

Trinity Basin Preparatory
Titan Academy Campus
2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

To inspire every student to do more, expect more, and be more. To make this mission a reality, every student and employee of Trinity Basin Preparatory is expected to exemplify the core values of a TITAN.

Vision

Provide meaningful educational choice for families across Texas. We do this by building and maintaining a system of charter schools that are academically successful and financially strong. Trinity Basin Preparatory will continue to be a safe, sustainable, innovative, and successful charter district, empowering students and their families with educational opportunity.

Core Beliefs

At Trinity Basin Preparatory, our students and employees strive to exemplify the following core values of a TITAN:

Truthful: We seek and speak the truth. We operate with integrity and honesty.

Innovative: We are creative and use resourcefulness in solving problems.

Tenacious: We are unshakable, determined, and we possess true grit.

Accountable: We are transparent in our actions and are accountable to each other.

Nurturing: We build relationships and deeply care about all members of the TBP family

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Comprehensive Needs Assessment

Revised/Approved: September 4, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

At Titan Academy, our needs assessment for the upcoming 2024-25 school year was thorough and informed by a variety of data sources. Utilizing STAAR data, demographic insights, enrollment statistics, program evaluations, and surveys, we identified critical areas requiring attention. Achievement trends highlighted a need for targeted interventions, particularly through High-Quality Instructional Materials (HQIM) and tailored professional development initiatives aimed at enhancing teaching practices and student outcomes.

Additionally, our assessment revealed significant findings regarding enrollment and attendance patterns. By analyzing enrollment data and attendance trends, we recognized the importance of fostering regular communication and active engagement strategies with students, families, and the broader community. Addressing these areas will be pivotal in ensuring that all students at Titan Academy have equitable access to quality education and support systems that foster their academic success and overall well-being in the upcoming academic year.

Demographics

Demographics Summary

Enrollment and Demographics

Grade	2022-23	2023-24	2024-25
6	115		85
7	97		103
8	101		101
9	85		81
10	77		60
11	67		59
12	60		55
Total	602		544
Ethnicity	2022-23	2023-24	2024-25
African American	8%		
Hispanic	28%		
White	57%		
Asian	1%		
Two or More	5%		
Gender	2022-23	2023-24	2024-25
Female	54%		
Male	46%		
Program	2022-23	2023-24	2024-25
Eco Dis	27.7%		
Section 504	19.8%		
Dyslexia	12.6%		
At Risk	25.2%		
ESL	6.1%		
CTE	28.4%		

Grade	2022-23	2023-24	2024-25
Special Education	12.5%		
Teachers	2022-23	2023-24	2024-25
Total	54.5		
Bachelors	64.8%		
Masters	35.2%		
Beginning	43.8%		
1-5 Years	10.0%		
6-10 Years	18.3%		
11-20 Years	14.3%		
21-30 Years	12.6%		
Over 30 Years	0.9%		

Demographics Strengths

- Strong parental involvement across demographic groups.
- Over 46% of teaching staff has more than 5 years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall enrollment has dropped, specifically at the high school levels. **Root Cause:** The number and quality of programs has changed due to enrollment and funding.

Problem Statement 2 (Prioritized): Nearly half of the teachers are considered beginning teachers. **Root Cause:** Support and training is needed to retain staff.

Student Learning

Student Learning Summary

Performance on STAAR

Grade 6 Reading	2022	2023	2024			
Approaches	70%	90%	79%			
Meets	42%	65%	54%			
Masters	22%	24%	26%			
Grade 6 Math	2022	2023	2024			
Approaches	61%	64%	64%			
Meets	22%	23%	22%			
Masters	3%	4%	6%			
Grade 7 Reading	2022	2023	2024			
Approaches	82%	78%	80%			
Meets	53%	57%	52%			
Masters	33%	30%	25%			
Grade 7 Math	2022	2023	2024			
Approaches	42%	62%	37%			
Meets	11%	24%	10%			
Masters	0%	0%	2%			
Grade 8 Reading	2022	2023	2024			
Approaches	92%	84%	88%			
Meets	71%	51%	60%			
Masters	50%	30%	30%			
Grade 8 Math	2022	2023	2024			
Approaches	78%	85%	67%			
Meets	45%	48%	32%			
Masters	10%	10%	6%			

Grade 6 Reading	2022	2023	2024			
Grade 8 Science	2022	2023	2024			
Approaches	89%	68%	66%			
Meets	65%	30%	29%			
Masters	38%	3%	5%			
Grade 8 Social Studies	2022	2023	2024			
Approaches	80%	67%	76%			
Meets	43%	35%	59%			
Masters	32%	6%	30%			
EOC English I	2022	2023	2024			
Approaches	80%	85%	79%			
Meets	67%	72%	57%			
Masters	14%	16%	12%			
EOC English II	2022	2023	2024			
Approaches	72%	90%	84%			
Meets	48%	75%	72%			
Masters	6%	10%	8%			
EOC Algebra I	2022	2023	2024			
Approaches	85%	76%	76%			
Meets	44%	35%	37%			
Masters	22%	14%	18%			
EOC Biology	2022	2023	2024			
Approaches	93%	93%	98%			
Meets	77%	70%	60%			
Masters	23%	30%	13%			
EOC US History	2022	2023	2024			
Approaches	94%	96%	100%			
Meets	74%	82%	83%			

Grade 6 Reading	2022	2023	2024			
Masters	51%	46%	40%			
	2022			2023		
All Subjects	Approach	Meets	Masters	Approaches	Meets	Masters
All Students	79%	51%	23%	80%	51%	17%
African American	68%	40%	15%	76%	44%	10%
Hispanic	77%	45%	18%	75%	45%	11%
White	80%	54%	26%	82%	53%	19%
Asian	100%	76%	35%	100%	90%	40%
Two or More	85%	54%	31%	80%	57%	23%
Special Education	46%	19%	5%	52%	24%	5%
Econ Dis	79%	52%	24%	71%	40%	13%
ESL	70%	34%	16%	67%	40%	8%
	2022			2023		
ELA	Approach	Meets	Masters	Approaches	Meets	Masters
All Students	80%	56%	26%	85%	64%	22%
African American	69%	44%	17%	83%	64%	14%
Hispanic	73%	46%	19%	80%	60%	17%
White	83%	62%	30%	89%	64%	25%
Asian	100%	75%	25%	100%	100%	43%
Two or More	89%	61%	44%	82%	76%	29%
Special Education	40%	19%	7%	58%	29%	7%
Econ Dis	80%	57%	26%	78%	50%	19%
ESL	67%	39%	17%	65%	50%	15%
	2022			2023		
Math	Approach	Meets	Masters	Approaches	Meets	Masters
All Students	68%	31%	9%	73%	33%	7%

Grade 6 Reading	2022	2023	2024			
African American	58%	23%	6%	69%	26%	3%
Hispanic	67%	29%	4%	68%	29%	4%
White	69%	32%	9%	75%	34%	8%
Asian	100%	67%	33%	100%	80%	40%
Two or More	72%	39%	22%	77%	38%	15%
Special Education	35%	13%	3%	46%	23%	4%
Econ Dis	70%	33%	9%	63%	25%	4%
ESL	64%	18%	7%	70%	30%	7%

Student Learning Strengths

- Reading scores have remained consistent
- EOC Biology and US History are approaching 100% approaches

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special Education scores on STAAR are below those of all students. **Root Cause:** Specialized instruction, accommodations, and scheduling need to be addressed at the campus and teacher levels.

Problem Statement 2 (Prioritized): Math achievement scores on STAAR are inconsistent from year to year. **Root Cause:** Math teachers need training and support in using HQIM and intervention materials.

Problem Statement 3 (Prioritized): Achievement on STAAR at the Masters level is low compared to state. **Root Cause:** Teachers need training and support in providing advanced level and differentiated instruction.

School Processes & Programs

School Processes & Programs Summary

Attendance and College Readiness Data

	2020-21	2021-22
Attendance Rate	94.5%	93.9%
Chronic Absenteeism	16.6%	17.5%
Dropout Rate	0.0%	0.0%
4-Year Graduation Rate	97.5%	100.0%
Distinguished Graduation Plan	89.5%	100.0%
Annual Graduates		46
College and Career Readiness	2020-21	2021-22
CCMR	78.9%	69.6%
TSI ELA	71.1%	71.7%
TSI Math	55.3%	41.3%
Dual Credit	63.2%	47.6%
Industry Based Certifications	0.0%	0.0%
SAT/ACT	2020-21	2021-22
Tested	100.0%	91.3%
Above Criterion	34.2%	28.6%
SAT All	1018	1015
SAT ELA	527	524
SAT Math	491	492
ACT All	24.3	*
ACT ELA	25.8	*
ACT Math	22.3	*
ACT Science	23.4	*

Curriculum and Instruction

- Curriculum supports for all core subjects 6-12
- CTE programs in Graphic Design, Journalism
- Elective programs in dance, art, choir, strength and conditioning
- Dual Credit partnership with TCC Northwest
- Advanced Coursework options in grades 6-12, Dual Credit in grades 10-12

Support Services

- Special Education
- 504
- Multi-tiered Systems of Support (MTSS)
- Mentors Care
- College and Career Counseling
- Restorative Practices

Professional Development

- Content Based Professional Learning (CBPL)
- MTSS grade level meetings
- Vertical alignment meetings
- Titan Spark
- Teach Like a Champion (TLAC)

Student Leadership

- High School Class Officers
- Middle school and High school student leadership groups

Extracurricular Options

- Volleyball
- Flag Football
- Basketball
- Soccer
- Cross Country
- Cheerleading
- Choir

- Musical Theatre
- Dance Company

Communication

- Parent Square
- Smore
- Weekly Principal's Notes to parents and families
- Weekly Campus Updates to staff

School Processes & Programs Strengths

- Staff meetings are scheduled weekly to focus on MTSS and content needs.
- Mentors Care program has been added to the school to support students in need of assistance.
- Graduation rates and numbers of students taking SAT/ACT are high.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Math SAT/ACT scores are below ELA SAT/ACT scores. **Root Cause:** Training and support for math teachers is needed to embed college readiness in math courses.

Problem Statement 2 (Prioritized): Chronic absenteeism rates are high. **Root Cause:** Structured attendance plans are needed to involve parents and students in improving overall attendance.

Perceptions

Perceptions Summary

Key points from 2023-24 Culture Survey

1. **Enhance Fine Arts and Electives:** Parents value the fine arts programs such as piano, musical theater, dance, and other creative arts. There is significant disappointment over the reduction or elimination of these programs. Action items include reinstating or maintaining these programs and exploring new elective options to provide a well-rounded education.
2. **Improve Communication and Engagement:** Many parents express the need for better communication from the school, including timely updates and responsiveness from teachers. Action items involve using a single communication platform consistently, ensuring timely responses from teachers, and providing clear instructions on how parents can engage and support their children's education.
3. **Maintain Small School Environment:** Parents appreciate the small school size, personal attention, and community atmosphere. Concerns about losing this environment due to rapid changes were noted. Action items include ensuring that growth and changes do not compromise the community feel and maintaining strong relationships between staff and students.
4. **Address Teacher and Curriculum Quality:** There are concerns about the quality and consistency of teaching, particularly with the heavy reliance on technology and the lack of hands-on learning. Action items include providing professional development for teachers, ensuring a balanced approach to teaching that includes both tech and hands-on methods, and addressing specific concerns about teaching styles and communication.
5. **Improve Facilities and Resources:** Parents highlighted the need for better facilities, such as a proper cafeteria, well-maintained restrooms, and adequate athletic and recreational spaces. Action items include investing in facility improvements, ensuring basic amenities are well-maintained, and expanding resources to support both academic and extracurricular activities.

Perceptions Strengths

- Fine arts and athletics programs are highly sought after and participation is high.
- Small school environment is seen as a positive from the parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Communication to parents, families, and communities is an area for improvement. **Root Cause:** Structured plans for weekly communication and regularly scheduled engagement events are needed.

Problem Statement 2 (Prioritized): Facilities are aging, need repair, and require monitoring for security. **Root Cause:** Consistent communication with district facilities and maintenance staff is needed.

Priority Problem Statements

Problem Statement 1: Overall enrollment has dropped, specifically at the high school levels.

Root Cause 1: The number and quality of programs has changed due to enrollment and funding.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Nearly half of the teachers are considered beginning teachers.

Root Cause 2: Support and training is needed to retain staff.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Special Education scores on STAAR are below those of all students.

Root Cause 3: Specialized instruction, accommodations, and scheduling need to be addressed at the campus and teacher levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Math achievement scores on STAAR are inconsistent from year to year.

Root Cause 4: Math teachers need training and support in using HQIM and intervention materials.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Achievement on STAAR at the Masters level is low compared to state.

Root Cause 5: Teachers need training and support in providing advanced level and differentiated instruction.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Math SAT/ACT scores are below ELA SAT/ACT scores.

Root Cause 6: Training and support for math teachers is needed to embed college readiness in math courses.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Chronic absenteeism rates are high.

Root Cause 7: Structured attendance plans are needed to involve parents and students in improving overall attendance.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Communication to parents, families, and communities is an area for improvement.

Root Cause 8: Structured plans for weekly communication and regularly scheduled engagement events are needed.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Facilities are aging, need repair, and require monitoring for security.

Root Cause 9: Consistent communication with district facilities and maintenance staff is needed.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

- gender, etc.
- Section 504 data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Provide all students equitable access to grade level instruction through high impact learning

Performance Objective 1: All PreK-12th grade learners will be provided high quality Tier 1 instruction that is aligned to the TEKS

High Priority

HB3 Goal

Evaluation Data Sources: Success will be measured through classroom observations, teacher self-assessments, lesson plan reviews, and analysis of student performance on TEKS-based assessments to ensure all learners are receiving high-quality instruction aligned with state standards.

Strategy 1 Details	Reviews			
Strategy 1: Ensure all instructional materials are TEKS-aligned by conducting curriculum audits and reviewing lesson plans across all grade levels. Strategy's Expected Result/Impact: Improved instructional quality and student achievement, fostering consistency across grade levels and compliance with state educational standards. Staff Responsible for Monitoring: Principal, Vice Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Utilize Content Based Professional Learning (CBPLs) to plan, review, and align lessons with the TEKS to promote consistency across grade levels and subjects. Strategy's Expected Result/Impact: Foster greater consistency across grade levels and subjects, enhancing instructional quality and supporting improved student outcomes. Staff Responsible for Monitoring: Principal, Vice Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
Strategy 3: Implement regular classroom observations and instructional coaching to monitor and support the alignment of instruction with the TEKS. Strategy's Expected Result/Impact: Provide ongoing monitoring and support for aligning instruction with the TEKS, ultimately enhancing teaching effectiveness and student learning outcomes. Staff Responsible for Monitoring: Principal, Vice Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 2, 3	Formative			Summative
	Nov	Feb	May	July
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Nearly half of the teachers are considered beginning teachers. Root Cause: Support and training is needed to retain staff.

Student Learning

Problem Statement 1: Special Education scores on STAAR are below those of all students. **Root Cause:** Specialized instruction, accommodations, and scheduling need to be addressed at the campus and teacher levels.

Problem Statement 2: Math achievement scores on STAAR are inconsistent from year to year. **Root Cause:** Math teachers need training and support in using HQIM and intervention materials.

Problem Statement 3: Achievement on STAAR at the Masters level is low compared to state. **Root Cause:** Teachers need training and support in providing advanced level and differentiated instruction.

School Processes & Programs

Problem Statement 1: Math SAT/ACT scores are below ELA SAT/ACT scores. **Root Cause:** Training and support for math teachers is needed to embed college readiness in math courses.

Goal 1: Provide all students equitable access to grade level instruction through high impact learning

Performance Objective 2: All subpopulation indicators will meet the academic targets in Closing the Gaps on the 2025 A-F Accountability Ratings.

High Priority

HB3 Goal

Evaluation Data Sources: Progress will be monitored through disaggregated assessment data, progress monitoring tools, and student performance in each subpopulation, with annual benchmarks to ensure that academic targets for all subpopulations are met by 2025.

Strategy 1 Details	Reviews			
Strategy 1: Track progress toward meeting targets through frequent data analysis and adjust instructional strategies and supports accordingly. Strategy's Expected Result/Impact: Allow for timely adjustments to instructional strategies and supports, ensuring that teaching methods effectively address student needs and promote achievement. Staff Responsible for Monitoring: Principal, Vice Principal, SIS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Implement targeted interventions and support for students in underperforming subpopulations, including differentiated instruction, tutoring, and small-group instruction. Strategy's Expected Result/Impact: Enhance academic outcomes and promote equity in learning opportunities. Staff Responsible for Monitoring: Principal, Vice Principal, SIS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
Strategy 3: Use CBPLs to monitor student progress by subpopulation, review formative assessment data, and adjust instruction and interventions as needed. Strategy's Expected Result/Impact: Facilitate timely adjustments to instruction and interventions, ensuring that all students receive the necessary support to succeed. Staff Responsible for Monitoring: Principal, Vice Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	July
	N/A			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Special Education scores on STAAR are below those of all students. Root Cause: Specialized instruction, accommodations, and scheduling need to be addressed at the campus and teacher levels.
Problem Statement 2: Math achievement scores on STAAR are inconsistent from year to year. Root Cause: Math teachers need training and support in using HQIM and intervention materials.
Problem Statement 3: Achievement on STAAR at the Masters level is low compared to state. Root Cause: Teachers need training and support in providing advanced level and differentiated instruction.
School Processes & Programs
Problem Statement 1: Math SAT/ACT scores are below ELA SAT/ACT scores. Root Cause: Training and support for math teachers is needed to embed college readiness in math courses.

Goal 1: Provide all students equitable access to grade level instruction through high impact learning

Performance Objective 3: Implement a comprehensive Lesson Internalization Framework to ensure that 100% of educators effectively internalize, adapt, and deliver lessons aligned with curriculum standards, fostering consistent and high-quality instruction

Evaluation Data Sources: Success will be measured through lesson plan reviews, classroom walkthroughs, teacher reflections, and student performance data, ensuring that educators consistently deliver high-quality, standards-aligned instruction.

Strategy 1 Details	Reviews			
Strategy 1: Incorporate lesson internalization practices into CBPLs, where teachers collaboratively plan and adapt lessons to meet diverse learner needs while maintaining alignment with standards. Strategy's Expected Result/Impact: Enable teachers to collaboratively plan and adapt lessons to meet diverse learner needs while ensuring alignment with standards, ultimately enhancing instructional effectiveness and student engagement. Staff Responsible for Monitoring: Principal, Vice Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details		Reviews			
Strategy 2: Provide professional development and instructional coaching on the lesson internalization process and unit unpacking, focusing on understanding the intent of the standards, adapting lessons for student needs, and delivering instruction with clarity and rigor. Strategy's Expected Result/Impact: Enhance teachers' understanding of the intent of the standards, equip them to adapt lessons for diverse student needs, and promote the delivery of clear and rigorous instruction. Staff Responsible for Monitoring: Principal, Vice Principal, SIS Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1		Formative			Summative
		Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Nearly half of the teachers are considered beginning teachers. Root Cause: Support and training is needed to retain staff.
Student Learning
Problem Statement 1: Special Education scores on STAAR are below those of all students. Root Cause: Specialized instruction, accommodations, and scheduling need to be addressed at the campus and teacher levels. Problem Statement 2: Math achievement scores on STAAR are inconsistent from year to year. Root Cause: Math teachers need training and support in using HQIM and intervention materials. Problem Statement 3: Achievement on STAAR at the Masters level is low compared to state. Root Cause: Teachers need training and support in providing advanced level and differentiated instruction.
School Processes & Programs
Problem Statement 1: Math SAT/ACT scores are below ELA SAT/ACT scores. Root Cause: Training and support for math teachers is needed to embed college readiness in math courses.

Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners

Evaluation Data Sources: Success will be measured by tracking the use of data in instructional planning, improvements in student performance, and the effectiveness of targeted interventions. Progress will be evaluated through data analysis reports, PLC discussions, and student growth across academic and social-emotional metrics.

Strategy 1 Details	Reviews			
Strategy 1: Collect a range of qualitative and quantitative data, including student assessments, surveys, teacher observations, and behavioral data, to capture a holistic understanding of each learner's needs. Strategy's Expected Result/Impact: Provide a holistic understanding of each learner's needs, informing targeted support and instructional strategies. Staff Responsible for Monitoring: Principal, Vice Principal, SIS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Use the data from classroom walkthroughs to inform curriculum adjustments and teaching strategies to better meet the needs of all student groups, including underperforming subpopulations. Strategy's Expected Result/Impact: Enable more effective responses to the needs of all student groups, particularly underperforming subpopulations, enhancing overall educational outcomes. Staff Responsible for Monitoring: Principal, Vice Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	July



No Progress



Accomplished



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Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Nearly half of the teachers are considered beginning teachers. **Root Cause:** Support and training is needed to retain staff.

Student Learning

Problem Statement 1: Special Education scores on STAAR are below those of all students. **Root Cause:** Specialized instruction, accommodations, and scheduling need to be addressed at the campus and teacher levels.

Problem Statement 2: Math achievement scores on STAAR are inconsistent from year to year. **Root Cause:** Math teachers need training and support in using HQIM and intervention materials.

Problem Statement 3: Achievement on STAAR at the Masters level is low compared to state. **Root Cause:** Teachers need training and support in providing advanced level and differentiated instruction.

School Processes & Programs

Problem Statement 1: Math SAT/ACT scores are below ELA SAT/ACT scores. **Root Cause:** Training and support for math teachers is needed to embed college readiness in math courses.

Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 2: Campus instructional leaders utilize training and ongoing district coaching to support the implementation of instructional leadership systems.

High Priority

Evaluation Data Sources: The effectiveness of the training and coaching will be measured through leader self-assessments, teacher feedback, instructional walk-through data, and improvements in instructional quality and student achievement. Leadership team performance reviews will track progress in implementing instructional leadership systems across the campus.

Strategy 1 Details	Reviews			
Strategy 1: Provide comprehensive training for campus instructional leaders on instructional leadership systems, focusing on best practices for supporting teachers and improving classroom instruction. Strategy's Expected Result/Impact: Equip instructional leaders with best practices for supporting teachers and enhancing classroom instruction, ultimately fostering a culture of continuous improvement and student success. Staff Responsible for Monitoring: Principal, Vice Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Implement regular coaching cycles, including observations, feedback sessions, and data-driven planning meetings, to ensure instructional leaders are effectively applying leadership systems. Strategy's Expected Result/Impact: Ensure instructional leaders effectively apply leadership systems, enhancing their ability to support teachers and improve instructional practices. Staff Responsible for Monitoring: Principal, Vice Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	May	July
	N/A			

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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Nearly half of the teachers are considered beginning teachers. Root Cause: Support and training is needed to retain staff.

Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 3: Instructional leaders will provide professional learning, coaching, and support for classroom educators in implementation of Tier 1 instructional strategies with specific focus on small group instruction and using formative assessments in the classroom.

High Priority
HB3 Goal

Evaluation Data Sources: Success will be measured through classroom observation data, teacher self-assessments, student performance on formative assessments, and feedback from coaching sessions. Improvements in small group instruction and the effective use of formative data will be evaluated by tracking student growth and engagement across all grade levels.

Strategy 1 Details	Reviews			
Strategy 1: Develop and deliver professional learning sessions focused on Teach Like a Champion (TLAC) instructional strategies, particularly check for understanding and the effective use of formative assessments to guide instruction. Strategy's Expected Result/Impact: Empower teachers to enhance their instructional practices and better meet student needs. Staff Responsible for Monitoring: Principal, Vice Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing, individualized coaching for classroom educators to support the application of small group instructional strategies and formative assessments within their daily teaching. Strategy's Expected Result/Impact: Support the effective application of small group instructional strategies and formative assessments, enhancing teaching practices and promoting student engagement and learning outcomes. Staff Responsible for Monitoring: Principal, Vice Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	July

 No Progress
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Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Nearly half of the teachers are considered beginning teachers. Root Cause: Support and training is needed to retain staff.
Student Learning
Problem Statement 1: Special Education scores on STAAR are below those of all students. Root Cause: Specialized instruction, accommodations, and scheduling need to be addressed at the campus and teacher levels. Problem Statement 2: Math achievement scores on STAAR are inconsistent from year to year. Root Cause: Math teachers need training and support in using HQIM and intervention materials. Problem Statement 3: Achievement on STAAR at the Masters level is low compared to state. Root Cause: Teachers need training and support in providing advanced level and differentiated instruction.
School Processes & Programs
Problem Statement 1: Math SAT/ACT scores are below ELA SAT/ACT scores. Root Cause: Training and support for math teachers is needed to embed college readiness in math courses.

Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 4: Continue progress on HB3 Board Goals (Early Literacy, Math, CCMR)

High Priority

HB3 Goal

Evaluation Data Sources: Progress will be measured through district-wide assessments in early literacy and math, tracking key performance indicators, and reviewing student data in the CCMR domain. Success will be assessed through ongoing data analysis, feedback from educators and families, and meeting annual benchmarks for HB3 Board Goals in literacy, math, and CCMR.

Strategy 1 Details	Reviews			
Strategy 1: Monitor student progress through formative assessments and adjust math and reading interventions and supports as needed to meet established targets. Strategy's Expected Result/Impact: Enable timely adjustments to math interventions and supports, ensuring that they effectively meet established targets and promote student achievement. Staff Responsible for Monitoring: Principal, Vice Principal, SIS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	July
	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Implement initiatives to increase student participation in advanced coursework, dual credit, and career and technical education (CTE) pathways. Strategy's Expected Result/Impact: Expand academic and career opportunities for students, fostering greater engagement and preparing them for future success. Staff Responsible for Monitoring: Principal, Vice Principal, Counselor Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Track CCMR indicators such as SAT/ACT participation, industry certifications, and military enlistments to ensure progress toward CCMR goals. Strategy's Expected Result/Impact: Ensure progress toward CCMR goals, enabling data-driven decisions to enhance student readiness for college, career, and military pathways. Staff Responsible for Monitoring: Principal, Counselor Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
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Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Overall enrollment has dropped, specifically at the high school levels. Root Cause: The number and quality of programs has changed due to enrollment and funding.

Student Learning

Problem Statement 2: Math achievement scores on STAAR are inconsistent from year to year. **Root Cause:** Math teachers need training and support in using HQIM and intervention materials.

Problem Statement 3: Achievement on STAAR at the Masters level is low compared to state. **Root Cause:** Teachers need training and support in providing advanced level and differentiated instruction.

School Processes & Programs

Problem Statement 1: Math SAT/ACT scores are below ELA SAT/ACT scores. **Root Cause:** Training and support for math teachers is needed to embed college readiness in math courses.

Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 1: Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS will occur.

High Priority

Evaluation Data Sources: Success will be measured through educator participation in training sessions, feedback on the effectiveness of the support provided, data on student progress, and the overall fidelity of MTSS implementation. Regular review meetings will assess the impact of MTSS on student outcomes and inform necessary adjustments to strategies and support systems.

Strategy 1 Details	Reviews			
Strategy 1: Schedule regular sessions that allow educators to collaborate, share experiences, and discuss best practices for implementing MTSS in their classrooms. Strategy's Expected Result/Impact: Foster a culture of continuous improvement and enhance the effectiveness of support strategies in the classroom. Staff Responsible for Monitoring: Principal, SIS, Counselor Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Assign Student Intervention Specialist (SIS) to support teachers in the implementation of MTSS practices, including selecting appropriate interventions and using data effectively. Strategy's Expected Result/Impact: Enhance the selection of appropriate interventions and the effective use of data, ultimately improving student outcomes and support. Staff Responsible for Monitoring: Principal, SIS, Counselor Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	May	July



No Progress



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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Overall enrollment has dropped, specifically at the high school levels. **Root Cause:** The number and quality of programs has changed due to enrollment and funding.

School Processes & Programs

Problem Statement 2: Chronic absenteeism rates are high. **Root Cause:** Structured attendance plans are needed to involve parents and students in improving overall attendance.

Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 2: Strengthen monitoring systems for attendance of learners, communication to families, and focused efforts on the creation of attendance intervention plans.

High Priority

Evaluation Data Sources: Success will be measured through improved attendance rates, reduced chronic absenteeism, and feedback from families on communication efforts.

Strategy 1 Details	Reviews			
Strategy 1: Regularly analyze attendance data to identify trends and develop strategies to address attendance issues, ensuring timely intervention for students. Strategy's Expected Result/Impact: Facilitate the development of targeted strategies to address attendance issues, ensuring timely interventions for students and promoting consistent engagement in their education. Staff Responsible for Monitoring: Principal, Vice Principal, Counselor, Receptionist Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Create structured attendance intervention plans for students identified as chronically absent, which may include personalized goals, support resources, and regular check-ins with school staff. Strategy's Expected Result/Impact: Provide targeted support and foster improved attendance and engagement in learning. Staff Responsible for Monitoring: Principal, Vice Principal, Counselor, Receptionist Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Feb	May	July
	N/A			



No Progress



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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Overall enrollment has dropped, specifically at the high school levels. **Root Cause:** The number and quality of programs has changed due to enrollment and funding.

School Processes & Programs

Problem Statement 2: Chronic absenteeism rates are high. **Root Cause:** Structured attendance plans are needed to involve parents and students in improving overall attendance.

Perceptions

Problem Statement 1: Communication to parents, families, and communities is an area for improvement. **Root Cause:** Structured plans for weekly communication and regularly scheduled engagement events are needed.

Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 3: Create and implement an extensive community engagement plan

Evaluation Data Sources: Success will be measured through increased participation in school events, improved communication with families and community stakeholders, and the development of meaningful partnerships.

Strategy 1 Details	Reviews			
Strategy 1: Develop a comprehensive communication strategy that utilizes multiple platforms (e.g., social media, newsletters, local media, community events) to inform families and stakeholders about school initiatives, upcoming events, and ways to get involved. Strategy's Expected Result/Impact: Effectively inform families and stakeholders about school initiatives, upcoming events, and opportunities for involvement, fostering stronger community engagement and support. Staff Responsible for Monitoring: Principal Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Organize regular community events like family nights, workshops, and open houses to strengthen school-family connections by showcasing student achievements and providing opportunities for families to engage with educators and staff. Strategy's Expected Result/Impact: Enhance school-family connections, fostering greater engagement and support from families while promoting student achievements within the community. Staff Responsible for Monitoring: Principal Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Feb	May	July
	N/A			



No Progress



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Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Overall enrollment has dropped, specifically at the high school levels. **Root Cause:** The number and quality of programs has changed due to enrollment and funding.

School Processes & Programs

Problem Statement 2: Chronic absenteeism rates are high. **Root Cause:** Structured attendance plans are needed to involve parents and students in improving overall attendance.

Perceptions

Problem Statement 1: Communication to parents, families, and communities is an area for improvement. **Root Cause:** Structured plans for weekly communication and regularly scheduled engagement events are needed.

Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 4: Maintain updated EOP and all required District safety, security, and wellbeing practices

High Priority

Evaluation Data Sources: Success will be measured through the completion and approval of the updated EOP, participation rates in safety drills, compliance with safety regulations, and feedback from staff, students, and families regarding the effectiveness of safety practices.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that all safety and security practices required by the district are in place, including access control measures, visitor protocols, and emergency communication systems. Strategy's Expected Result/Impact: Create a secure environment that protects students and staff while promoting a culture of safety within the school. Staff Responsible for Monitoring: Principal, Receptionist, Security Officer Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Schedule and conduct regular safety drills (e.g., fire drills, lockdown drills, evacuation procedures) to ensure that students and staff are familiar with emergency protocols and can respond effectively in various situations. Strategy's Expected Result/Impact: Ensure that students and staff are familiar with emergency protocols, enabling them to respond effectively in various situations and enhancing overall school safety. Staff Responsible for Monitoring: Principal, Vice Principal, Security Officer Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1, 2	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Overall enrollment has dropped, specifically at the high school levels. Root Cause: The number and quality of programs has changed due to enrollment and funding.
Perceptions
Problem Statement 1: Communication to parents, families, and communities is an area for improvement. Root Cause: Structured plans for weekly communication and regularly scheduled engagement events are needed.
Problem Statement 2: Facilities are aging, need repair, and require monitoring for security. Root Cause: Consistent communication with district facilities and maintenance staff is needed.