

Birdville Independent School District
Academy at C. F. Thomas
2025-2026 Campus Improvement Plan



Mission Statement

Academy at Carrie Frances Thomas empowers learners to become responsible citizens and use their passions to reach goals and maximize their potential.

Vision

Transform education to ensure learning for ALL!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	15
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	15
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	24
Goal 3: All students and staff will learn and work in a safe and responsive environment.	25
State Compensatory	28
Budget for Academy at C. F. Thomas	28
Personnel for Academy at C. F. Thomas	28
Title I	29
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)	29
1.1: Description of CNA Process	29
1.2: Location for Evidence of Multiple Meetings Held	29
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)	29
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)	29
2.2: Stakeholders 1114(b)(2)	29
2.3: Description of Plan Availability, Format, and Language 1114(b)(4)	29
2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)	29
2.5: Statutorily Required Descriptions 1114(b)(7)(A)	29
3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)	29
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation	30
Title I Personnel	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

ACFT is a Title I campus that served 586 students in grades EE through fifth grade for the 2024-2025 school year.

Students

Our student demographics as of 2024-25 school year were made up of 48.63% (285 Students) Hispanic, 2.22% (13 Students) Asian, 16.21% (95 Students) White, 25.6% (150 Students) African American. 1.54 (9 students) Pacific Islander and 5.8% (34 Students) other races. The percentage of students served by special education was 19.11% (112 Students) and 4.1% (24 Students) were served by gifted and talented services. 77.13% (452 Students) of students were considered At-risk and 75.6% (443 Students) were considered Economically Disadvantaged. The campus served 22.53% (132 Students) of students in the Bilingual Program and 38.05% (223 Students) were identified as EB.

Teachers

A total of 49 teachers served ACFT during the 2024-25 school year. The majority of our teachers have more than 5 years of experience.

Demographics Strengths

- 22.53% (132 Students) are currently enrolled in bilingual classes, which provide them the opportunity to be bi-literate.
- 75.6% (443 Students) are Economically Disadvantaged which provides free and reduced lunch and federal funding for additional resources and personnel to meet students' needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the 2024-2025 school year, the performance of our African American student population was 13 percentage points below their target

performance measure. This gap highlights an urgent need to identify barriers to learning and implement strategies that will support improved outcomes for these students.

Root Cause: This population is more transient, with many students having attended multiple schools. The resulting inconsistency of instruction across different campuses has contributed to significant learning gaps, which directly impacted their overall performance.

Problem Statement 2 (Prioritized): Our White student population performed 20 percentage points below the targeted performance measurement goal for mathematics during the 2024-2025 school year. This gap indicates a need to examine instructional practices, student engagement, and support systems to ensure all students are meeting expected performance standards in math.

Root Cause: The inconsistent implementation of interventions for at-risk students has limited their academic progress.

Student Learning

Student Learning Summary

STAAR

Our campus showed several areas of academic growth during the 2023–2024 school year. Third grade RLA increased in Approaches, Meets, and Masters, while third grade Math saw an increase in Masters. Fourth grade RLA showed growth in Approaches. In fifth grade RLA, both Meets and Masters increased, and fifth grade Science also showed gains in Meets and Masters.

2025 Results Third Grade

Reading- Approaches 79%, Meets 49% and 17% Masters

Math-Approaches 66%, 30% Meets and 14% Masters

2025 Results Fourth Grade

Reading- Approaches 75%, Meets 23% and 4% Masters

Math- Approaches 53%, Meets 24% and 6% Masters

2025 Results Fifth Grade

Reading- Approaches 77%, Meets 59% and 33% Masters

Math-Approaches 73%, Meets 50% and 22% Masters

Science- Approaches 65%, Meets 33% and 11% Masters

Student Learning Strengths

- Third grade math had an increase of 6% in masters.
- Third grade RLA had an increase of 16% in approaches, 21% in meets and 13% in masters.
- Fourth grade RLA had an increase of 2% in approaches.
- Fifth grade reading had an increase of 3% in meets and 1% in masters.
- Fifth grade science had an increase of 2% in meets and 2% in masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): During the 2024-2025 school year, fourth grade Math performance decreased across all areas, with an 11-point drop in Approaches, a 12-point drop in Meets, and a 7-point drop in Masters. In addition, fourth grade RLA showed a 22-point decrease in Meets and a 4-point decrease in Masters.

Root Cause: This specific grade level experienced a high mobility rate, with many students entering and exiting throughout the year. In addition, overall student efficacy was low, which limited consistency in learning and contributed to the decline in performance.

Problem Statement 2 (Prioritized): During the 2023-2024 school year, fifth grade Math performance declined, with a 13-point drop in Approaches, a 9-point drop in Meets, and a 12-point drop in Masters. In addition, fifth grade RLA showed a 17-point decrease in Approaches.

Root Cause: Our fifth grade had a high special education population, which impacted overall grade-level performance outcomes.

School Processes & Programs

School Processes & Programs Summary

The Academy at C.F. Thomas students are supported through a wide range of programs and processes designed to meet diverse needs. Currently, 76% of students receive free or reduced lunch, 23% participate in our bilingual program, and 38% are identified as EB and served by certified ESL teachers. In addition, 19% of students receive special education services and 4% are identified as gifted and talented.

At ACFT, we implement a Multi-Tiered System of Support (MTSS) to provide individualized plans that address student needs. Students who did not meet grade-level standards on STAAR assessments in reading, writing, or math are provided 15–30 hours of accelerated instruction per subject area. Every nine weeks, teachers and support staff analyze multiple data points to refine instruction across tiers I, II, and III. Extended MTSS meetings are scheduled for students moving to tier III or for those who have not shown adequate progress. During these meetings, additional staff members—such as the counselor, crisis counselor, speech pathologist, or LSSP—are included to ensure a collaborative, student-centered plan.

To strengthen tier I instruction, professional development is embedded throughout the school year. Instructional facilitators, campus leadership, and district coordinators provide training opportunities to help staff refine instructional practices. Teachers also engage in Professional Learning Communities (PLCs) to share strategies and collaborate on best practices to better serve students.

This year, ACFT will continue its campus-wide implementation of Conscious Discipline, a social-emotional behavior and classroom management framework with a strong record of sustainable impact. Alongside this, our counselor will provide regular social-emotional behavior lessons, and teachers will integrate Character Strong into weekly classroom instruction. Both initiatives support the development of the whole child with vertically aligned lessons that promote social, emotional, and character growth.

In addition, we will maintain the use of instructional rounds to deepen our understanding of teaching and learning practices across the campus. This process allows us to reflect, collaborate, and continuously improve both teacher effectiveness and student achievement.

School Processes & Programs Strengths

- **Bilingual Education:** ACFT provides bilingual classrooms in grades Pre-K through 5th to support students' language development and academic success.
- **Accelerated Instruction:** Students in grades 4–5 who do not meet expectations on STAAR assessments receive a minimum of 15–30 hours of additional instruction. Each student has an individualized AI plan built from testing data.
- **Community Partnerships:** A local business partner has continued to provide generous donations to help meet the needs of our students.
- **Technology Access:** ACFT offers a one-to-one digital learning environment for all students, and teachers in grades 2–5 utilize GoGuardian to monitor and support appropriate internet use.
- **Specialized Programs:** Our AABLE 1, AABLE 2, and ACCESS classes give students with significant needs opportunities to grow in academics, communication, social skills, self-management, vocational training, and functional life skills.
- **Classroom Technology:** Every certified teacher is equipped with a Newline interactive board in their classroom to enhance instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): All Students had a target of 46% for reading 2025 but our preliminary results indicate only 42% met or were above in Spring 2025.

Root Cause: Inconsistent instructional support and targeted interventions for our Emergent Bilingual (EB) population limited their reading growth. EB students performed 16 points below their target, which significantly contributed to the overall campus not meeting the 2025 reading target.

Problem Statement 2 (Prioritized): All Students had a target of 47% for math 2025 but our preliminary results indicate only 35% met or were above in Spring 2025.

Root Cause: A high mobility/transient population in 4th grade contributed to lower performance, making up the bulk of low math scores and preventing the campus from meeting the overall target.

Perceptions

Perceptions Summary

- Safety Training: 100% of faculty and students have been trained in the SRP (Standard Response Protocol) to ensure preparedness in case of an emergency.
- Campus Committees:
 - *Leaders of Learners* – support instructional practices and provide leadership on campus initiatives.
 - *CSI Team* – addresses logistical problem-solving and campus operations.
 - *Conscious Discipline Action Team* – supports the implementation of Conscious Discipline across the campus.
 - *Spirit Committee* – organizes recognitions and assemblies for staff and students.
- Survey & Data Results: According to resources utilized (parent, student, staff surveys, and ODS behavior reports), a majority of our students, staff, and parents feel ACFT is a safe place for learning.
 - 91% of students, 100% of teachers, and 100% of parents agree that ACFT provides an emotionally and physically safe environment.
 - ODS discipline data shows a steady decline in students receiving OSS/ISS:
 - 2019–20: 79 students
 - 2023–24: 13 students
 - 2024–25: 10 students (ISS only, no OSS)
- Impact of SEL Program: We believe this improvement is directly tied to our Conscious Discipline program, which integrates social-emotional learning and self-regulation strategies, helping students feel safe and ready to learn.

Perceptions Strengths

At ACFT, we strive to provide excellent customer service and clear communication with families through monthly calendars, bilingual notices, social media updates, and school performances. We actively involve parents and the community through PTA, Title I information, and campus events. Safety remains a top priority with a secure vestibule, regular SRP drills, and collaboration with our SRO and local PD. Survey results show that 91% of students, 100% of teachers, and 100% of parents feel ACFT provides a safe learning environment. Discipline incidents have significantly decreased over the past two years, with only 10 ISS cases and no OSS in 2024–25, reflecting the positive impact of Conscious Discipline on campus culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While many families join PTA and attend school events, there is limited parent interest in taking on leadership roles or serving on the PTA

board.

Root Cause: Competing family responsibilities and limited time have reduced parent participation in PTA board roles, despite strong attendance at events.

Priority Problem Statements

Problem Statement 1: All Students had a target of 46% for reading 2025 but our preliminary results indicate only 42% met or were above in Spring 2025.

Root Cause 1: Inconsistent instructional support and targeted interventions for our Emergent Bilingual (EB) population limited their reading growth. EB students performed 16 points below their target, which significantly contributed to the overall campus not meeting the 2025 reading target.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: While many families join PTA and attend school events, there is limited parent interest in taking on leadership roles or serving on the PTA board.

Root Cause 2: Competing family responsibilities and limited time have reduced parent participation in PTA board roles, despite strong attendance at events.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: During the 2024-2025 school year, fourth grade Math performance decreased across all areas, with an 11-point drop in Approaches, a 12-point drop in Meets, and a 7-point drop in Masters. In addition, fourth grade RLA showed a 22-point decrease in Meets and a 4-point decrease in Masters.

Root Cause 3: This specific grade level experienced a high mobility rate, with many students entering and exiting throughout the year. In addition, overall student efficacy was low, which limited consistency in learning and contributed to the decline in performance.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: During the 2023-2024 school year, fifth grade Math performance declined, with a 13-point drop in Approaches, a 9-point drop in Meets, and a 12-point drop in Masters. In addition, fifth grade RLA showed a 17-point decrease in Approaches.

Root Cause 4: Our fifth grade had a high special education population, which impacted overall grade-level performance outcomes.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: During the 2024-2025 school year, the performance of our African American student population was 13 percentage points below their target performance measure. This gap highlights an urgent need to identify barriers to learning and implement strategies that will support improved outcomes for these students.

Root Cause 5: This population is more transient, with many students having attended multiple schools. The resulting inconsistency of instruction across different campuses has contributed to significant learning gaps, which directly impacted their overall performance.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Our White student population performed 20 percentage points below the targeted performance measurement goal for mathematics during the 2024-2025 school year. This gap indicates a need to examine instructional practices, student engagement, and support systems to ensure all students are meeting expected performance standards in math.

Root Cause 6: The inconsistent implementation of interventions for at-risk students has limited their academic progress.

Problem Statement 6 Areas: Demographics

Problem Statement 7: All Students had a target of 47% for math 2025 but our preliminary results indicate only 35% met or were above in Spring 2025.

Root Cause 7: A high mobility/transient population in 4th grade contributed to lower performance, making up the bulk of low math scores and preventing the campus from meeting the overall target.

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Observation Survey results

Student Data: Student Groups

- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2026 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.


HB3 Goal

Evaluation Data Sources: Elementary: CLI Engage - Circle (prekindergarten), Renaissance - STAR Assessments (math, 1-5, reading 3-5), mClass (Kinder math) and (K-2 reading) and District Common Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to build capacity to implement the district curriculum and state-approved resources with fidelity at the campus level.</p> <p>Actions: a) Provide tiered professional learning opportunities including coaching cycles and PLC support that are responsive to our staff needs to build their capacity to implement our campus plan. b) Support campus Leaders of Learners team to assist in leading the implementation of the district's curriculum, identified resources, and strategies. c) Use data to provide targeted support and progress monitoring. d) Utilize district common assessments to ensure alignment of pacing and instruction. e) Utilize curriculum embedded strategies to support Tier I instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Leaders of Learners Team</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement.</p> <p>Actions: a) Continue to support new teachers on the science of teaching reading based on TEA and HB3 requirements. b) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. c) Provide time for staff to conduct campus instructional walks and debriefing sessions. d) Monitor the campus implementation of the district RLA curriculum and Bluebonnet Learning through ongoing professional learning and coaching. e) Implement training to support general education and all special program teachers with instructional practices that aligns to the district curriculum and assessment requirements. f) Integrate the use of proficiency scales for mathematics in PLC's for grades K-5 and social studies in grade 5. g) Increase teacher capacity to teach the required K-3 phonics program.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Leaders of Learners Team Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide training in data analysis, progress monitoring, and data-driven decision-making to inform instruction and responsive teaching.</p> <p>Actions: a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process. b) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance, and DCAs) to inform instruction and document student growth. c) Teachers will monitor student progress using data folder and proficiency measures while providing specific student feedback that supports learning growth. d) Continue to train and require the regular use of continuous improvement processes in the classroom. e) Campus will collect, analyze and use data monitor student progress for the purpose of closing the achievement gaps, achieving HB3 Board goals, and responding to the individual needs of students to ensure all students make expected growth toward the next interim target in the Academic Achievement component of the Closing the Gaps domain, as defined by the Texas Education Agency. f) Facilitate teacher training on the implementation of Tier 1 priorities. g) Support teachers with the use of TEA writing rubrics and response targeted feedback to students.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Campus Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: Campus Personnel - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: During the 2024-2025 school year, the performance of our African American student population was 13 percentage points below their target performance measure. This gap highlights an urgent need to identify barriers to learning and implement strategies that will support improved outcomes for these students. Root Cause: This population is more transient, with many students having attended multiple schools. The resulting inconsistency of instruction across different campuses has contributed to significant learning gaps, which directly impacted their overall performance.</p> <p>Problem Statement 2: Our White student population performed 20 percentage points below the targeted performance measurement goal for mathematics during the 2024-2025 school year. This gap indicates a need to examine instructional practices, student engagement, and support systems to ensure all students are meeting expected performance standards in math. Root Cause: The inconsistent implementation of interventions for at-risk students has limited their academic progress.</p>

School Processes & Programs

Problem Statement 2: All Students had a target of 47% for math 2025 but our preliminary results indicate only 35% met or were above in Spring 2025. **Root Cause:** A high mobility/transient population in 4th grade contributed to lower performance, making up the bulk of low math scores and preventing the campus from meeting the overall target.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments. Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue training and implementing the district continuous improvement process and requirements for goal setting, PDSA process and data folders in the classroom and across campus to accelerate student growth.</p> <p>Actions: a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year. b) Support, monitor and provide feedback regarding the implementation of continuous improvement practices across the campus. c) Utilize campus teams to analyze the campus needs and next steps required based on the continuous improvement rubric. d) Teachers will complete an analysis protocol for common assessments and complete PDSAs for core subjects assessed. e) Revisit campus vision and mission statement. f) Grade level teams utilize the PDSA process to monitor progress towards goals. g) Students regularly track individual growth in data folders.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Facilitators Campus Staff</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Title I Tutors - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need.</p> <p>Actions: a) Collaborate with PTA to schedule and host school-wide events to support students and families such as parent education classes. b) Identify and communicate the needs of student populations and their families with community partners. c) Develop parent and family engagement policy and offer flexible opportunities for meetings.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Title I Family Engagement - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth.</p> <p>Actions: a) Provide professional development for all teachers in analyzing and using a variety of data for the purpose of focused instruction, appropriate interventions, and approved accommodations. b) Track student performance on common assessments, interims and district screeners to determine progress toward success on STAAR assessments during PLCs.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Facilitators Campus Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Professional Development - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a multi-tiered system of support (MTSS) for identified students.</p> <p>Actions: a) Hold campus MTSS meetings throughout the year. b) Regularly meet with campus staff to discuss progress, needs, curriculum and resources to develop individualized student plans. c) Deliver accelerated instruction in alignment with HB1416 to address learning loss and promote academic progress for students who need additional support.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Facilitators Campus Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement and monitor district protocol to ensure identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators.</p> <p>Actions: a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students. b) Ensure students are receiving appropriate services.</p> <p>Staff Responsible for Monitoring: Campus Administration Attendance Clerk 504 Coordinator Special Education Staff</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: During the 2024-2025 school year, the performance of our African American student population was 13 percentage points below their target performance measure. This gap highlights an urgent need to identify barriers to learning and implement strategies that will support improved outcomes for these students. **Root Cause:** This population is more transient, with many students having attended multiple schools. The resulting inconsistency of instruction across different campuses has contributed to significant learning gaps, which directly impacted their overall performance.

Problem Statement 2: Our White student population performed 20 percentage points below the targeted performance measurement goal for mathematics during the 2024-2025 school year. This gap indicates a need to examine instructional practices, student engagement, and support systems to ensure all students are meeting expected performance standards in math. **Root Cause:** The inconsistent implementation of interventions for at-risk students has limited their academic progress.

Student Learning

Problem Statement 1: During the 2024-2025 school year, fourth grade Math performance decreased across all areas, with an 11-point drop in Approaches, a 12-point drop in Meets, and a 7-point drop in Masters. In addition, fourth grade RLA showed a 22-point decrease in Meets and a 4-point decrease in Masters. **Root Cause:** This specific grade level experienced a high mobility rate, with many students entering and exiting throughout the year. In addition, overall student efficacy was low, which limited consistency in learning and contributed to the decline in performance.

Problem Statement 2: During the 2023-2024 school year, fifth grade Math performance declined, with a 13-point drop in Approaches, a 9-point drop in Meets, and a 12-point drop in Masters. In addition, fifth grade RLA showed a 17-point decrease in Approaches. **Root Cause:** Our fifth grade had a high special education population, which impacted overall grade-level performance outcomes.

School Processes & Programs

Problem Statement 1: All Students had a target of 46% for reading 2025 but our preliminary results indicate only 42% met or were above in Spring 2025. **Root Cause:** Inconsistent instructional support and targeted interventions for our Emergent Bilingual (EB) population limited their reading growth. EB students performed 16 points below their target, which significantly contributed to the overall campus not meeting the 2025 reading target.

Perceptions





Problem Statement 1: While many families join PTA and attend school events, there is limited parent interest in taking on leadership roles or serving on the PTA board. **Root Cause:** Competing family responsibilities and limited time have reduced parent participation in PTA board roles, despite strong attendance at events.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3.

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the behavioral MTSS plan with fidelity.</p> <p>Actions: a) Provide training on the district behavior MTSS plan. b) Implement Conscious Discipline campus wide. c) Schedule extended behavior MTSS collaboratives to create individualized student plans. d) Utilize the behavior facilitator to guide best practices. e) Implement and monitor the district provided Character Strong resource throughout the year for SCD. f) Utilize SCD funded Crisis Counselors to provide support to students in areas of SCD. g) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices.</p> <p>Staff Responsible for Monitoring: Campus Administration Counselor Crisis Counselor Campus Staff CSI Team Behavior Facilitator</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:


School Processes & Programs
<p>Problem Statement 2: All Students had a target of 47% for math 2025 but our preliminary results indicate only 35% met or were above in Spring 2025. Root Cause: A high mobility/transient population in 4th grade contributed to lower performance, making up the bulk of low math scores and preventing the campus from meeting the overall target.</p>

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: 2024-2025 Campus Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to implement a campus-wide program that increases student attendance.</p> <p>Actions: a) Develop and communicate campus attendance plan with all stakeholders. b) Monitor and make adjustments to the attendance plan throughout the year as needed. c) Track student and staff attendance. d) Provide incentives that encourage student attendance. e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help mitigate student attendance issues. f) Utilize the district tribunal process.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff Attendance Clerk</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 1 Problem Statements:


Demographics
<p>Problem Statement 1: During the 2024-2025 school year, the performance of our African American student population was 13 percentage points below their target performance measure. This gap highlights an urgent need to identify barriers to learning and implement strategies that will support improved outcomes for these students. Root Cause: This population is more transient, with many students having attended multiple schools. The resulting inconsistency of instruction across different campuses has contributed to significant learning gaps, which directly impacted their overall performance.</p>

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Staff and Student Survey, Accident Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p>Actions: a) Review perception data from students, staff, and parents to identify strategies to improve campus safety. b) Utilize the campus Safety Committee to review student and staff safety concerns. c) Take corrective action of findings at the campus by utilizing our Safety Committee. d) Schedule and monitor safety drills through Raptor. e) Identify potential school and safety threats using survey data to implement and refine procedures. f) Continue to implement the Anonymous Alerts and Threat Assessment System. g) Conduct monthly safety meetings with the Safety Committee and revise plans as needed.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff Safety Committee</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 1 Problem Statements:


Perceptions
<p>Problem Statement 1: While many families join PTA and attend school events, there is limited parent interest in taking on leadership roles or serving on the PTA board. Root Cause: Competing family responsibilities and limited time have reduced parent participation in PTA board roles, despite strong attendance at events.</p>

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

Evaluation Data Sources: Campus WC Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the district-wide program that promotes an accident-free work environment.</p> <p>Actions: a) Conduct facility reviews to locate and address issues and needs. b) Provide safety training for campus staff based on district protocols. c) Provide safety equipment as needed. d) Continue to monitor the implementation of safety procedures. e) All employees will complete Safe Schools Training.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 2 Problem Statements:


Perceptions
<p>Problem Statement 1: While many families join PTA and attend school events, there is limited parent interest in taking on leadership roles or serving on the PTA board. Root Cause: Competing family responsibilities and limited time have reduced parent participation in PTA board roles, despite strong attendance at events.</p>

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Campus Site-Based Team Meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain a district-wide coordinated health program.</p> <p>Actions: a) Continue to implement health related plans at the campus level. Examples include: Play It Safe, Vision Screenings, Employee Wellness Challenges, etc. b) Follow district health requirements. c) Students participate in regular pacers and fitness gram tests in physical education class.</p> <p>Staff Responsible for Monitoring: Campus Administration Nurse Campus Staff</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: While many families join PTA and attend school events, there is limited parent interest in taking on leadership roles or serving on the PTA board. Root Cause: Competing family responsibilities and limited time have reduced parent participation in PTA board roles, despite strong attendance at events.</p>

State Compensatory

Budget for Academy at C. F. Thomas

Total SCE Funds:

Total FTEs Funded by SCE: 3.16

Brief Description of SCE Services and/or Programs

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Personnel for Academy at C. F. Thomas

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kim Saylor	Reading Interventionist	0.33
Ricardo Alvarez	Teacher	0.5
Rosalynn Schultz	Teacher	0.33
Stephanie Jackson	Instructional Facilitator	1
Veronica Bustamante	Reading Interventionist	1

Title I

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

1.1: Description of CNA Process

CNA process takes place beginning in March and continues through summer

1.2: Location for Evidence of Multiple Meetings Held

Documentation kept on campus

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

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

March through October

2.2: Stakeholders 1114(b)(2)

List of stakeholders documented on campus

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

Plan is available online

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

Plan Coordination documented on campus

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

described in plan

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

quarterly review conducted on campus

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Lopez	Title I EA/Parent Liaison	Title I	1.0
Charlene Soto	Title I EA/Parent Liaison	Title I	1.0
Melissa Garner	Instructional Facilitator	Title I	.5