendance Data Monitoring Systems Need Greater Consistency	Campus systems for reviewing attendance trends, identifying at-risk scholars, and assigning timely interventions were not consistently monitored throughout the year, impacting the campus's ability to respond proactively.
5 ★ Family Engagement and Support Systems Need Increased Consistency	While the campus has strong community and PTO partnerships, additional systems are needed to ensure consistent family communication, engagement, and support for scholars impacted by attendance and academic challenges.

★ = Priority

Perceptions

Summary

Staff, Parents, and Students have been taking a climate survey to express concerns since the Spring of 2020. See the results for the Fall and Spring 2025-2026 school year as compared to the Ignite Brand.

Overview:

Respondent Group / Domain	Period 1	Period 2	Change (pts)
Staff (n = 23 → n = 26)			
Collective Efficacy	92.2%	92.8%	+0.6%
School Culture	75.4%	71.2%	-4.2%
School Leadership	73.8%	87.4%	+13.6%
Staff Agency	84.4%	89.2%	+4.8%
School Safety	73.4%	63.2%	-10.2%
Collaborative Practices	89.4%	89.4%	+0.0%
Parent (n = 41 → n = 49)			
School Culture	86.4%	84.0%	-2.4%
Instruction	83.2%	80.4%	-2.8%
Parental Involvement	85.8%	81.6%	-4.2%
School Safety	86.8%	85.4%	-1.4%
School Leadership	87.0%	84.4%	-2.6%
Communication	86.2%	86.0%	-0.2%
Student (n = 125 → n = 163)			
School Culture	59.2%	58.4%	-0.8%
School Engagement	69.2%	66.7%	-2.5%
Teacher Support	76.2%	76.7%	+0.5%
Academic Expectations	79.2%	82.6%	+3.4%
Belonging	66.4%	62.7%	-3.7%
School Safety	64.6%	65.8%	+1.2%

Staff Survey

Collective Efficacy	92.2%	92.8%	+0.6%
Shared Growth Belief	96%	96%	+0%
Challenging Student Success	91%	92%	+1%
Meaningful Impact Confidence	100%	92%	-8%
Collective Improvement Ability	91%	96%	+5%
Unified Learning Support	83%	88%	+5%
School Culture	75.4%	71.2%	-4.2%
Mutual Respect	77%	64%	-13%
Welcoming Environment	82%	88%	+6%

Orderly Environment	73%	84%	+11%
Kindness Among Students	55%	52%	-3%
Culture of Success	90%	68%	-22%
School Leadership	73.8%		+13.6%
Trust Decisions	76%	92%	+16%
Encourage Voice	85%	92%	+7%
Effective Communication	60%	88%	+28%
Provide Resources	62%	83%	+21%
Constructive Feedback	86%	82%	-4%
Staff Agency		89.2%	+4.8%
Empowered to Solve Challenges	76%	91%	+15%
Decision-Making Opportunities	85%	95%	+10%
Encouraged to Innovate	85%	95%	+10%
Access to Mentorship	90%	79%	-11%
Supported Professional Growth	86%	86%	+0%
School Safety	73.4%	63.2%	-10.2%
Feel Physically Safe	86%	83%	-3%
Rare Bullying Incidents	71%	61%	-10%
Rare Physical Violence	85%	59%	-26%
Rare Disruptive Behavior	35%	35%	+0%
Secure Building	90%	78%	-12%
Collaborative Practices	89.4%	89.4%	+0.0%
Common Practices	84%	95%	+11%
Discuss Practices	95%	84%	-11%
Set School Goals	100%	87%	-13%
Opportunities to Lead	79%	86%	+7%
Expert Knowledge Valued	89%	95%	+6%

Parent Survey

School Culture			-2.4%
Culture of Success	88%	88%	+0%
Balances Work and Joy	93%	92%	-1%
Fosters Virtuous Habits	90%	85%	-5%
Orderly Environment	85%	82%	-3%
Kindness Among Students	76%	73%	-3%
Instruction	83.2%	80.4%	-2.8%
Instructional Quality	84%	78%	-6%
Academic Progress	81%	81%	+0%
School Resources	84%	78%	-6%
Extracurriculars	83%	84%	+1%
Academic Rigor	84%	81%	-3%
Parental Involvement	85.8%	81.6%	-4.2%
Welcomed and Valued	95%	92%	-3%
Volunteer at School	67%	57%	-10%
Empowered to Advocate	89%	89%	+0%
Attend School Events	89%	81%	-8%
Actively Participate	89%	89%	+0%

School Safety	86.8%	85.4%	-1.4%
Secure Building	89%	89%	+0%
Efficient and Safe Car Line	92%	85%	-7%
Controlled Disruptive Behavior	77%	77%	+0%
Address Bullying Behavior	79%	79%	+0%
Prioritize Student Safety	97%	97%	+0%
School Leadership	87.0%	84.4%	-2.6%
Understand Parents' View	82%	79%	-3%
Visible to Community	89%	85%	-4%
Timely Concern Addressing	86%	82%	-4%
Accessible to Parents	89%	88%	-1%
Support Children's Needs	89%	88%	-1%
Communication		86.0%	-0.2%
Clear Academic Expectations	91%	91%	+0%
Regular Progress Updates	85%	91%	+6%
Timely Event Updates	88%	82%	-6%
Quick Concern Responses	82%	82%	+0%
Valued Parent Input	85%	84%	-1%

Student Survey

School Culture	59.2%	58.4%	-0.8%
Feel Welcome	75%	82%	+7%
Respectful Staff	58%	61%	+3%
Kindness Among Students	46%	37%	-9%
Students Try to Learn	77%	71%	-6%
Students Follow Rules	40%	42%	+2%
School Engagement	69.2%	66.7%	-2.5%
Ask Questions	79%	78%	-1%
Enjoy Learning Even When Hard	68%	60%	-8%
Participate in Class Discussions	85%	83%	-2%
Talk to Parents About Learning	66%	63%	-3%
Time Passes Quickly	48%	49%	+1%
Teacher Support	76.2%	76.7%	+0.5%
Understand Student View	71%	75%	+4%
Provide Assignment Choices	72%	78%	+6%
Show Patience	71%	72%	+1%
Explain Learning Reasons	82%	73%	-9%
Explain Wrong Answers	85%	85%	+0%
Academic Expectations	79.2%	82.6%	+3.4%
Expect Good Grades	86%	90%	+4%
Understand Material	84%	85%	+1%
Confident with Challenges	76%	79%	+3%
Performing to Potential	83%	87%	+4%
Explain Learned Material	67%	73%	+6%
Belonging	66.4%	62.7%	-3.7%
Feel Connected	64%	65%	+1%

Understood by Peers	71%	58%	-13%
Be Myself	68%	65%	-3%
Respect from Others	57%	62%	+5%
Participate in Clubs / Teams	72%	63%	-9%
School Safety	64.6%	65.8%	+1.2%
Feel Safe	74%	71%	-3%
Bullying Rare	46%	47%	+1%
Disruptive Behavior Rare	43%	42%	-1%
Secure from Intruders	76%	83%	+7%
Adults Care About Safety	84%	85%	+1%

Strengths

Staff Strengths

- **Strong Collective Efficacy (92.8%)** – Staff demonstrate high confidence in their collective ability to support scholar success and improve outcomes.
- **Improved School Leadership Perceptions (87.4%, +13.6 pts)** – Staff reported significant growth in trust, communication, decision-making, and leadership support.
- **High Staff Agency (89.2%)** – Staff feel empowered to solve challenges, contribute ideas, and participate in campus decisions.
- **Strong Collaborative Practices (89.4%)** – Staff report consistent collaboration, shared practices, and opportunities to contribute expertise.

Parent Strengths

- **Positive School Culture (84.0%)** – Families recognize ICS Mainland as a welcoming environment with a strong culture of success.
- **Strong Parent Communication (86.0%)** – Parents report receiving clear academic expectations and regular updates regarding scholar progress.
- **High Confidence in School Safety (85.4%)** – Families believe the campus prioritizes scholar safety and maintains a secure learning environment.
- **Strong Leadership Perception (84.4%)** – Parents report positive experiences with leadership accessibility and responsiveness.

Student Strengths

- **Improved Academic Expectations (82.6%, +3.4 pts)** – Scholars report increased confidence in academic expectations, understanding content, and performing to their potential.
- **Positive Teacher Support (76.7%)** – Students recognize teacher patience, support, and willingness to help them succeed.
- **Increased Sense of Welcome (+7 pts)** – More scholars report feeling welcomed and supported on campus.
- **Improved Safety Perceptions (65.8%, +1.2 pts)** – Students report growth in feeling secure from intruders and confidence that adults prioritize safety.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Student perceptions of school culture and belonging remain areas of concern, with School Culture at 58.4% and Belonging declining to 62.7% (-3.7 pts).	* Inconsistent implementation of campus-wide culture systems and expectations. * Limited opportunities for scholars to build relationships, participate in activities, and develop a stronger sense of belonging. * Peer-to-peer interactions continue to impact scholars' sense of connection (Kindness Among Students: 37%).
2 ★ Student engagement remains below desired levels, with School Engagement at 66.7% and declines in enjoyment of learning (-8 pts).	* Students may not consistently experience engaging, rigorous, and student-centered learning experiences. * Limited student voice and choice opportunities within classrooms. * Need for stronger instructional strategies that increase scholar ownership and participation.
3 ★ Student perceptions of safety and behavior remain a concern, with School Safety at 65.8% and low ratings for bullying being rare (47%) and disruptive behavior being rare (42%).	* Inconsistent behavior systems and campus-wide expectations may impact students' perception of safety. * Need for stronger implementation and monitoring of PBIS/MTSS behavior supports. * Limited proactive systems to address peer conflict and disruptive behaviors.
4 ★ Staff perceptions indicate declining confidence in school safety, decreasing from 73.4% to 63.2% (-10.2 pts).	* Staff report concerns related to student behavior, physical incidents, and maintaining an orderly environment (Rare Physical Violence: 59%; Rare Disruptive Behavior: 35%). * Need for consistent safety protocols, behavior interventions, and staff training on response procedures.
5 ★ Staff perceptions of school culture declined to 71.2% (-4.2 pts), with concerns around mutual respect (64%) and culture of success (68%).	* Campus culture systems and shared expectations require stronger consistency across classrooms and common areas. * Need for intentional staff culture-building opportunities and reinforcement of shared values. * Student behavior challenges may be impacting staff morale and perceptions of campus climate.

6



Parent perceptions of instruction declined to 80.4% (-2.8 pts), with decreases in instructional quality and school resources (both 78%).

* Families may need increased visibility into instructional practices, academic progress, and available supports. * Need for stronger communication around academic interventions, enrichment opportunities, and scholar growth. * Continued focus needed on instructional consistency across classrooms.

7

Parent perceptions of parental involvement declined to 81.6% (-4.2 pts), including decreases in volunteering (57%) and attending school events (81%).

* Limited opportunities or awareness of ways families can engage with the campus. * Need for stronger family engagement structures, events, and partnerships. * Communication strategies may need to increase accessibility and participation opportunities.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student groups are not consistently meeting academic performance expectations.

Targeted interventions and progress monitoring are not consistently implemented to meet the needs of diverse student populations.

2
★

Discipline data indicates a need for a more positive and consistent school climate.

The campus lacks a consistently implemented PBIS framework with clear expectations, positive reinforcement, and restorative practices.

3
★

Achievement gaps exist among student subgroups.

Instruction and interventions are not consistently differentiated based on student data and individual learning needs.

4
★

Mathematics achievement is a campus priority, with only 52% of scholars achieving Approaches Grade Level or Above and significant performance gaps in Grades 3 and 7.

Inconsistent implementation of high quality mathematics instruction, limited opportunities for conceptual understanding and problem solving, and insufficient data driven intervention have impacted student mastery.

5
★

Overall student achievement remains below state expectations, with only 29% of scholars achieving Meets Grade Level and 8% achieving Masters across STAAR assessments, contributing to the projected 2025 to 2026 Accountability Rating.

Tier 1 instruction has not consistently provided rigorous Academic gaps from prior years, inconsistent implementation of targeted interventions, and the need for stronger progress monitoring systems to ensure scholars receive timely support. A leadership transition in December required the campus to reestablish systems, expectations, and instructional alignment to support improved academic outcomes.

6
★

Although Emergent Bilingual scholars continue to make progress, only 39% achieved Advanced or Advanced High on TELPAS, indicating the need to strengthen academic language development across all content areas.

Language objectives, structured academic discourse, and intentional vocabulary development have not been implemented consistently across classrooms to accelerate English language acquisition while supporting grade level content learning.

7
★

Academic interventions and progress monitoring systems require increased consistency to ensure identified scholars demonstrate measurable growth.

Intervention processes were not consistently monitored and adjusted throughout the year. The December leadership transition impacted continuity of systems and required additional focus on establishing clear ownership, tracking, and follow-up structures.

8
★

Foundational literacy data indicate that 51% of Kindergarten through Grade 2 scholars perform below benchmark on Amplify, while Pre Kindergarten subskill data reveal continued weaknesses in phonological awareness and early numeracy skills.

Early literacy and numeracy instruction has not consistently provided systematic, explicit instruction, targeted small group intervention, and ongoing progress monitoring to address foundational skill gaps before students enter upper grades.

9
★

Need for Stronger Alignment and Consistency in Campus-Wide Instructional Practices

Changes in campus leadership created a need to reestablish clear expectations, systems, and accountability measures around instructional planning, data analysis, and implementation of campus initiatives.

10
★

Scholar Academic Gaps Continue to Require Targeted Intervention

Although MTSS structures have been strengthened, historical learning gaps and inconsistent intervention tracking have impacted the campus's ability to provide timely, individualized support for all scholars.

11
★

Declining Student Attendance and Increased Chronic Absenteeism

A leadership transition occurred in December, resulting in inconsistent tracking, monitoring, and follow-up processes for scholars identified as chronically absent. Attendance interventions and family outreach were implemented inconsistently.

12
★

Attendance Data Monitoring Systems Need Greater Consistency

Campus systems for reviewing attendance trends, identifying at-risk scholars, and assigning timely interventions were not consistently monitored throughout the year, impacting the campus's ability to respond proactively.

13
★

Family Engagement and Support Systems Need Increased Consistency

While the campus has strong community and PTO partnerships, additional systems are needed to ensure consistent family communication, engagement, and support for scholars impacted by attendance and academic challenges.

14
★

Student perceptions of school culture and belonging remain areas of concern, with School Culture at 58.4% and Belonging declining to 62.7% (-3.7 pts).

* Inconsistent implementation of campus-wide culture systems and expectations. * Limited opportunities for scholars to build relationships, participate in activities, and develop a stronger sense of belonging. * Peer-to-peer interactions continue to impact scholars' sense of connection (Kindness Among Students: 37%).

15
★

Student engagement remains below desired levels, with School Engagement at 66.7% and declines in enjoyment of learning (-8 pts).

* Students may not consistently experience engaging, rigorous, and student-centered learning experiences. * Limited student voice and choice opportunities within classrooms. * Need for stronger instructional strategies that increase scholar ownership and participation.

16
★

Student perceptions of safety and behavior remain a concern, with School Safety at 65.8% and low ratings for bullying being rare (47%) and disruptive behavior being rare (42%).

* Inconsistent behavior systems and campus-wide expectations may impact students' perception of safety. * Need for stronger implementation and monitoring of PBIS/MTSS behavior supports. * Limited proactive systems to address peer conflict and disruptive behaviors.

17
★

Staff perceptions indicate declining confidence in school safety, decreasing from 73.4% to 63.2% (-10.2 pts).

* Staff report concerns related to student behavior, physical incidents, and maintaining an orderly environment (Rare Physical Violence: 59%; Rare Disruptive Behavior: 35%). * Need for consistent safety protocols, behavior interventions, and staff training on response procedures.

18
★

Staff perceptions of school culture declined to 71.2% (-4.2 pts), with concerns around mutual respect (64%) and culture of success (68%).

* Campus culture systems and shared expectations require stronger consistency across classrooms and common areas. * Need for intentional staff culture-building opportunities and reinforcement of shared values. * Student behavior challenges may be impacting staff morale and perceptions of campus climate.

19



Parent perceptions of instruction declined to 80.4% (-2.8 pts), with decreases in instructional quality and school resources (both 78%).

* Families may need increased visibility into instructional practices, academic progress, and available supports. * Need for stronger communication around academic interventions, enrichment opportunities, and scholar growth. * Continued focus needed on instructional consistency across classrooms.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ Campus/District improvement plans (current and prior years)

Accountability Data

- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other
 - NWEA MAP
 - 2026 EOY

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records

Employee Data

- ☒ Staff surveys and/or other feedback

Parent/Community Data

☒ Parent surveys and/or other feedback



Goals

Goal 1

Strengthen teaching and learning to ensure continuous growth and higher levels of proficiency across all grade levels and content areas.

Performance Objective 1 High Priority

By May 2027, campus leaders will provide and document at least two on the spot coaching sessions each month for every teacher in grades 3 through 8 and complete a follow up walkthrough within four weeks to monitor implementation.

Evaluation Data Source: Data Folder, Student Work Samples, Progress Reports.

Strategy 1

CD will utilize Time Track to monitor time spent coaching and developing teachers.

Strategy's Expected Result/Impact: Increased teacher pedagogy increases scholar engagement and scores.

Staff Responsible for Monitoring: CD, SAM, teachers, SPED, 504, ESL, Parents.

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

Title I: 2.5.1, 2.5.2

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Student groups are not consistently meeting academic performance expectations.

Targeted interventions and progress monitoring are not consistently implemented to meet the needs of diverse student populations.

2

Discipline data indicates a need for a more positive and consistent school climate.

The campus lacks a consistently implemented PBIS framework with clear expectations, positive reinforcement, and restorative practices.

3

Achievement gaps exist among student subgroups.

Instruction and interventions are not consistently differentiated based on student data and individual learning needs.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Overall student achievement remains below state expectations, with only 29% of scholars achieving Meets Grade Level and 8% achieving Masters across STAAR assessments, contributing to the projected 2025 to 2026 Accountability Rating.

Tier 1 instruction has not consistently provided rigorous Academic gaps from prior years, inconsistent implementation of targeted interventions, and the need for stronger progress monitoring systems to ensure scholars receive timely support. A leadership transition in December required the campus to reestablish systems, expectations, and instructional alignment to support improved academic outcomes.

2

Mathematics achievement is a campus priority, with only 52% of scholars achieving Approaches Grade Level or Above and significant performance gaps in Grades 3 and 7.

Inconsistent implementation of high quality mathematics instruction, limited opportunities for conceptual understanding and problem solving, and insufficient data driven intervention have impacted student mastery.

3

Although Emergent Bilingual scholars continue to make progress, only 39% achieved Advanced or Advanced High on TELPAS, indicating the need to strengthen academic language development across all content areas.

Language objectives, structured academic discourse, and intentional vocabulary development have not been implemented consistently across classrooms to accelerate English language acquisition while supporting grade level content learning.

4

Academic interventions and progress monitoring systems require increased consistency to ensure identified scholars demonstrate measurable growth.

Intervention processes were not consistently monitored and adjusted throughout the year. The December leadership transition impacted continuity of systems and required additional focus on establishing clear ownership, tracking, and follow-up structures.

5

Foundational literacy data indicate that 51% of Kindergarten through Grade 2 scholars perform below benchmark on Amplify, while Pre Kindergarten subskill data reveal continued weaknesses in phonological awareness and early numeracy skills.

Early literacy and numeracy instruction has not consistently provided systematic, explicit instruction, targeted small group intervention, and ongoing progress monitoring to address foundational skill gaps before students enter upper grades.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Need for Stronger Alignment and Consistency in Campus-Wide Instructional Practices

Changes in campus leadership created a need to reestablish clear expectations, systems, and accountability measures around instructional planning, data analysis, and implementation of campus initiatives.

2

Scholar Academic Gaps Continue to Require Targeted Intervention

Although MTSS structures have been strengthened, historical learning gaps and inconsistent intervention tracking have impacted the campus's ability to provide timely, individualized support for all scholars.

Performance Objective 2 High Priority HB3 Goal

Increase the percentage of students in grades 3 through 8 achieving Meets Grade Level or above on STAAR by 5 percentage points by May 2027.

Evaluation Data Source: STAAR results, district assessments, common assessments, progress reports, and student data folders.

Strategy 1

Teachers will use STAAR and assessment data to provide targeted small group instruction.

Strategy's Expected Result/Impact: More scholars will achieve Meets Grade Level or above on STAAR.

Staff Responsible for Monitoring: CD, SAM, teachers, SPED, 504, and ESL staff.

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5

Title I: 2.5.1, 2.5.2

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Student groups are not consistently meeting academic performance expectations.

Targeted interventions and progress monitoring are not consistently implemented to meet the needs of diverse student populations.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Overall student achievement remains below state expectations, with only 29% of scholars achieving Meets Grade Level and 8% achieving Masters across STAAR assessments, contributing to the projected 2025 to 2026 Accountability Rating.

Tier 1 instruction has not consistently provided rigorous Academic gaps from prior years, inconsistent implementation of targeted interventions, and the need for stronger progress monitoring systems to ensure scholars receive timely support. A leadership transition in December required the campus to reestablish systems, expectations, and instructional alignment to support improved academic outcomes.

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Mathematics achievement is a campus priority, with only 52% of scholars achieving Approaches Grade Level or Above and significant performance gaps in Grades 3 and 7.

Inconsistent implementation of high quality mathematics instruction, limited opportunities for conceptual understanding and problem solving, and insufficient data driven intervention have impacted student mastery.

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Although Emergent Bilingual scholars continue to make progress, only 39% achieved Advanced or Advanced High on TELPAS, indicating the need to strengthen academic language development across all content areas.

Language objectives, structured academic discourse, and intentional vocabulary development have not been implemented consistently across classrooms to accelerate English language acquisition while supporting grade level content learning.

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Foundational literacy data indicate that 51% of Kindergarten through Grade 2 scholars perform below benchmark on Amplify, while Pre Kindergarten subskill data reveal continued weaknesses in phonological awareness and early numeracy skills.

Early literacy and numeracy instruction has not consistently provided systematic, explicit instruction, targeted small group intervention, and ongoing progress monitoring to address foundational skill gaps before students enter upper grades.

Performance Objective 3 High Priority

Increase the percentage of students meeting their expected annual growth target in reading and mathematics to at least 80 percent by May 2027.

Evaluation Data Source: Beginning, middle, and end of year assessments, progress monitoring data, student work samples, report cards, and intervention records.

Strategy 1

Teachers will monitor scholar growth through assessments, data meetings, and intervention records.

Strategy's Expected Result/Impact: At least 80 percent of scholars will meet their annual growth target in reading and mathematics.

Staff Responsible for Monitoring: CD, SAM, teachers, SPED, 504, and ESL staff.

Problem Statements: Demographics 1, 2, 3

Title I: 2.5.1, 2.5.2

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Student groups are not consistently meeting academic performance expectations.	Targeted interventions and progress monitoring are not consistently implemented to meet the needs of diverse student populations.
2	Discipline data indicates a need for a more positive and consistent school climate.	The campus lacks a consistently implemented PBIS framework with clear expectations, positive reinforcement, and restorative practices.
3	Achievement gaps exist among student subgroups.	Instruction and interventions are not consistently differentiated based on student data and individual learning needs.

Goal 2

Ensure all students graduate ready for postsecondary opportunities by meeting or exceeding college, career, and military readiness standards.

Performance Objective 1 High Priority

Increase college, career, and military awareness by ensuring that all 6th through 8th grade students participate in at least one readiness activity by May 2027.

Evaluation Data Source: Activity rosters, student participation logs, event calendars, student reflections, and counseling records.

Strategy 1

By May 2027, the counselor will provide and document at least one college, career, or military readiness activity for every scholar in grades 6 through 8.

Strategy's Expected Result/Impact: Scholars will gain increased awareness of postsecondary opportunities.

Staff Responsible for Monitoring: CD, SAM, counselor, and teachers.

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

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Student groups are not consistently meeting academic performance expectations.

Targeted interventions and progress monitoring are not consistently implemented to meet the needs of diverse student populations.

3

Achievement gaps exist among student subgroups.

Instruction and interventions are not consistently differentiated based on student data and individual learning needs.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Overall student achievement remains below state expectations, with only 29% of scholars achieving Meets Grade Level and 8% achieving Masters across STAAR assessments, contributing to the projected 2025 to 2026 Accountability Rating.	Tier 1 instruction has not consistently provided rigorous Academic gaps from prior years, inconsistent implementation of targeted interventions, and the need for stronger progress monitoring systems to ensure scholars receive timely support. A leadership transition in December required the campus to reestablish systems, expectations, and instructional alignment to support improved academic outcomes.
2 Mathematics achievement is a campus priority, with only 52% of scholars achieving Approaches Grade Level or Above and significant performance gaps in Grades 3 and 7.	Inconsistent implementation of high quality mathematics instruction, limited opportunities for conceptual understanding and problem solving, and insufficient data driven intervention have impacted student mastery.
3 Although Emergent Bilingual scholars continue to make progress, only 39% achieved Advanced or Advanced High on TELPAS, indicating the need to strengthen academic language development across all content areas.	Language objectives, structured academic discourse, and intentional vocabulary development have not been implemented consistently across classrooms to accelerate English language acquisition while supporting grade level content learning.
4 Academic interventions and progress monitoring systems require increased consistency to ensure identified scholars demonstrate measurable growth.	Intervention processes were not consistently monitored and adjusted throughout the year. The December leadership transition impacted continuity of systems and required additional focus on establishing clear ownership, tracking, and follow-up structures.
5 Foundational literacy data indicate that 51% of Kindergarten through Grade 2 scholars perform below benchmark on Amplify, while Pre Kindergarten subskill data reveal continued weaknesses in phonological awareness and early numeracy skills.	Early literacy and numeracy instruction has not consistently provided systematic, explicit instruction, targeted small group intervention, and ongoing progress monitoring to address foundational skill gaps before students enter upper grades.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Need for Stronger Alignment and Consistency in Campus-Wide Instructional Practices

Changes in campus leadership created a need to reestablish clear expectations, systems, and accountability measures around instructional planning, data analysis, and implementation of campus initiatives.

Performance Objective 2 High Priority

Increase the percentage of 8th grade students demonstrating readiness for high school coursework in reading and mathematics by 5 percentage points by May 2027.

Evaluation Data Source: STAAR results, district assessments, report cards, student data folders, and intervention records.

Strategy 1

By May 2027, teachers will provide targeted reading and mathematics support each week to 8th grade scholars who have not demonstrated grade level readiness and will monitor their progress every two weeks using assessment data.

Strategy's Expected Result/Impact: More 8th grade scholars will enter high school prepared for grade level coursework.

Staff Responsible for Monitoring: CD, SAM, teachers, counselor, SPED, 504, and ESL staff.

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4

Title I: 2.5.1, 2.5.2

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Student groups are not consistently meeting academic performance expectations.

Targeted interventions and progress monitoring are not consistently implemented to meet the needs of diverse student populations.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Overall student achievement remains below state expectations, with only 29% of scholars achieving Meets Grade Level and 8% achieving Masters across STAAR assessments, contributing to the projected 2025 to 2026 Accountability Rating.	Tier 1 instruction has not consistently provided rigorous academic gaps from prior years, inconsistent implementation of targeted interventions, and the need for stronger progress monitoring systems to ensure scholars receive timely support. A leadership transition in December required the campus to reestablish systems, expectations, and instructional alignment to support improved academic outcomes.
2 Mathematics achievement is a campus priority, with only 52% of scholars achieving Approaches Grade Level or Above and significant performance gaps in Grades 3 and 7.	Inconsistent implementation of high quality mathematics instruction, limited opportunities for conceptual understanding and problem solving, and insufficient data driven intervention have impacted student mastery.
3 Although Emergent Bilingual scholars continue to make progress, only 39% achieved Advanced or Advanced High on TELPAS, indicating the need to strengthen academic language development across all content areas.	Language objectives, structured academic discourse, and intentional vocabulary development have not been implemented consistently across classrooms to accelerate English language acquisition while supporting grade level content learning.
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Goal 3

Maintain or improve school performance ratings by fostering strong leadership, data-driven practices, and effective instructional support.

Performance Objective 1 High Priority

Increase instructional walkthroughs so that every teacher receives at least two documented walkthroughs with written feedback each month.

Evaluation Data Source: Walkthrough logs, observation records, coaching documentation, teacher feedback forms, and follow up observation data

Strategy 1

CD and SAM will conduct at least two instructional walkthroughs for every teacher each month.

Strategy's Expected Result/Impact: Frequent feedback will improve teacher performance and scholar achievement.

Staff Responsible for Monitoring: Staff Responsible for Monitoring

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

Title I: 2.5.1, 2.5.2

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Student groups are not consistently meeting academic performance expectations.

Targeted interventions and progress monitoring are not consistently implemented to meet the needs of diverse student populations.

2

Discipline data indicates a need for a more positive and consistent school climate.

The campus lacks a consistently implemented PBIS framework with clear expectations, positive reinforcement, and restorative practices.

3

Achievement gaps exist among student subgroups.

Instruction and interventions are not consistently differentiated based on student data and individual learning needs.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Mathematics achievement is a campus priority, with only 52% of scholars achieving Approaches Grade Level or Above and significant performance gaps in Grades 3 and 7.

Inconsistent implementation of high quality mathematics instruction, limited opportunities for conceptual understanding and problem solving, and insufficient data driven intervention have impacted student mastery.

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Although Emergent Bilingual scholars continue to make progress, only 39% achieved Advanced or Advanced High on TELPAS, indicating the need to strengthen academic language development across all content areas.

Language objectives, structured academic discourse, and intentional vocabulary development have not been implemented consistently across classrooms to accelerate English language acquisition while supporting grade level content learning.

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Foundational literacy data indicate that 51% of Kindergarten through Grade 2 scholars perform below benchmark on Amplify, while Pre Kindergarten subskill data reveal continued weaknesses in phonological awareness and early numeracy skills.

Early literacy and numeracy instruction has not consistently provided systematic, explicit instruction, targeted small group intervention, and ongoing progress monitoring to address foundational skill gaps before students enter upper grades.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Need for Stronger Alignment and Consistency in Campus-Wide Instructional Practices	Changes in campus leadership created a need to reestablish clear expectations, systems, and accountability measures around instructional planning, data analysis, and implementation of campus initiatives.
2	Scholar Academic Gaps Continue to Require Targeted Intervention	Although MTSS structures have been strengthened, historical learning gaps and inconsistent intervention tracking have impacted the campus's ability to provide timely, individualized support for all scholars.
3	Declining Student Attendance and Increased Chronic Absenteeism	A leadership transition occurred in December, resulting in inconsistent tracking, monitoring, and follow-up processes for scholars identified as chronically absent. Attendance interventions and family outreach were implemented inconsistently.
4	Attendance Data Monitoring Systems Need Greater Consistency	Campus systems for reviewing attendance trends, identifying at-risk scholars, and assigning timely interventions were not consistently monitored throughout the year, impacting the campus's ability to respond proactively.

Performance Objective 2 High Priority

Increase the overall campus accountability score to at least a C from the 2026 baseline by the end of the 2026 to 2027 school year.

Evaluation Data Source: State accountability reports, Texas Academic Performance Report, STAAR results, district assessment data, and campus data reports.

Strategy 1

By May 2027, campus leaders will review accountability and scholar performance data monthly and document action steps to address identified academic gaps.

Strategy's Expected Result/Impact: Regular monitoring will support improvement in the campus accountability score.

Staff Responsible for Monitoring: CD, SAM, teachers, SPED, 504, and ESL staff.

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

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Student groups are not consistently meeting academic performance expectations.	Targeted interventions and progress monitoring are not consistently implemented to meet the needs of diverse student populations.
2	Discipline data indicates a need for a more positive and consistent school climate.	The campus lacks a consistently implemented PBIS framework with clear expectations, positive reinforcement, and restorative practices.
3	Achievement gaps exist among student subgroups.	Instruction and interventions are not consistently differentiated based on student data and individual learning needs.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Overall student achievement remains below state expectations, with only 29% of scholars achieving Meets Grade Level and 8% achieving Masters across STAAR assessments, contributing to the projected 2025 to 2026 Accountability Rating.	Tier 1 instruction has not consistently provided rigorous Academic gaps from prior years, inconsistent implementation of targeted interventions, and the need for stronger progress monitoring systems to ensure scholars receive timely support. A leadership transition in December required the campus to reestablish systems, expectations, and instructional alignment to support improved academic outcomes.

2

Mathematics achievement is a campus priority, with only 52% of scholars achieving Approaches Grade Level or Above and significant performance gaps in Grades 3 and 7.

Inconsistent implementation of high quality mathematics instruction, limited opportunities for conceptual understanding and problem solving, and insufficient data driven intervention have impacted student mastery.

3

Although Emergent Bilingual scholars continue to make progress, only 39% achieved Advanced or Advanced High on TELPAS, indicating the need to strengthen academic language development across all content areas.

Language objectives, structured academic discourse, and intentional vocabulary development have not been implemented consistently across classrooms to accelerate English language acquisition while supporting grade level content learning.

4

Academic interventions and progress monitoring systems require increased consistency to ensure identified scholars demonstrate measurable growth.

Intervention processes were not consistently monitored and adjusted throughout the year. The December leadership transition impacted continuity of systems and required additional focus on establishing clear ownership, tracking, and follow-up structures.

5

Foundational literacy data indicate that 51% of Kindergarten through Grade 2 scholars perform below benchmark on Amplify, while Pre Kindergarten subskill data reveal continued weaknesses in phonological awareness and early numeracy skills.

Early literacy and numeracy instruction has not consistently provided systematic, explicit instruction, targeted small group intervention, and ongoing progress monitoring to address foundational skill gaps before students enter upper grades.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Need for Stronger Alignment and Consistency in Campus-Wide Instructional Practices

Changes in campus leadership created a need to reestablish clear expectations, systems, and accountability measures around instructional planning, data analysis, and implementation of campus initiatives.

2

Scholar Academic Gaps Continue to Require Targeted Intervention

Although MTSS structures have been strengthened, historical learning gaps and inconsistent intervention tracking have impacted the campus's ability to provide timely, individualized support for all scholars.

3

Declining Student Attendance and Increased Chronic Absenteeism

A leadership transition occurred in December, resulting in inconsistent tracking, monitoring, and follow-up processes for scholars identified as chronically absent. Attendance interventions and family outreach were implemented inconsistently.

4

Attendance Data Monitoring Systems Need Greater Consistency

Campus systems for reviewing attendance trends, identifying at-risk scholars, and assigning timely interventions were not consistently monitored throughout the year, impacting the campus's ability to respond proactively.

Performance Objective 3 High Priority

Increase data driven instructional planning by ensuring that all grade level and content teams participate in at least two documented data meetings each month.

Evaluation Data Source: Data meeting agendas, meeting minutes, assessment reports, student work samples, instructional action plans, and intervention records.

Strategy 1

By May 2027, grade level and content teams will conduct and document at least two data meetings each month to analyze scholar performance, identify learning gaps, and plan targeted instruction.

Strategy's Expected Result/Impact: Teachers will use data to plan instruction, reteaching, and scholar interventions.

Staff Responsible for Monitoring: CD, SAM, teachers, SPED, 504, and ESL staff.

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

Title I: 2.5.1, 2.5.2

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Student groups are not consistently meeting academic performance expectations.	Targeted interventions and progress monitoring are not consistently implemented to meet the needs of diverse student populations.
3	Achievement gaps exist among student subgroups.	Instruction and interventions are not consistently differentiated based on student data and individual learning needs.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Overall student achievement remains below state expectations, with only 29% of scholars achieving Meets Grade Level and 8% achieving Masters across STAAR assessments, contributing to the projected 2025 to 2026 Accountability Rating.	Tier 1 instruction has not consistently provided rigorous Academic gaps from prior years, inconsistent implementation of targeted interventions, and the need for stronger progress monitoring systems to ensure scholars receive timely support. A leadership transition in December required the campus to reestablish systems, expectations, and instructional alignment to support improved academic outcomes.
2	Mathematics achievement is a campus priority, with only 52% of scholars achieving Approaches Grade Level or Above and significant performance gaps in Grades 3 and 7.	Inconsistent implementation of high quality mathematics instruction, limited opportunities for conceptual understanding and problem solving, and insufficient data driven intervention have impacted student mastery.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Attendance Data Monitoring Systems Need Greater Consistency	Campus systems for reviewing attendance trends, identifying at-risk scholars, and assigning timely interventions were not consistently monitored throughout the year, impacting the campus's ability to respond proactively.

5

Family Engagement and Support Systems
Need Increased Consistency

While the campus has strong community and PTO partnerships, additional systems are needed to ensure consistent family communication, engagement, and support for scholars impacted by attendance and academic challenges.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Student perceptions of school culture and belonging remain areas of concern, with School Culture at 58.4% and Belonging declining to 62.7% (-3.7 pts).

- * Inconsistent implementation of campus-wide culture systems and expectations.
- * Limited opportunities for scholars to build relationships, participate in activities, and develop a stronger sense of belonging.
- * Peer-to-peer interactions continue to impact scholars' sense of connection (Kindness Among Students: 37%).

2

Student engagement remains below desired levels, with School Engagement at 66.7% and declines in enjoyment of learning (-8 pts).

- * Students may not consistently experience engaging, rigorous, and student-centered learning experiences.
- * Limited student voice and choice opportunities within classrooms.
- * Need for stronger instructional strategies that increase scholar ownership and participation.

3

Student perceptions of safety and behavior remain a concern, with School Safety at 65.8% and low ratings for bullying being rare (47%) and disruptive behavior being rare (42%).

- * Inconsistent behavior systems and campus-wide expectations may impact students' perception of safety.
- * Need for stronger implementation and monitoring of PBIS/MTSS behavior supports.
- * Limited proactive systems to address peer conflict and disruptive behaviors.

Goal 4

Create supportive and engaging school environments that encourage consistent attendance, student satisfaction, and long-term commitment to the school community.

Performance Objective 1 High Priority

Increase the campus student attendance rate to at least 95 percent by May 2027.

Evaluation Data Source: Daily attendance reports, monthly attendance summaries, chronic absenteeism reports, parent contact logs, and attendance intervention plans

Strategy 1

By May 2027, the attendance team will review attendance data weekly and contact families within two school days when a scholar has three or more absences.

Strategy's Expected Result/Impact: The campus attendance rate will increase to at least 95 percent.

Staff Responsible for Monitoring: CD, SAM, attendance clerk, teachers, counselor, parents, and scholars.

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4 - Perceptions 3, 4, 5, 6

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Student groups are not consistently meeting academic performance expectations.

Targeted interventions and progress monitoring are not consistently implemented to meet the needs of diverse student populations.

2

Discipline data indicates a need for a more positive and consistent school climate.

The campus lacks a consistently implemented PBIS framework with clear expectations, positive reinforcement, and restorative practices.

3

Achievement gaps exist among student subgroups.

Instruction and interventions are not consistently differentiated based on student data and individual learning needs.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Overall student achievement remains below state expectations, with only 29% of scholars achieving Meets Grade Level and 8% achieving Masters across STAAR assessments, contributing to the projected 2025 to 2026 Accountability Rating.

Tier 1 instruction has not consistently provided rigorous Academic gaps from prior years, inconsistent implementation of targeted interventions, and the need for stronger progress monitoring systems to ensure scholars receive timely support. A leadership transition in December required the campus to reestablish systems, expectations, and instructional alignment to support improved academic outcomes.

2

Mathematics achievement is a campus priority, with only 52% of scholars achieving Approaches Grade Level or Above and significant performance gaps in Grades 3 and 7.

Inconsistent implementation of high quality mathematics instruction, limited opportunities for conceptual understanding and problem solving, and insufficient data driven intervention have impacted student mastery.

3

Although Emergent Bilingual scholars continue to make progress, only 39% achieved Advanced or Advanced High on TELPAS, indicating the need to strengthen academic language development across all content areas.

Language objectives, structured academic discourse, and intentional vocabulary development have not been implemented consistently across classrooms to accelerate English language acquisition while supporting grade level content learning.

4

Academic interventions and progress monitoring systems require increased consistency to ensure identified scholars demonstrate measurable growth.

Intervention processes were not consistently monitored and adjusted throughout the year. The December leadership transition impacted continuity of systems and required additional focus on establishing clear ownership, tracking, and follow-up structures.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
3 Student perceptions of safety and behavior remain a concern, with School Safety at 65.8% and low ratings for bullying being rare (47%) and disruptive behavior being rare (42%).	* Inconsistent behavior systems and campus-wide expectations may impact students' perception of safety. * Need for stronger implementation and monitoring of PBIS/MTSS behavior supports. * Limited proactive systems to address peer conflict and disruptive behaviors.
4 Staff perceptions indicate declining confidence in school safety, decreasing from 73.4% to 63.2% (-10.2 pts).	* Staff report concerns related to student behavior, physical incidents, and maintaining an orderly environment (Rare Physical Violence: 59%; Rare Disruptive Behavior: 35%). * Need for consistent safety protocols, behavior interventions, and staff training on response procedures.
5 Staff perceptions of school culture declined to 71.2% (-4.2 pts), with concerns around mutual respect (64%) and culture of success (68%).	* Campus culture systems and shared expectations require stronger consistency across classrooms and common areas. * Need for intentional staff culture-building opportunities and reinforcement of shared values. * Student behavior challenges may be impacting staff morale and perceptions of campus climate.
6 Parent perceptions of instruction declined to 80.4% (-2.8 pts), with decreases in instructional quality and school resources (both 78%).	* Families may need increased visibility into instructional practices, academic progress, and available supports. * Need for stronger communication around academic interventions, enrichment opportunities, and scholar growth. * Continued focus needed on instructional consistency across classrooms.

Performance Objective 2 High Priority

Increase the percentage of students reporting that they feel safe, supported, and connected at school to at least 85 percent by May 2027.

Evaluation Data Source: Student climate surveys, student focus groups, counseling records, behavior reports, and student support plans.

Strategy 1

By May 2027, campus staff will provide and document at least one check in, mentoring session, recognition opportunity, or counseling support each month for scholars identified through attendance, behavior, academic, or climate survey data.

Strategy's Expected Result/Impact: More scholars will report feeling safe, supported, and connected to the campus.

Staff Responsible for Monitoring: CD, SAM, counselor, teachers, parents, and scholars.

Problem Statements: Perceptions 1, 2, 3, 6

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Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Student perceptions of school culture and belonging remain areas of concern, with School Culture at 58.4% and Belonging declining to 62.7% (-3.7 pts).

- * Inconsistent implementation of campus-wide culture systems and expectations.
- * Limited opportunities for scholars to build relationships, participate in activities, and develop a stronger sense of belonging.
- * Peer-to-peer interactions continue to impact scholars' sense of connection (Kindness Among Students: 37%).

2

Student engagement remains below desired levels, with School Engagement at 66.7% and declines in enjoyment of learning (-8 pts).

- * Students may not consistently experience engaging, rigorous, and student-centered learning experiences.
- * Limited student voice and choice opportunities within classrooms.
- * Need for stronger instructional strategies that increase scholar ownership and participation.

3

Student perceptions of safety and behavior remain a concern, with School Safety at 65.8% and low ratings for bullying being rare (47%) and disruptive behavior being rare (42%).

- * Inconsistent behavior systems and campus-wide expectations may impact students' perception of safety.
- * Need for stronger implementation and monitoring of PBIS/MTSS behavior supports.
- * Limited proactive systems to address peer conflict and disruptive behaviors.

6

Parent perceptions of instruction declined to 80.4% (-2.8 pts), with decreases in instructional quality and school resources (both 78%).

- * Families may need increased visibility into instructional practices, academic progress, and available supports.
- * Need for stronger communication around academic interventions, enrichment opportunities, and scholar growth.
- * Continued focus needed on instructional consistency across classrooms.

Performance Objective 3 High Priority

Decrease office discipline referrals by at least 10 percent from the 2026 baseline by May 2027.

Evaluation Data Source: Office discipline referral reports, student behavior records, suspension data, behavior intervention plans, and campus climate surveys

Strategy 1

By May 2027, campus staff will teach behavior expectations at the beginning of each grading period, review discipline data monthly, and provide targeted interventions to scholars with two or more office referrals to decrease total referrals by at least 10 percent from the 2026 baseline.

Strategy's Expected Result/Impact: Consistent behavior expectations and targeted interventions will decrease office discipline referrals by at least 10 percent.

Staff Responsible for Monitoring: CD, SAM, counselor, teachers, behavior staff, scholars, and parents.

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

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Discipline data indicates a need for a more positive and consistent school climate.

The campus lacks a consistently implemented PBIS framework with clear expectations, positive reinforcement, and restorative practices.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Academic interventions and progress monitoring systems require increased consistency to ensure identified scholars demonstrate measurable growth.

Intervention processes were not consistently monitored and adjusted throughout the year. The December leadership transition impacted continuity of systems and required additional focus on establishing clear ownership, tracking, and follow-up structures.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Scholar Academic Gaps Continue to Require Targeted Intervention

Although MTSS structures have been strengthened, historical learning gaps and inconsistent intervention tracking have impacted the campus's ability to provide timely, individualized support for all scholars.

3

Declining Student Attendance and Increased Chronic Absenteeism

A leadership transition occurred in December, resulting in inconsistent tracking, monitoring, and follow-up processes for scholars identified as chronically absent. Attendance interventions and family outreach were implemented inconsistently.

4

Attendance Data Monitoring Systems Need Greater Consistency

Campus systems for reviewing attendance trends, identifying at-risk scholars, and assigning timely interventions were not consistently monitored throughout the year, impacting the campus's ability to respond proactively.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Student perceptions of school culture and belonging remain areas of concern, with School Culture at 58.4% and Belonging declining to 62.7% (-3.7 pts).	* Inconsistent implementation of campus-wide culture systems and expectations. * Limited opportunities for scholars to build relationships, participate in activities, and develop a stronger sense of belonging. * Peer-to-peer interactions continue to impact scholars' sense of connection (Kindness Among Students: 37%).
2 Student engagement remains below desired levels, with School Engagement at 66.7% and declines in enjoyment of learning (-8 pts).	* Students may not consistently experience engaging, rigorous, and student-centered learning experiences. * Limited student voice and choice opportunities within classrooms. * Need for stronger instructional strategies that increase scholar ownership and participation.
3 Student perceptions of safety and behavior remain a concern, with School Safety at 65.8% and low ratings for bullying being rare (47%) and disruptive behavior being rare (42%).	* Inconsistent behavior systems and campus-wide expectations may impact students' perception of safety. * Need for stronger implementation and monitoring of PBIS/MTSS behavior supports. * Limited proactive systems to address peer conflict and disruptive behaviors.
4 Staff perceptions indicate declining confidence in school safety, decreasing from 73.4% to 63.2% (-10.2 pts).	* Staff report concerns related to student behavior, physical incidents, and maintaining an orderly environment (Rare Physical Violence: 59%; Rare Disruptive Behavior: 35%). * Need for consistent safety protocols, behavior interventions, and staff training on response procedures.
5 Staff perceptions of school culture declined to 71.2% (-4.2 pts), with concerns around mutual respect (64%) and culture of success (68%).	* Campus culture systems and shared expectations require stronger consistency across classrooms and common areas. * Need for intentional staff culture-building opportunities and reinforcement of shared values. * Student behavior challenges may be impacting staff morale and perceptions of campus climate.

6

Parent perceptions of instruction declined to 80.4% (-2.8 pts), with decreases in instructional quality and school resources (both 78%).

* Families may need increased visibility into instructional practices, academic progress, and available supports.
 * Need for stronger communication around academic interventions, enrichment opportunities, and scholar growth.
 * Continued focus needed on instructional consistency across classrooms.

Performance Objective 4

Provide counseling support to 100% of referred scholars within one week of referral, with biweekly follow-ups for up to 6 Weeks, to support student well-being, academic progress, and personal growth.

Evaluation Data Source: Provide counseling support to 100% of referred scholars within one week of referral, with biweekly follow-ups for up to 6 Weeks, to support student well-being, academic progress, and personal growth.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Provide counseling support to 100% of referred scholars within one week of referral, with biweekly follow-ups for up to 6 Weeks, to support student well-being, academic progress, and personal growth.

Strategy's Expected Result/Impact: 100% of referred scholars will receive counseling within one week, with biweekly follow-ups for up to 6 weeks, improving student stability, academic progress, social-emotional skills, and access to needed support services.

Staff Responsible for Monitoring: Counselors, CD, SAM, teachers, parents, and scholars.

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Student groups are not consistently meeting academic performance expectations.	Targeted interventions and progress monitoring are not consistently implemented to meet the needs of diverse student populations.
2 Discipline data indicates a need for a more positive and consistent school climate.	The campus lacks a consistently implemented PBIS framework with clear expectations, positive reinforcement, and restorative practices.
3 Achievement gaps exist among student subgroups.	Instruction and interventions are not consistently differentiated based on student data and individual learning needs.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Need for Stronger Alignment and Consistency in Campus-Wide Instructional Practices	Changes in campus leadership created a need to reestablish clear expectations, systems, and accountability measures around instructional planning, data analysis, and implementation of campus initiatives.
5 Family Engagement and Support Systems Need Increased Consistency	While the campus has strong community and PTO partnerships, additional systems are needed to ensure consistent family communication, engagement, and support for scholars impacted by attendance and academic challenges.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Student engagement remains below desired levels, with School Engagement at 66.7% and declines in enjoyment of learning (-8 pts).	* Students may not consistently experience engaging, rigorous, and student-centered learning experiences. * Limited student voice and choice opportunities within classrooms. * Need for stronger instructional strategies that increase scholar ownership and participation.
3 Student perceptions of safety and behavior remain a concern, with School Safety at 65.8% and low ratings for bullying being rare (47%) and disruptive behavior being rare (42%).	* Inconsistent behavior systems and campus-wide expectations may impact students' perception of safety. * Need for stronger implementation and monitoring of PBIS/MTSS behavior supports. * Limited proactive systems to address peer conflict and disruptive behaviors.
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5 Staff perceptions of school culture declined to 71.2% (-4.2 pts), with concerns around mutual respect (64%) and culture of success (68%).	* Campus culture systems and shared expectations require stronger consistency across classrooms and common areas. * Need for intentional staff culture-building opportunities and reinforcement of shared values. * Student behavior challenges may be impacting staff morale and perceptions of campus climate.

Goal 5

Build strong relationships with families and communities to meet enrollment targets and support sustainable growth.

Performance Objective 1

 High Priority

Increase meaningful family engagement through parent leadership, volunteerism, communication, and shared decision-making through the Ignite Parent Ambassador Program.

Evaluation Data Source: Family engagement surveys, participation and volunteer data, enrollment and attendance reports, student achievement data, and campus climate surveys.

Strategy 1

Implement the Ignite Parent Ambassador Program to engage families in leadership training, volunteering, mentoring, academic and attendance initiatives, campus events, enrollment outreach, advisory meetings, and student advocacy.

Strategy's Expected Result/Impact: Increase family participation and strengthen family-school partnerships, communication, and shared decision-making, resulting in improved engagement, attendance, enrollment/retention, and student outcomes.

Staff Responsible for Monitoring: CD, SAM, teachers, counselor, parents, and family engagement staff.

Problem Statements: School Processes & Programs 5 - Perceptions 1, 2, 3, 6

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Family Engagement and Support Systems Need Increased Consistency	While the campus has strong community and PTO partnerships, additional systems are needed to ensure consistent family communication, engagement, and support for scholars impacted by attendance and academic challenges.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Student perceptions of school culture and belonging remain areas of concern, with School Culture at 58.4% and Belonging declining to 62.7% (-3.7 pts).	* Inconsistent implementation of campus-wide culture systems and expectations. * Limited opportunities for scholars to build relationships, participate in activities, and develop a stronger sense of belonging. * Peer-to-peer interactions continue to impact scholars' sense of connection (Kindness Among Students: 37%).
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6 Parent perceptions of instruction declined to 80.4% (-2.8 pts), with decreases in instructional quality and school resources (both 78%).	* Families may need increased visibility into instructional practices, academic progress, and available supports. * Need for stronger communication around academic interventions, enrichment opportunities, and scholar growth. * Continued focus needed on instructional consistency across classrooms.

Performance Objective 2 ☒ High Priority

Increase student enrollment to meet 100 percent of the campus enrollment target by May 2027.

Evaluation Data Source: Enrollment reports, registration records, student application data, waiting lists, and monthly enrollment summaries

Strategy 1

By May 2027, the campus will conduct and document at least one community outreach activity, campus tour, or enrollment event each month to meet 100 percent of its annual enrollment target.

Strategy's Expected Result/Impact: The campus will meet 100 percent of its annual enrollment target.

Staff Responsible for Monitoring: CD, SAM, registrar, teachers, parents, and enrollment staff.

Problem Statements: School Processes & Programs 5 - Perceptions 1, 6

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

5

Family Engagement and Support Systems
Need Increased Consistency

While the campus has strong community and PTO partnerships, additional systems are needed to ensure consistent family communication, engagement, and support for scholars impacted by attendance and academic challenges.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Student perceptions of school culture and belonging remain areas of concern, with School Culture at 58.4% and Belonging declining to 62.7% (-3.7 pts).

* Inconsistent implementation of campus-wide culture systems and expectations.
* Limited opportunities for scholars to build relationships, participate in activities, and develop a stronger sense of belonging.
* Peer-to-peer interactions continue to impact scholars' sense of connection (Kindness Among Students: 37%).

6

Parent perceptions of instruction declined to 80.4% (-2.8 pts), with decreases in instructional quality and school resources (both 78%).

- * Families may need increased visibility into instructional practices, academic progress, and available supports.
- * Need for stronger communication around academic interventions, enrichment opportunities, and scholar growth.
- * Continued focus needed on instructional consistency across classrooms.

Performance Objective 3 High Priority

Increase the annual student retention rate to at least 90 percent by May 2027.

Evaluation Data Source: Returning student registration data, withdrawal records, family exit surveys, enrollment reports, and student retention reports.

Strategy 1

By May 2027, campus leaders will review withdrawal data monthly and contact families considering withdrawal within two school days to address concerns and maintain a scholar retention rate of at least 90 percent.

Strategy's Expected Result/Impact: The campus will maintain a scholar retention rate of at least 90 percent.

Staff Responsible for Monitoring: CD, SAM, registrar, counselor, teachers, and parents.

Problem Statements: School Processes & Programs 3, 4, 5 - Perceptions 1, 6

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Declining Student Attendance and Increased Chronic Absenteeism

A leadership transition occurred in December, resulting in inconsistent tracking, monitoring, and follow-up processes for scholars identified as chronically absent. Attendance interventions and family outreach were implemented inconsistently.

4

Attendance Data Monitoring Systems
Need Greater Consistency

Campus systems for reviewing attendance trends, identifying at-risk scholars, and assigning timely interventions were not consistently monitored throughout the year, impacting the campus's ability to respond proactively.

5

Family Engagement and Support Systems
Need Increased Consistency

While the campus has strong community and PTO partnerships, additional systems are needed to ensure consistent family communication, engagement, and support for scholars impacted by attendance and academic challenges.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Student perceptions of school culture and belonging remain areas of concern, with School Culture at 58.4% and Belonging declining to 62.7% (-3.7 pts).

- * Inconsistent implementation of campus-wide culture systems and expectations.
- * Limited opportunities for scholars to build relationships, participate in activities, and develop a stronger sense of belonging.
- * Peer-to-peer interactions continue to impact scholars' sense of connection (Kindness Among Students: 37%).

6

Parent perceptions of instruction declined to 80.4% (-2.8 pts), with decreases in instructional quality and school resources (both 78%).

- * Families may need increased visibility into instructional practices, academic progress, and available supports.
- * Need for stronger communication around academic interventions, enrichment opportunities, and scholar growth.
- * Continued focus needed on instructional consistency across classrooms.

Performance Objective 4

Conduct tailored stakeholder feedback surveys for scholars, families, and staff twice annually, in the fall and spring, with a goal of at least 90% participation. Analyze results within two weeks and implement at least three improvement actions per semester based on stakeholder feedback.

Evaluation Data Source: Stakeholder survey data, participation rates, survey results, and campus climate/perception data.

Strategy 1

Share survey findings transparently with stakeholders and communicate the improvement actions taken in response to the feedback.

Strategy's Expected Result/Impact: Achieve at least 90% survey participation each semester, analyze and communicate results within two weeks, and implement at least three improvement actions per semester to strengthen the educational model, stakeholder satisfaction, and engagement.

Staff Responsible for Monitoring: PFE, Campus Directors, SAM, Operations, Stakeholders

Problem Statements: Demographics 1, 2, 3 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Student groups are not consistently meeting academic performance expectations.	Targeted interventions and progress monitoring are not consistently implemented to meet the needs of diverse student populations.
2	Discipline data indicates a need for a more positive and consistent school climate.	The campus lacks a consistently implemented PBIS framework with clear expectations, positive reinforcement, and restorative practices.
3	Achievement gaps exist among student subgroups.	Instruction and interventions are not consistently differentiated based on student data and individual learning needs.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Need for Stronger Alignment and Consistency in Campus-Wide Instructional Practices	Changes in campus leadership created a need to reestablish clear expectations, systems, and accountability measures around instructional planning, data analysis, and implementation of campus initiatives.



Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
4	4	1	Provide counseling support to 100% of referred scholars within one week of referral, with biweekly follow-ups for up to 6 Weeks, to support student well-being, academic progress, and personal growth.

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
4	4	1	Provide counseling support to 100% of referred scholars within one week of referral, with biweekly follow-ups for up to 6 Weeks, to support student well-being, academic progress, and personal growth.