Texas Leadership Public Schools

Abilene

2025-2026 Campus Improvement Plan

Board Approval Date: September 25, 2025

Mission Statement

To create an environment that develops people and instills quality education.

Vision

To see students become leaders in all areas of life.

Value Statement

Character: "Doing the right thing even when no one is watching."

Growth: "Continually developing and improving."

Servant Leadership: "Helping people perform as highly as possible."

Empowerment: "Giving people the authority and freedom to fulfill their responsibilities."

Commitment: "Being dedicated to accomplish our mission."

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Achievement 6
School Culture and Climate 7
Staff Quality, Recruitment, and Retention 8
Curriculum, Instruction, and Assessment 9
Assessment Summary: 9
Family and Community Engagement 10
School Organization 11
Goals 13
Goal 1: Academic Growth Increase overall student performance and growth in Math and Reading 13
Goal 2: Teacher Growth and Retention Strengthen school culture to maintain 90% teacher retention at the end of 2025-26 school year 13
Goal 3: Student Engagement: Increase student engagement and active learning tasks to increase academic performance 13

Comprehensive Needs Assessment

Demographics

Demographics Summary

24-25 EOY Enrollment - 928 K-12

50.65% Hispanic

5.82% AA

37.18% White

4.96% 2+

1.08% EB (10 students)

30.71% CTE

19.18% SPED

School Information : TLCA Abilene has two campuses: Elementary is located at 1840 North 8th Street, and the Secondary campus is located at 3250 State Street. In 2020, TLCA Abilene was awarded “Lighthouse Certification” for outstanding achievement as a Leader in Me school. At the end of the last school year there were 574 students enrolled. This year at Secondary the numbers have stayed pretty steady at 335 and Elementary at 540. Our stakeholders invited in the planning process include the Counselor, Administrators, teachers, Special Education, aides, parents, community members and students. Admission policy for our campuses is advertised as a public school and free admission. We have an online process, walk in and Open Enrollment times. Class sizes are very similar to the local Independent School District.

In terms of academic achievement, the school has seen improvement over the past few years, with an increase in the number of students meeting or exceeding standards on state assessments. However, there is still room for growth, particularly in closing the achievement gap between economically disadvantaged students and their peers. The school has been implementing various support programs to address the needs of students requiring special education services. These programs include individualized education plans, small group instruction, and additional support from special education teachers and staff. The number of students needing additional support via special education at 21% is relatively high compared to the state average of 14%. Overall, the demographic data suggests that the TLCA Abilene campus is serving a diverse student population with unique needs. The school is committed to providing a supportive and inclusive environment for all students to thrive academically and socially.

Demographics Strengths

ABILENE ELEMENTARY

- Our campuses support a wide variety of student needs.
- Measures have been put into place to facilitate the hiring of qualified teachers.

ABILENE SECONDARY

- Our campuses support a wide variety of student needs.
- Measures have been put into place to facilitate the hiring of qualified teachers.

Student Achievement

Student Achievement Summary

(MSHS)

Seventh-grade math continues to be one of the lowest-performing subjects in student achievement on campus. This ongoing challenge is primarily attributed to the inconsistency in having a highly qualified and experienced teacher in the position. Frequent changes in instructional staff or a lack of stability in leadership within the subject area have contributed to gaps in student learning and overall performance. Addressing this issue through targeted interventions, professional development, and strategic staffing decisions will be crucial in improving outcomes for students. Additionally, the secondary school experienced a notable decline in Biology interim state test scores this year following the departure of a highly qualified and experienced Biology teacher. The loss of a strong educator in a critical subject area has had a measurable impact on student performance. To mitigate these effects, the school may need to implement instructional support measures, such as mentorship programs, curriculum enhancements, or additional academic interventions, to ensure continued success in the subject.

Student Achievement Strengths

(MSHS)The low student-to-teacher ratio continues to play a significant role in fostering student success across all core subjects. With smaller class sizes, educators provide more individualized instruction, targeted support, and meaningful engagement, ultimately enhancing students' comprehension and academic performance.U.S. History remains one of the highest-performing subjects on campus, consistently achieving impressive pass rates. This success can be attributed to effective instructional strategies, a strong curriculum, and the dedication of both teachers and students. The combination of personalized learning and a rigorous academic framework ensures that students are well-prepared to meet and exceed expectations in their coursework.

School Culture and Climate

School Culture and Climate Summary

School Culture - Each campus has initiatives in place which focus on improving character and the overall school climate. Campus leaders work towards the goal of having students and staff connected in a positive learning environment. Both campus leaders work towards keeping the teacher moral up in different ways. The staff survey feedback for Secondary shows that the majority of staff seems happy. There are several requests for chrome books and chrome carts so that less teachers have to share. There are concerns about teachers covering classes and the need for smaller class sizes. Elementary surveys show that families feel welcomed when they come in the building and on to campus for events. Parents feel like their kids are safe while at school. Staff reports that behavior issues were addressed and dealt with throughout the school year.

Leader In Me - Leader in Me is a a part of the culture on the Abilene campuses. The teachers all have Leader in Me posters displayed in the classrooms, and there are visuals up on both campuses: Celebrations, Eagle Leaders, LIM events, Lighthouse teams, Campus WIGS, Classroom WIGS, Mission Statements, WIG Scoreboard, Leadership jobs, and Leadership LIM trees. Staff on both campuses meet once a week (different teams have different agendas) to celebrate, collaborate and plan upcoming events. Both campuses are now lighthouse status. Students have a built in Leader in Me time to meet with their peers during the school day so that they can plan student led events for the campus.

School Culture and Climate Strengths

- Both campuses have full time counselors for social/emotional needs.
- There are many staff "fun" things planned: food trucks, donut and coffee day, popcorn bar, food fight, Teacher appreciation week, Texas Roadhouse certificates for staff of the week, celebrations for different staff members throughout the year (for example Bus Driver Day, Coach Appreciation, etc.).
- Shout out Board for staff and students and Eagle Students of the Six Weeks
- Bully Prevention activities

LEADER IN ME STRENGTHS:

- Eagle Leader Boards and Eagle Leader of the Six Weeks bulletin board
- Student Lighthouse teams
- Student voice and choice
- Events outside of the school day, planned by students

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

(MSHS)Less experienced teachers often work at TLCA for a few years before transitioning to another ISD for a higher salary. As a small campus with a limited staff, many teachers are responsible for preparing lessons for multiple subjects or classes. The prospect of a higher salary becomes particularly appealing when managing lesson plans for three or more different preps. Additionally, there is a shortage of experienced candidates for teaching positions, as well as a limited pool of available substitutes.

Staff Quality, Recruitment, and Retention Strengths

(MSHS)Our staff actively engages in professional development to enhance instructional practices and stay current with educational best practices. Strong relationships among teachers foster a collaborative environment that supports both professional growth and student achievement. TLCA prioritizes hiring highly qualified staff who bring expertise and passion to the classroom. As a result, we maintain a high retention rate, ensuring stability and consistency in our educational programs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum and Instruction:

The Secondary campus has partnered with Texas State Technical College to offer our students dual credit classes. We offered the following pathways: Welding, Pre-Allied health and Aviation. We also partner with Howard College for Dual Credit classes.

In high school students start making plans for the future, whether that be college, technical school or a career. What we offer students is the ability to explore career options through endorsement plans and interest surveys on Naviance.

Both campuses had some type of New Teacher Bootcamp or Orientation for new teachers to have extra support.

Both campuses shared an Instructional Coordinator this year for support with curriculum, instruction and lesson planning.

Assessment Summary:

Both campuses have scheduled planning times that are intentionally designed for collaboration on assessing data, lesson planning, behaviors and other contexts as needed. Elementary meets by grade level, while Secondary meets by conference periods. TLCA campuses participate in Professional Learning Communities and Multi Tiered Supports for Students. Both campuses have full staff meetings when needed to share information. Lesson plans and instruction objectives are data driven. Curriculum is aligned to YAG scope and sequence, and lesson plans include formative assessments which are used to plan interventions. Both campuses utilize Benchmarks throughout the year, and Eduphoria Aware is used for data desegregation.

Both campuses are supported by an Instructional Coach, who does both classroom observations to give teachers feedback and also supports lesson planning and classroom management.

Elementary staff members continue to take part in the Reading Academies to focus on increasing the reading proficiency for K-3 students.

Curriculum, Instruction, and Assessment Strengths

- Having a Director of Teaching and Learning that supported both campuses this year for classroom walk-throughs, support with instruction and classroom management and curriculum resources was very helpful.
- Elementary teachers are receiving professional development through the Reading Academies and are supported by the Principal and Director of Teaching and Learning.
- TLCA has Professional Development days built in throughout the year to support instruction and training on the campuses.
- The Secondary campus offers a wide variety of classes that interest students and can help them on a pathway towards a career and enhance academics.

Family and Community Engagement

Family and Community Engagement Summary

TLCA actively works to engage parents in the educational process of our students. Each week, the principals send information out through Black Board to keep parents and guardians informed. There are opportunities for parents to come on campus and engage in activities with their students. Teachers are diligent in staying in touch with guardians, whether through emails or phone calls to keep them informed of student progress. TLCA has a media manager and a campus media manager who keeps the social media pages updated with campus events and information.
Parent/student/staff surveys are sent out annually to gauge the engagement for the year and plan for next year. TLCA actively works to engage parents in the educational process of our students. Each week, the principals send information out through Black Board to keep parents and guardians informed. There are opportunities for parents to come on campus and engage in activities with their students. Teachers are diligent in staying in touch with guardians, whether through emails or phone calls to keep them informed of student progress. TLCA has a media manager and a campus media manager who keeps the social media pages updated with campus events and information.
Parent/student/staff surveys are sent out annually to gauge the engagement for the year and plan for next year.

Some events from this year include: Elementary and Secondary campus both conducted an open house in August, Family Book Fair Night in September, Community Tailgate party and Black out Pep Rally, Meet the Eagles, Fall Fest, Supper with Santa, Literacy Night, Athletic Events, Pep Rallies, Eagles Talent Show, Red Ribbon Week, Winter Band concert was held at the end of January to include both the Elementary students and Secondary students,
Leadership Night, Leadership Day, Pre-Kinder and Kinder Round up, Kinder Graduation, STEM night, Spring Band Concert, Art Show, 8th Grade Transition into High School, and Athletic Banquet, Student led conferences Elementary and Secondary campus both conducted an open house in August, Family Book Fair Night in September, Community Tailgate party and Black out Pep Rally, Meet the Eagles, Fall Fest, Supper with Santa, Literacy Night, Athletic Events, Pep Rallies, Eagles Talent Show, Red Ribbon Week, Winter Band concert was held at the end of January to include both the Elementary students and Secondary students, Leadership Night, Leadership Day, Pre-Kinder and Kinder Round up, Kinder Graduation, STEM night, Spring Band Concert, Art Show, 8th Grade Transition into High School, and Athletic Banquet, Student led conferences

Needs Identified: Engage parents in the campus day to day by teachers and admin. More social media posts of classroom events. More positive parent communication. More positive interactions between student and teachers. 5th grade graduation 2024-2025. Parent invitations for classroom events, field trips, awards. Annual Music program. Parent classes provided by MCH Family Outreach. Diversity celebrations for our Asian and American Indian populations

Family and Community Engagement Strengths

Some of the strengths perceived by TLCA students are:

- Teachers at our school try to do what is best for students.
- Staff at TLCA are committed to teaching.
- Teachers have high expectations for students.
- Teachers respect all races and cultures.
- School is a safe place.
- My school has clear rules and consequences for behavior.

Strengths Identified: Habits Bootcamp. Leadership Day. Leadership Night. Fall Fest. Supper with Santa & Literacy Night. Math and STEM Night. Leader in Me MRA. Mental Health Needs Assessment. Live Wax Museum. Student Led Conference 2x a year. Guitars for Kids. Kinder graduation. Awards Assembly. Dia de Los Muertas. Kwanza. Talent Show

School Organization

School Organization Summary

Student Programs and Opportunities:

TLCA- Abilene provides the following programs and processes at the Secondary campus:

- Leader in Me
- Eagle Intervention period
- After & before school tutoring
- My Perspectives ELAR curriculum
- Carnegie Learning and Eureka for Math Curriculum
- STEM Science curriculum and lab
- Staff resource binder at the beginning of the school year
- 4DX goal setting model
- Restorative Practices
- New teacher mentoring program
- Director of teaching and learning support
- CTE Duel Credit through TSTC
- Duel Credit Classes through Howard College
- NHS for HS students
- IXL
- TCHATT for Social Emotional Support
- CAP program
- CTE Career Pathways

Procedures:

Master schedules

The master schedule for TLCA Abilene Secondary for the 2023-24 school year was created to begin at 7:50 am with 8 periods that average about 55 minutes. Each Friday there is a 30 minute built in Leader in Me time to provide time for Social Emotional learning. Both Middle School and High School students have a three minute transition time for a bathroom break and arrival at their next class. Class sizes average about 25 students per teacher. Both Middle School and High school students have Intervention periods during the day to cover House Bill 1416 minutes. Each teacher has one period as their conference time, and the day ends at 3:45. Students are encouraged to set up after school tutorial times with their teachers when needed.

The master schedule for TLCA Abilene Elementary for the 2024-25 school year was created to begin at 7:50 am. Each day there is a 30 minute built in Leader in Me time to provide time for Social Emotional learning. Class sizes average about 20 students per teacher. Elementary students have Intervention periods during the day to cover House Bill 1416 minutes. Each teacher has a conference time, and the day ends at 3:45. Students are encouraged to set up after school tutorial times with their teachers when needed.

Special Education: Abilene Special Education students made up 21% of the student population in the past year, compared to the state average of 11.3%. Special Education students are served through ARDS in which the committee meets with parents to decide on the best accommodations for the student. Minutes for each content area are determined by need. Secondary has a Lead Special Education teacher on campus, one Associate Special Education teacher and two aides. . Student needs are met both in the classrooms with inclusion

time and in the Special Education room for Content Mastery. IEPS and goals are created and followed throughout the year, and the Special Education teachers do progress checks every six weeks to include documentation for all students. ARDS are held to help Special Education students transition from High School to a career and/or college.

ESL: ESL students are monitored at both campuses by a certified LPAC Coordinator. Throughout the year the students work on a program called Summit K-12 and are monitored by ESL teachers on their respective campus. TELPAS writings and testing is completed during the TELPAS timeframes. ESL population made up 3% of the campus in the 23-24 school year.

Discipline: Behaviors are low compared to the local ISD because of protocols put in place. If there is a major behavior prior to the student enrolling, then a parent/student conference is set up before the process continues. If students have behavior issues during the day, teachers are invited to fill out a referral or get in touch with administration. Teachers keep in touch with parents so that we can have support from home. If consequences are necessary, then a behavior log is created and parents are contacted by administration. Behavior Contracts are used as a reminder for the student to finish the school year without any more discipline issues. Points can be added to this log, and if a student reaches the maximum number of points then a behavior committee meets to discuss the student's needs. Students who are invited to finish the year have check-ins with the administration team and/or counselor for support.

Counseling: The counselor speaks with the students as a check-in. They are trained to identify students with self-harming or suicidal thoughts. They will then advise the parent or guardian to seek outside counseling services within the next 24 hours. The counselor provides information on upcoming testing and assists with FASFA and applying to colleges. The Elementary counselor does classroom visits and lessons.

Drug and Alcohol Awareness: TLCA campuses participate in "School Health Advisory Council" in which stakeholders for each campus meet to assure protocols are being met. April is Drug and Alcohol Awareness month and a newsletter was presented to the campuses to share. The campus had a speaker come in March to speak to students about the dangers and consequences of taking/using drugs. We participate in Red Ribbon Awareness week every year, organized by our Counselor and Leader in Me teams to create themes and dress up days.

School Safety: TLCA campuses have created Behavioral Threat Assessments teams that are aligned with Texas School Safety Center. This team meets to review policies, provide training, establish and review procedures and promote a safe school climate. All TLCA campuses use the Standard Response Protocol and Drills also aligned with Texas School Safety Center. All rooms are provided with an emergency folder, "Take Action" poster and a map of the school. Each month the campuses do at least two drills for practice and review of procedures. Notices are posted at the front that a staff member may be carrying, and two staff members are trained on the use of Byrnas.

School Organization Strengths

- PLC meetings are beneficial for intentional planning. Secondary does one each month, and it gives time for staff to meet with the Admin team and Instructional Coordinator to analyze data, plan for lessons, and discuss any needs. Elementary holds PLCs more often to identify MTSS needs.
- Staff is kept up to date on communication through the S'mores newsletter every week and emails when needed throughout the week.
- Monthly safety drills give all teachers and students the opportunity to review procedures.
- Discipline is taken care of through teacher/parent contact, and Administration consequences if needed.
- Having a Director of Teaching and Learning that visited and supported both campuses this year was very helpful to teachers.

Goals

Goal 1: Academic Growth Increase overall student performance and growth in Math and Reading

Performance Objective 1: This year, our school-wide goal is to show 8% growth in both Reading and Math. To reach this, we will use a strong curriculum alongside tools such as IXL and MClass to track progress and provide personalized practice for each student. In addition, we will follow House Bill 1416 and House Bill 3 recommendations to ensure our instruction is aligned with state requirements and that every child receives the support they need.

High Priority

HB3 Goal

Evaluation Data Sources: MTSS, standardized testing, IXL, mClass

Goal 2: Teacher Growth and Retention Strengthen school culture to maintain 90% teacher retention at the end of 2025-26 school year

Performance Objective 1: We know that strong teachers make a lasting impact on students. That's why one of our priorities is to maintain at least 90% teacher retention this year. We are committed to investing in professional growth, mentoring, and creating a supportive environment so our teachers can continue to thrive on our campus.

High Priority

Evaluation Data Sources: MRA, PLC's, Teacher Moral/Activites

Goal 3: Student Engagement: Increase student engagement and active learning tasks to increase academic performance

Performance Objective 1: We will also be using educational technologies throughout the year to increase student engagement and academic performance. Tools like IXL, MClass, and other interactive platforms will help make learning meaningful, fun, and effective. Teachers will continue receiving training to ensure these resources are used in ways that directly benefit student learning.

High Priority

HB3 Goal

Evaluation Data Sources: Received new chromebooks to help support students and teachers. MOY, BOY, EOY.