Castleberry Independent School District

Joy James Academy of Leadership

2025-2026 Campus Improvement Plan

Board Approval Date:
October 6, 2025

Generated by Plan4Learning.com
January 07, 2026 at 10:41 AM

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 13

Perceptions 18

Priority Problem Statements 21

Data Documentation for CNA 27

Improvement Planning Data 28

Accountability Data 28

Student Data: Assessments 28

Student Data: Student Groups 28

Student Data: Behavior and Other Indicators 28

Employee Data 28

Parent/Community Data 29

Support Systems and Other Data 29

Goals 30

Goal 1 : Transform Teaching and Learning: Student achievement, teacher growth, instru... 31

Goal 2 : Advance Early Literacy, Early Numeracy, and College, Career, and Military Readi... 76

Goal 3 : Enhance Trust and Confidence in the District through Effective Communication 89

Goal 4 : Implement Effective and Efficient Operations 106

Comprehensive Needs Assessment

Demographics

Summary

Joy James Academy of Leadership is a proud part of the city of Sansom Park and Castleberry ISD.

Our Campus is approximately 90% economically disadvantaged, but "advantaged" in many ways with strong partnerships with families and the community.

The following demographic data is based on the 2023-2024 TAPR. The 2024-2025 TAPR has not been released yet.

Campus Demographics	Campus Count	Campus Percent
All Students	440	100%
White	41	9.3%
Hispanic	381	86.6%
Black or African American	7	1.6%
Asian	1	0.2%
American Indian or Alaska Native	0	0%
Native Hawaiian or Other Pacific Islander	2	0.5%
Two or More Races	8	1.8%
At-Risk	333	75.7%
Economically Disadvantaged	404	91.8%
Bilingual/ESL	197	44.8%
Special Education	111	25.2%
Gifted and Talented	32	7.3%

*The following chart will be updated with 2024-2025 data when the TAPR is available

Campus Enrollment Data - 6 Year Comparison	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Total Students	440	446	425	409	482	459	
Early Education	8	9	0	1	10	5	
Pre-Kindergarten	61	57	53	38	42	38	
Kindergarten	58	63	61	56	66	66	
1st Grade	61	68	56	60	69	63	
2nd Grade	67	60	61	62	65	64	
3rd Grade	60	63	68	63	72	68	
4th Grade	60	66	58	61	71	75	
5th Grade	65	60	67	68	87	80	

Joy James Academy of Leadership is an elementary campus serving grades Pre-Kindergarten through 5th grade with a current enrollment of 467 students. The following demographics are from the 2024-2025 campus report in Txschools.gov. The campus has an economically disadvantage percentage of 91.6%, Special Education 27.2%, At Risk and Emergent Bilingual/English Learners 42.2%. The ethnic distribution is 84.6% Hispanic, 7.9% White, 3.6% African American, 0.4% Asian, 0.4% Pacific Islander, and 3% Two or more races. Joy James Academy of Leadership is a Title I Schoolwide program campus. There were 164 discipline incidents in 2024-2025.

The staff is made up of 1 principal, 1 assistant principal, 1 campus academic leader, 23 classroom teachers, 6 Sped Teacher, 1 Dyslexia Teacher, 1 Reading Intervntionist, 15 para professionals, 1 police officer, 1 counselor, 1 librarian, 1 Ace Site Coordinator, 4 custodians, 1 nurse, and 5 nutrition workers. The ethnic distribution of teachers is Hispanic 48.6%, White 48.3%, African American 3%.

There are 32 classes on campus with an average class size of 19.5. There are two classes over the student/teacher ratio. Waivers were not submitted in alignment with the District of Innovation plan for Castleberry ISD.

Teachers' years of experience: 1 to 5 years 39.5%, 6 to 10 years 9.1%, 11 to 20 years 39.5%, 21 to 30 years 5.8%.

New Teachers or teachers with less than 2 years of experience: 6.1%

Certified Teachers: 100% (1 Teacher is in an Alt Cert Program.)

Infield Teachers: 100%

Retention Rate from 2024/2025 to 2025/2026: 72%

Teachers receiving mentoring: 9

Teachers receiving coaching: 6

Staff who attended instructionally based professional learning: 100%

Staff who attended behaviorally based professional learning: 100%

For the 2024-2025 school year, Joy James Academy of Leadership has a rating of (C) 78

Domain 1: Student Achievement 71

Domain 2: Relative Performance 79

Domain 3: Closing the Gaps 76

The English Language Proficiency interim and long term targets were met by our English Language Learners.

The campus has not needed to complete an ESF Diagnostic.

Strengths

Attendance dropped slightly in 2024-2025 in spite of an intentional focus on contacting /involving parents and an effective incentive program.

In response to student population trends, the teacher population is continuing to increase as more of a reflection of the student population. For example, 86.6% of students are Hispanic and 40.3% of teachers are Hispanic.

At the conclusion of the 2024-2025 school year, we had 54.4% of staff members with 6 or more years of experience.

Class sizes are increasing throughout the campus.

JJA houses the District's Special Education Self-Contained Standards-Based Instruction Program, which is skills-based learning for moderate to severely disabled students. This program represents 12% of our overall student population. Of this 12% JJA is not the home campus for approximately 90% of this population.

Our campus has two professional positions that ensure strong support for our students and staff. JJA has one interventionist and a Campus Academic Leader to guide teachers with instruction and ensure our students achieve success.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The number of students identified as needing special education services exceeds the state average (25.2% according to 2023-24 TAPR) and continues to trend upward.	While JJA houses the self-contained special education classrooms for the district, there is a need to implement consistent MTSS screeners to be able to accurately monitor student strengths/ weaknesses on crucial skills and intervene immediately.
2 ★	According to the 2023-24 TAPR Report, the campus attendance rate is below 95%. The preliminary attendance rate for 2024-25 school year is below 95%.	Families lack a thorough understanding of the short and long term effects of poor attendance and often do not realize how many days their child has missed.

★ = Priority

Student Learning

Summary

At JJA, students are assessed at the beginning of the year, middle of the year, and end of the year to evaluate growth throughout the school year. Teachers use a variety of reading assessments such as HMH baseline screeners, Unit Assessments, CLI Engage (CIRCLE), AMIRA, and MAP Growth to track student growth throughout the year. For math, teachers use STEMScopes beginning of year screeners and unit assessments to collect data and track student growth. Students track their own growth in their Leader in Me Leadership Notebooks to gauge their own progress toward their goals each week. Teachers meet during PLCs to discuss essential content, plan for Tier 1 and Tier 2 instruction, and plan for incorporating student engagement strategies into daily lessons to ensure student growth. PLCs are designed to be vertically aligned in third through fifth grade, to help ensure instruction is purposeful and learning is scaffolded. All content must be aligned to grade-level standards and meet district literacy expectations for our students.

Student needs and specific services are monitored and evaluated through the MTSS process. The MTSS process is systematic and supports teachers in identifying students who need tiered small group intervention as well as instructional enhancement for GT services provided by teachers. MTSS also includes behavior interventions and the necessary involvement of JJA's Counselor. Teachers and support staff monitor data to measure student progress toward goals. During follow-up MTSS meetings, progress is discussed and goals are adjusted to support continuous growth. In addition to RTI/MTSS, 504 and ARD meetings are held to set individualized goals for students who receive 504 and Special Education support.

The following data is based on preliminary 2025 A-F Accountability Data:

Reading STAAR 2024-2025, Grades 3-5

Approaches and above- 72%, Meets and above- 47%, Masters- 24%

Special Education Only: Approaches and above- 32%, Meets and above- 9%, Masters- 2%

Math STAAR 2024-2025, Grades 3-5

Approaches and above- 59%, Meets and above- 32%, Masters- 13%

Special Education Only: Approaches and above- 27%, Meets and above- 5%, Masters- 0%

Science STAAR 2024-2025, Grade 5

Approaches and above- 56% , Meets and above- 18%, Masters- 4%

Special Education Only: Approaches and above- 21%, Meets and above- 0%, Masters- 0%

In Spring 2025, the short constructed responses and the extended constructed responses continued to be scored using Artificial Intelligence (AI).

JJA met the TELPAS Interim and Long Term Targets for 2025 based on preliminary A-F Accountability.

Strengths

The MTSS process is thorough and student progress is constantly monitored by the teachers involved. Student needs are identified by the students and/or teachers. Special Education students and their teachers have push-in/inclusion, pull-out/resource, and consultation support throughout the week to ensure their success in the general education classroom.

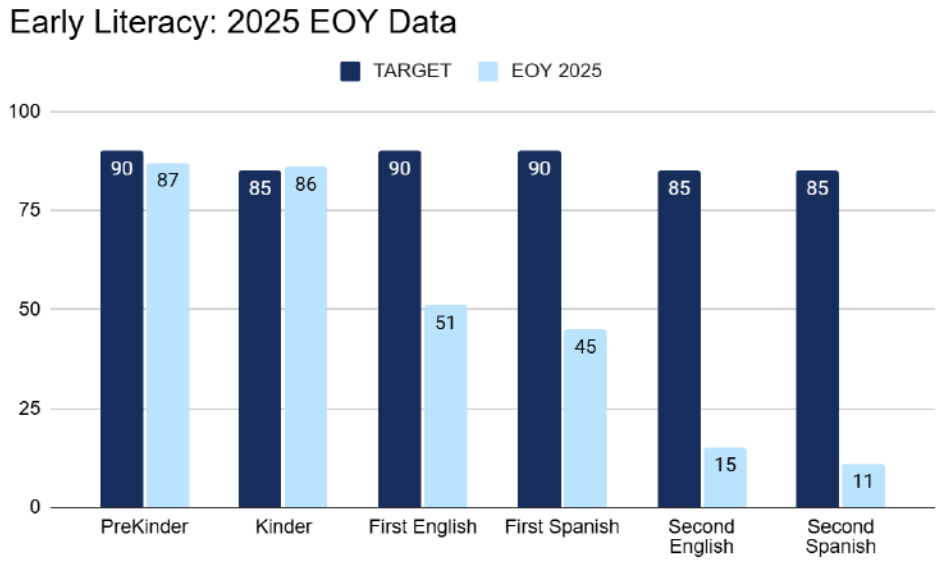
Dyslexia screeners are built into CLI (TXKEA) and AMIRA testing to ensure that we identify students early.

Teachers continued to implement HMH Literacy components with stronger fidelity. Foundational Skills components within the reading block were strengthened and streamlined. All K-2nd grade teachers and campus admin have completed the State's required Reading Academy. All returning PreK teachers have completed the Reading Academy as well.

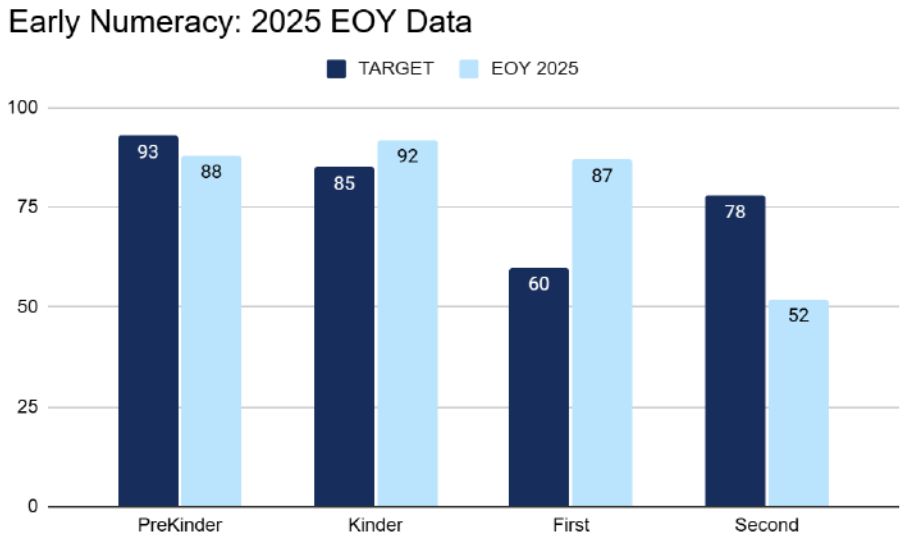
Through our PLCs, grade-level data meetings, and MTSS meetings, we were able to analyze data, set personalized goals, and create student-centered action plans quickly and thoroughly. Students have become very involved with this process by identifying personal goals and action plans that they have voiced will help them succeed.

The early literacy assessment for first and second grade in 2024-25 school year changed from TPRI/TejasLEE to MAP Reading Fluency. Due to this shift and being unfamiliar with the assessment and how it measures student progress, this data should be considered a baseline. The data does not show the percentage of students who have mastered foundational skills, nor does it show how many students can read text. This data shows only those who are reading at a rate of 60 words correct per minute in first grade and the percentage of students in second grade who met the oral reading fluency expectations.

Percentages of students meeting or exceeding reading expectations are as follows for end-of-year reading testing:



Kindergarten and First Grade exceeded the target, while PreKindergarten fell slightly short of the goal and Second grade performed significantly below the grade on end-of-year numeracy testing:



Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	13% of PreKindergarten, 14% of Kindergarten, about 50% of First Grade, and about 85% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2024-25.	Teachers need continued professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards and identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills. Teachers also need to have a full understanding of the new assessment.
2 ★	A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 69% of Kinder, 54% of First, and 18% of Second Grade students scored Meets or Exceeds.	Students lack adequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. In addition, teachers have either not followed the district-created writing curriculum closely or have not received sufficient training to implement it with fidelity. The HQIM writing curriculum is weak and lacks rigor and alignment.
3 ★	STAAR Reading performance is 47% at meets and 24% masters.	Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments.
4 ★	32% of Third Grade students scored a 0 out of 10 points on the Extended Constructed Response (ECR) on the Reading STAAR.	Students are not leaving 2nd grade with the ability to write a paragraph that includes a thesis statement and supporting evidence. Mastering the mechanics of writing in primary grades will free up students to concentrate on the development and organization of ideas.
5 ★	On the reading STAAR, 32% of Third Grade, 27% of 4th Grade, and 36% of Fifth Grade students received a 0 out of 10 points on the extended constructed response (ECR).	Teachers need professional learning in supporting struggling readers with fluency and comprehension through explicit, modeled think-alouds and reading strategies, as well as explicit modeling of prompt breakdown, planning, and drafting when writing ECRs.

6 ★	Foundational skills routines are not paced appropriately; therefore, teachers do not have enough time to provide adequate feedback.	The lessons are long, and teachers struggle with pacing due to the need to build in breaks and movement for students.
7 ★	Many 1st and 2nd grade students did not meet grade-level literacy expectations at the end of the year.	There is inconsistent use of the HQIM, ineffective pacing of lessons, and insufficient opportunities to practice to mastery.
8 ★	8% of Kinder, 13% of First, and 48% of Second Grade students did not Meet or Exceed grade level expectations on their end of year STEMscopes Math Assessments for 2024-25.	Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions, as well as application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards
9 ★	STAAR Math performance is 32% at meets and 13% at masters on the 2024-25 STAAR Assessment.	Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding, leads to struggles with grade level content.
10 ★	68% of 3rd, 70% of 4th, and 65% of 5th graders did not MEET expectations on the STAAR Math state Assessment in Spring 2025.	STAAR test rigor continues to increase each year by testing TEKS in new ways. Students lack numerical fluency in order to understand procedural concepts.

11 ★

Problem solving and fact fluency are below grade level in all elementary classrooms

The lack of rigor in Tier 1 instruction continues to play a factor in students ability to understand multi-step operations. Fact fluency has been devalued in math curriculum leaving students to learn strategies that are ineffective. Without fluency of basic facts, students spend their working memory on answers to basic facts instead of the procedural tasks necessary to be successful.

12 ★

Problem-solving and addition and subtraction fluency are below grade level in kindergarten-2nd grade classrooms.

Little time is spent on fluency practice. Time spent on explicit instruction for problem-solving also needs to increase.

13 ★

Only 9% of special education students performed at the Meets level on Reading STAAR, and only 5% of special education students performed at the Meets level on 2024-25 Math STAAR Assessment.

Inconsistent implementation of co-teach models, lack of consistency in Tier 1 instructional practices across classrooms, and a high number of students with disabilities requiring specialized support in reading.

14 ★

STAAR 5th Grade Science performance is 18% meets, and 4% masters on the 2024-25 STAAR Assessment.

There is a lack of alignment between curriculum and classroom instructional practice that has resulted in inconsistent student performance. Instruction is primarily focused on surface-level content coverage rather than providing opportunities to apply concepts through data analysis, models, and inquiry-based tasks that mirror the rigor of STAAR.

15 ★

Teacher lessons are not always aligned to the rigor of the TEKS.

Teachers lack a thorough understanding of the TEKS they are responsible to teach and the lesson internalization process is still new. Teachers need additional time and support with internalizing their lessons.

★ = Priority

School Processes & Programs

Summary

Instructional/Curricular:

Our campus ensures that teachers have the materials, resources, and training they need to create a successful, equitable classroom for all students. Programs such as GT, Dyslexia, Special Education, ESL, and RTI(MTSS) provide us with supports for meeting our goal of equity for all students and with determining students' academic needs, monitoring academic progress, and implementing strategies for student success. Progress is monitored frequently to ensure all children receive the supports needed to be successful. The GT Program has focused on assisting students with achieving at the Masters level.

Goal setting and tracking are a priority at JJA. We recognize that students are an important part of the process. We guide students in creating their personal "action plans" based on the goals they identified. This is proving to be successful when students identify and "chunk" their targets.

MTSS and Reading Intervention specifically target the academic and SEL/Behavioral needs of our At-Risk populations. Students' reading abilities are increasing in all grade levels. The MTSS processes are effective for academic needs and are improving slightly in the area of SEL support for our students and teachers. The scope of behaviors at JJA has increased in severity, with students identified as Emotionally Disabled. All Tier III students receive Tier I instruction from their classroom teacher, small group intervention in their classroom, and intensive intervention with the reading specialist on campus. The MTSS committee collaborates to discuss students' strengths and weaknesses. The majority of the students referred for a special education evaluation have qualified. The MTSS committee increased the focus on behavior this year with much success. Teachers and students were provided with additional strategies and support.

JJA teachers are working hard to provide engaging lessons that are data-driven, involve critical thinking skills, foster creativity, and ensure all learners are able to access the curriculum effectively. Consistent coaching and embedded professional learning have increased teacher efficacy. Student efficacy is also being developed as Tier I instruction strengthens. Instructional supports for teachers to use with students are provided to teachers through PLCs and campus professional learning. Additional supports for students include Brain Pop, StemScopes, IXL Reading, Math, and Science, and Amira.

For the 2024-2025 school year, effective Tier 1 instruction was the strategic focus through collaborative lesson internalization and breaking down the TEKS to ensure tight alignment between what is written, taught, and assessed. In addition, campus administrators were trained on Observation and Feedback through the Effective Schools Framework grant and Texas Instructional Leadership provided by Region XI. Campus administrators and instructional coaches used the Get Better Faster Scope and Sequence to coach teachers, providing them with bite-sized actionable feedback after observing in their classroom. The CISD Data walk document was redesigned to align to the Get Better Faster Scope and Sequence. Instructional coaches were assigned to new teachers, teachers new to the district, and other teachers in need of coaching. The main goal was to align initiatives to effectively tighten up Tier 1 practices to close achievement gaps and accelerate learning. JJA continued the implementation of strategies and programs such as House Bill 1416, campus-wide progress monitoring, Professional Learning Communities, ACE Afterschool Programming through the 21st Century Grant, ADSY/ACE Saturday School and Summer School Programming, and a reboot of the instructional coaching model with embedded professional learning opportunities.

JJA Administration team participated in TXRL (Texas Reads Texas Leads) training in Spring 2025. The campus literacy team (3 classroom teachers, reading interventionist, librarian, and admin team) will participate in the TXRL training during the 2025-26 school year, and will in turn, train the staff on the measures as we focus on early literacy block and improving early literacy instruction.

Personnel:

Embedded professional learning is consistently available to teachers through PLCs and regularly through faculty meetings and PL days. In addition, the district provides professional learning through district PL days, online opportunities, instructional coaches, and after-school PLCs. New teachers receive additional training during new teacher week and added support throughout the year from campus-assigned mentors and district coaches.

JJA staff members also have opportunities to serve in leadership roles through the Leader in Me Action Teams, Team Lead teacher roles, and opportunities to lead professional learning in areas of their strengths during both PLCs and faculty meetings. These opportunities build self-efficacy among staff as well as give an opportunity to have voice on campus.

Programs and Services:

JJA is a 6th year Leader In Me School (LIM). LIM is a research-validated comprehensive process designed to address social and emotional needs, college and career readiness, and the development of a strong leadership culture. Our LIM process combines paradigms and practices based on the 7 Habits of Highly Effective People and these 5 Core Paradigms: 1. Everyone can be a leader, 2. Everyone has genius, 3. Change starts with me, 4. Educators empower students to lead their own learning, and 5. Develop the whole person. This year there was a stronger focus on the 5 paradigms: 1. Everyone has Genius. 2. Everyone is a Leader 3. Change starts with me. 4. Educators empower students to lead their own learning. 5. Develop the whole person

MRA results from Leader In Me showed great gains this year! In Leadership (Student/Family Leadership Engagement) we went from 75 to 80 in Culture (Supporting Learners/Leaders), we went from 74 to 81, and in Academics(Empowering Learners), we went from 72 to 77. According to the MRA (Leader In Me program evaluation system), JJA is highly effective in making parents feel welcome, communicating in languages they understand, involving parents in school activities, and providing opportunities with no perceived inequality. Student leadership, as a whole, is an area of needed growth. As a result, Student Led Achievement and Growth Mindset also fall into the Needs Improvement category. We need more student-centered lesson planning featuring student collaboration and student-led learning activities. In addition, our students need more opportunities for public speaking, decision-making, empowerment, and building self-efficacy. Enhancing student leadership opportunities will lead to more students feeling empowered, increased student engagement, a strong sense of self-worth, and motivation to actively pursue academic achievement.

There are a variety of special programs offered that align with our vision, mission, goals, and values, including Student Leadership Action Teams and Family Engagement events and training. Student clubs and after-school clubs partnered with ACE Afterschool Program include: Running Club, Girls Who Code, Good News Club, Gardening Club, Little Lions, Late Night at the Library, Choir Club, Art Club, UIL A+ Academics, and district and grade-level art shows and music programs. These programs offer a safe environment for students to explore areas of interest. High expectations are placed on the participants in the areas of behavior and participation that align with our Leader in Me initiatives. All clubs and events promote leadership and healthy social/emotional habits, such as Synergize, Sharpen the Saw, and Think Win-Win. Each program, club, or event also has community service components. "Others first" is a mindset we have adopted and are instilling in our students, families, and staff.

Stakeholder Feedback

JJA stakeholders, including parents, staff, community members, business members, administrators, and teachers, conducted a comprehensive needs assessment through PLC meetings, campus faculty meetings, and site-based decision meetings. Data analyzed during these meetings included climate survey data, TAPR data, progress monitoring data, attendance data, discipline data, and early literacy and numeracy data. After reviewing the data, the committee members analyzed the strategies in the Campus Improvement Plan and recommended revisions, additions, or deletions to address priority areas identified in the data analysis. In addition, feedback was collected from the District Family Engagement Committee members on the campus family engagement plan and policy. The feedback collected was used to revise the campus family engagement plan and policy.

Strengths

Campus Programming Strengths

JJA is a Leader in Me campus. As part of this program, the students at JJA learn leadership skills and habits that will make them competitive in the global market. Students have the opportunity to serve in multiple, varied leadership roles in the classroom and campus-wide.

JJA maximizes instructional time with our use of PLC, planning periods, tutorials, GT program, and Action Teams. Strategically incorporating these programs allows us to make the best use of our instructional time as well as provide a cohesive interdependence. Staff members use the practice of Professional Learning Communities (PLCs) to answer the four critical PLC questions: "What do we want our students to learn? How will we know if they have learned it? How will we respond when they do not learn it? How will we extend the learning for students who have already learned it?" Core area teachers meet in PLCs each day during the school day to analyze data, break down the TEKS, internalize lessons, plan for intervention or acceleration, monitor student progress, and discuss research-based instructional strategies.

Technology continues to be a strength of the district and our campus. All teachers continue to effectively use Canvas and other programs to maintain instructional communication with students and parents, whether the efforts were reciprocated or not. Other programs, such as Writeable and Amira, are utilized to offer teachers and students "real-time" feedback.

JJA continues to utilize ParentSquare as the main communication platform between the school and families. Campus-wide newsletters and communication pieces are sent home using ParentSquare. Classroom teachers use the communication platform at the classroom level and utilize it to communicate with the parents of students in their class, both as a group and individually. Staff as a whole feel that Parent Square made communicating with families easier and more streamlined. 100% of our families are enrolled in ParentSquare.

The Site-Based Decision Making Committee (SBDM) is composed of district/campus administrators, professional staff, parents, community

members, and business representatives from the community. The SBDM serves in an advisory role to the campus Principal, providing input into the development and revision of the campus improvement plan, campus calendar, budget process, professional learning plans, student handbook, and code of conduct.

Curriculum, Instruction, and Assessment Strengths

- Strategic alignment of District and Campus Improvement Plan goals
- Implementation of Professional Learning Communities with a focus on the four critical PLC questions
- Comprehensive alignment with Tier I instruction to include breaking down the TEKS, lesson internalization, instructional coaching, observation, and feedback using an aligned data walk with a focus on providing teachers with bite-sized actionable feedback
- Implementation of Multi-Tiered Systems of Support (MTSS) meetings quarterly for both academic and behavior support to ensure students are receiving the supports they need to be successful
- Strategic progress monitoring and assessment reflection with teachers during PLC to analyze data, create action plans, and collaborate
- 21st Century Grant (ACE) for the next five years to support and extend learning outcomes and accelerated instruction for all students after school and during the summer

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	When students are faced with significant mental health or social emotional issues, school based resources are helpful, but sometimes additional supports are needed.	Necessary treatment is outside the scope of what can be provided in the general education classroom setting.
2 ★	The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals.	Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.
3 ★	There are missed opportunities to effectively address conflict, behavioral concerns, and social-emotional issues within the school setting.	Teachers and other school personnel need training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL to help empower them to address these issues.
4 ★	The district closed our Social Worker FTE to maintain a balanced budget.	School district funding has decreased due to inflation and a lack of funding from state revenue.
5 ★	Lesson Internalization and Breaking Down the TEKS procedures were implemented in 2024-2025, but have not become systematic yet.	Additional time and support is needed to assist teachers with both processes.

6 ★	Tier 1 instruction needs improvement across the campus.	All administrators and coaches need training on providing teachers with actionable feedback.

★ = Priority

Perceptions

Summary

JJA understands the importance of the role all stakeholders play in our students' success. The voices of students, parents, and staff are heard and acted upon. We collect data through district and campus committees, planning teams, and surveys including District/Campus satisfaction surveys and Leader In Me program effectiveness assessments (Measurable Results Assessment--conducted by the Franklin Covey Organization).

Joy James Academy of Leadership, as the sole public school campus in the City of Sansom Park, receives ample support from the community, including the Sansom Park Police, Fire Department, and local businesses. The Mayor and City Manager of Sansom Park have participated as members of our school-based decision-making (SBDM) committee, along with other community members, creating a bond with the school and city.

JJA parents are a strong part of our campus culture. One way that JJA engages parents in the education of their children by providing academic expectations and student goals at the beginning of the year during our Academy Kickoff. Throughout the year we host student-led conferences during which students explain to their parents their goals and progress in reaching them. Parents are able to ask questions and look at data as their child leads them through leadership portfolios. According to the latest survey, JJA was recorded as highly effective in creating an environment that is welcoming to parents and community. A significant part in maintaining involvement is quality communication, which is an area of strength. JJA utilizes Facebook, the district and campus websites, and Parent Square. Information is consistently given in both English and Spanish to accommodate both languages.

The addition of a campus social worker continues to increase parent, student, and family engagement in meaningful ways that support the family system as a whole. The majority of our parents are Hispanic with at least one elementary-aged child. They express being highly satisfied with the education their child receives, and 91% would recommend JJA to other parents looking for a school for their child. The parents gave the school a high rating in the quality of many areas, including classrooms, library, and school personnel. While there is always room for improvement, JJA has continuously excelled in parent and community engagement.

According to the staff surveys, the teachers at Joy James are fulfilled by this career and the environment they work in. 91% of the staff agree that the campus is a great place to work and learn, with the remaining 9% responding "neutral." On the LIM results assessment, JJA scored 82/100 showing that staff members find the environment supportive for staff. Staff members find their work meaningful and feel valued, respected, and supported with opportunities to use their strengths, to connect with their passions, and to grow in their role (Score: 84/100). All staff are encouraged to propose innovative ideas and feel as if it is a group effort to improve the environment, not just the job of our administrators. The teachers at Joy James feel responsible for the learning of all students, and they take responsibility when their students fail. Our teachers work together closely through PLCs, co-teaching, and other collaboration platforms. Administrators encourage the teachers to be leaders, grow in their field, and become masters of their craft.

The lowest area on our 2025 LIM results assessment was with self-efficacy, specifically a belief that they can get past things that interfere with them meeting their goals. They indicated they have a difficult time prioritizing and making a plan when struggling. Questions are analyzed and LIM Action teams develop and implement campus activities to address these areas.

Creating a Safe and Secure Culture

In order for students, staff, parents, and the community to perceive the school environment as safe and orderly, the following rules and procedures have been established and communicated.

- For the safety of all students and staff members, the campus has a fully commissioned police officer on staff who has the same authority and jurisdiction as those in other law enforcement agencies. The campus police officer is a member of the district's Police Department, consisting of seven officers. If incidents happen at school or school-related activities, the officers have the authority to question students, issue tickets, and/or take students into custody.
- Safety drills include fire, tornado, evacuation, lockdown, and secure drills. All drills are evaluated each time for accuracy and efficiency. Duress and lockdown buttons are tested each month to coincide with the drills to ensure all equipment is working properly.
- CISD supports the use of video cameras for the purpose of enhancing school safety and security. Our goal is to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and to diminish the potential for personal and direct loss or destruction of property. Security camera recordings

will be viewable in each building by authorized designees only.
- JJA and CISD are committed to the safety and security of students, faculty, staff, and visitors on campus. In order to support that commitment, Castleberry ISD has implemented a locked door policy at all times for all exterior and interior classroom doors. The campus is also equipped with an identification system to help protect students and staff. Positive Proof is a web-based, turn-key visitor management system that provides background information with real-time national sex offender database checks.

Parent and Family Engagement Values

JJA relies on all stakeholders to support student success. Developing programs and activities supporting Parent and Family Engagement and building capacity for involvement while coordinating and planning jointly with district, campus, parent, and family members. JJA includes strategies that lead to REAL Family Engagement (Relationships, Experiences, Academic Partnerships, and Leadership) in the Campus Family Engagement Plan. Our goal is to include all families, remove barriers, build strong, collaborative partnerships, engage parents in their child's learning, provide resources to families, and encourage overall social and emotional well-being of students and families.

Strengths

Strong public relations and community support

Strong parental/guardian relationships with teachers and campus admin

Multiple surveys and assessments were conducted throughout the year to obtain well-rounded data covering all areas of education from sources including Students, Parents, Community, Teachers, and Administrators

Strong grade-level teaching teams that collaborate and always focus on students

Student ownership in their education is growing, and leadership qualities are more prevalent each year

Campus Culture and Climate Survey Strengths

91% of staff members reported that our campus is a good place to work and learn

94% of staff members reported they feel safe and secure while working at this school

100% of staff members agreed that there are clear procedures in place to handle emergencies

Safety and Security

- Campus police officer hired for the school year
- Bullet-resistant glass film for the front entrance and all outdoor-facing windows, upgraded door access system, and replacement of "hand-held" radios
- Conducted TEA Safety Audit that included exterior door identification hardware and weekly exterior door sweeps
- Digital Map of campus, including access to interior and exterior cameras as well as door access systems
- Continued focus on providing campus-wide safety professional learning through annual training
- Continued use of digital drill evaluation forms for campus administration to ensure drill timeliness, accuracy, and consistency in accordance to the district's procedures
- policy for locked campus exterior and interior doors continues to be in place

Parent and Family Engagement

- Partnerships with stakeholders increased family attendance at campus events
- JJA representation on the district Family Engagement Committee

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics.	Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.
2 ★	Campus climate survey results indicate inconsistency in staff perceptions of support for managing student behavior. While the majority of staff feel "always" or "often" supported (23 responses), a notable portion (10 responses) reported feeling only "sometimes," "rarely," or "never" supported, highlighting a gap in consistent systems and resources for classroom behavior management.	Inconsistent teacher perceptions of support in managing student behavior stem from the lack of a clearly defined, campus-wide behavior management system, limited professional learning and coaching on proactive strategies, and uneven access to timely support when disruptive behaviors occur.
3 ★	Campus climate survey results show mixed staff perceptions regarding the consistency and fairness of discipline policy implementation. While most staff responded "agree" or "strongly agree" (23 responses), a significant portion (10 responses) reported being neutral, disagreeing, or strongly disagreeing, indicating concerns with equitable and consistent application of discipline policies.	Concerns about the consistency and fairness of discipline policy implementation stem from unclear expectations, variability in teacher and administrator practices, and limited systems for monitoring and reinforcing consistent application of discipline procedures campus-wide.
4 ★	Effective systems for campus procedures, discipline management, and other operational areas are lacking, which limits consistency and efficiency across the school.	The leadership team is a new team and is lacking sufficient professional learning in creating and implementing effective systems, resulting in gaps in structures needed to ensure consistency and effectiveness.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	13% of PreKindergarten, 14% of Kindergarten, about 50% of First Grade, and about 85% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2024-25.	Teachers need continued professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards and identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills. Teachers also need to have a full understanding of the new assessment.
2 ★	A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 69% of Kinder, 54% of First, and 18% of Second Grade students scored Meets or Exceeds.	Students lack adequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. In addition, teachers have either not followed the district-created writing curriculum closely or have not received sufficient training to implement it with fidelity. The HQIM writing curriculum is weak and lacks rigor and alignment.
3 ★	Many 1st and 2nd grade students did not meet grade-level literacy expectations at the end of the year.	There is inconsistent use of the HQIM, ineffective pacing of lessons, and insufficient opportunities to practice to mastery.
4 ★	STAAR Reading performance is 47% at meets and 24% masters.	Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments.
5 ★	32% of Third Grade students scored a 0 out of 10 points on the Extended Constructed Response (ECR) on the Reading STAAR.	Students are not leaving 2nd grade with the ability to write a paragraph that includes a thesis statement and supporting evidence. Mastering the mechanics of writing in primary grades will free up students to concentrate on the development and organization of ideas.

6 ★	On the reading STAAR, 32% of Third Grade, 27% of 4th Grade, and 36% of Fifth Grade students received a 0 out of 10 points on the extended constructed response (ECR).	Teachers need professional learning in supporting struggling readers with fluency and comprehension through explicit, modeled think-alouds and reading strategies, as well as explicit modeling of prompt breakdown, planning, and drafting when writing ECRs.
7 ★	Foundational skills routines are not paced appropriately; therefore, teachers do not have enough time to provide adequate feedback.	The lessons are long, and teachers struggle with pacing due to the need to build in breaks and movement for students.
8 ★	8% of Kinder, 13% of First, and 48% of Second Grade students did not Meet or Exceed grade level expectations on their end of year STEMscopes Math Assessments for 2024-25.	Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions, as well as application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards
9 ★	STAAR Math performance is 32% at meets and 13% at masters on the 2024-25 STAAR Assessment.	Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding, leads to struggles with grade level content.
10 ★	68% of 3rd, 70% of 4th, and 65% of 5th graders did not MEET expectations on the STAAR Math state Assessment in Spring 2025.	STAAR test rigor continues to increase each year by testing TEKS in new ways. Students lack numerical fluency in order to understand procedural concepts.

11 ★	Problem-solving and addition and subtraction fluency are below grade level in kindergarten-2nd grade classrooms.	Little time is spent on fluency practice. Time spent on explicit instruction for problem-solving also needs to increase.
12 ★	Problem solving and fact fluency are below grade level in all elementary classrooms	The lack of rigor in Tier 1 instruction continues to play a factor in students ability to understand multi-step operations. Fact fluency has been devalued in math curriculum leaving students to learn strategies that are ineffective. Without fluency of basic facts, students spend their working memory on answers to basic facts instead of the procedural tasks necessary to be successful.
13 ★	STAAR 5th Grade Science performance is 18% meets, and 4% masters on the 2024-25 STAAR Assessment.	There is a lack of alignment between curriculum and classroom instructional practice that has resulted in inconsistent student performance. Instruction is primarily focused on surface-level content coverage rather than providing opportunities to apply concepts through data analysis, models, and inquiry-based tasks that mirror the rigor of STAAR.
14 ★	Only 9% of special education students performed at the Meets level on Reading STAAR, and only 5% of special education students performed at the Meets level on 2024-25 Math STAAR Assessment.	Inconsistent implementation of co-teach models, lack of consistency in Tier 1 instructional practices across classrooms, and a high number of students with disabilities requiring specialized support in reading.
15 ★	Teacher lessons are not always aligned to the rigor of the TEKS.	Teachers lack a thorough understanding of the TEKS they are responsible to teach and the lesson internalization process is still new. Teachers need additional time and support with internalizing their lessons.
16 ★	Tier 1 instruction needs improvement across the campus.	All administrators and coaches need training on providing teachers with actionable feedback.

17

Lesson Internalization and Breaking Down the TEKS procedures were implemented in 2024-2025, but have not become systematic yet.

Additional time and support is needed to assist teachers with both processes.

18

The number of students identified as needing special education services exceeds the state average (25.2% according to 2023-24 TAPR) and continues to trend upward.

While JJA houses the self-contained special education classrooms for the district, there is a need to implement consistent MTSS screeners to be able to accurately monitor student strengths/ weaknesses on crucial skills and intervene immediately.

19

According to the 2023-24 TAPR Report, the campus attendance rate is below 95%. The preliminary attendance rate for 2024-25 school year is below 95%.

Families lack a thorough understanding of the short and long term effects of poor attendance and often do not realize how many days their child has missed.

20

Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics.

Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.

21

When students are faced with significant mental health or social emotional issues, school based resources are helpful, but sometimes additional supports are needed.

Necessary treatment is outside the scope of what can be provided in the general education classroom setting.

22

There are missed opportunities to effectively address conflict, behavioral concerns, and social-emotional issues within the school setting.

Teachers and other school personnel need training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL to help empower them to address these issues.

23 ★

The district closed our Social Worker FTE to maintain a balanced budget.

School district funding has decreased due to inflation and a lack of funding from state revenue.

24 ★

The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals.

Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.

25 ★

Campus climate survey results indicate inconsistency in staff perceptions of support for managing student behavior. While the majority of staff feel "always" or "often" supported (23 responses), a notable portion (10 responses) reported feeling only "sometimes," "rarely," or "never" supported, highlighting a gap in consistent systems and resources for classroom behavior management.

Inconsistent teacher perceptions of support in managing student behavior stem from the lack of a clearly defined, campus-wide behavior management system, limited professional learning and coaching on proactive strategies, and uneven access to timely support when disruptive behaviors occur.

26 ★

Effective systems for campus procedures, discipline management, and other operational areas are lacking, which limits consistency and efficiency across the school.

The leadership team is a new team and is lacking sufficient professional learning in creating and implementing effective systems, resulting in gaps in structures needed to ensure consistency and effectiveness.

27 ★

Campus climate survey results show mixed staff perceptions regarding the consistency and fairness of discipline policy implementation. While most staff responded "agree" or "strongly agree" (23 responses), a significant portion (10 responses) reported being neutral, disagreeing, or strongly disagreeing, indicating concerns with equitable and consistent application of discipline policies.

Concerns about the consistency and fairness of discipline policy implementation stem from unclear expectations, variability in teacher and administrator practices, and limited systems for monitoring and reinforcing consistent application of discipline procedures campus-wide.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Running Records results**
- [x] **Observation Survey results**

Student Data: Student Groups

- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**

- [x] **Teacher/Student Ratio**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 1 ☑ High Priority

The percentage of 4th grade students that score "meets" on STAAR Reading will increase from 43% to 50% by June 2026.

Evaluation Data Source: Student and Teacher Portfolios, Unit Assessments, Benchmarks, STAAR,

Strategy 1 ☑ Results Driven Accountability

4th Grade Reading/Language Arts teachers will increase instructional time focused on paired-passage comprehension and extended constructed response lessons, providing students with more opportunities to practice making connections between texts as outlined in the district guiding documents.

Strategy's Expected Result/Impact: Increased Student Achievement

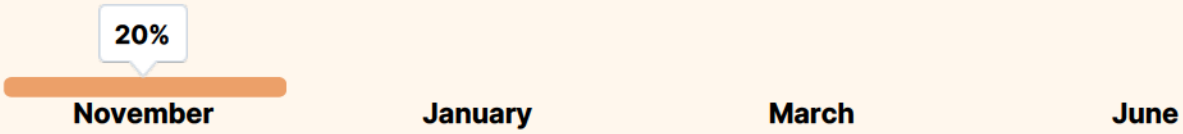
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, RLA Teachers

Problem Statements: Student Learning 3, 5, 13

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 ☑ Results Driven Accountability

4th Grade Reading Language Arts Teachers will monitor and track student progress on the most-tested TEKS, using the data to guide reteaching, targeted small group instruction, and student goal setting.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, RLA Teachers

Problem Statements: Student Learning 3, 5, 13 - School Processes & Programs 6

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3 ☑ Results Driven Accountability

4th Grade teachers will reteach the lowest-performing readiness TEKS and guide students through high-leverage revision and editing of their extended constructed responses (ECRs) following Benchmarks. This process will include best practices in writing instruction, such as explicit feedback, guided revision, and student reflection, to strengthen the quality of student writing.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, RLA Teachers

Problem Statements: Student Learning 3, 5, 13, 15 - School Processes & Programs 5, 6

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 4 ☑ Results Driven Accountability

4th Grade teachers will implement a "STAAR Thinking Routine" in daily instruction, providing students with regular practice in breaking down question stems, identifying key vocabulary, and matching evidence to question types.

Strategy's Expected Result/Impact: Increased Student Achievement

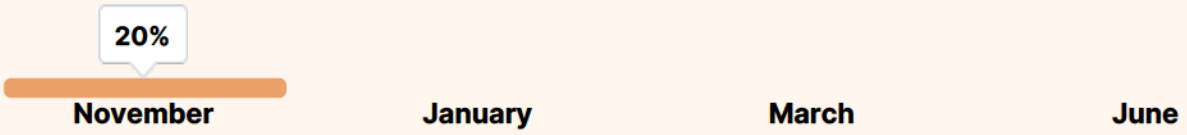
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, RLA Teachers

Problem Statements: Student Learning 3, 5, 13

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	STAAR Reading performance is 47% at meets and 24% masters.	Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments.
5	On the reading STAAR, 32% of Third Grade, 27% of 4th Grade, and 36% of Fifth Grade students received a 0 out of 10 points on the extended constructed response (ECR).	Teachers need professional learning in supporting struggling readers with fluency and comprehension through explicit, modeled think-alouds and reading strategies, as well as explicit modeling of prompt breakdown, planning, and drafting when writing ECRs.
13	Only 9% of special education students performed at the Meets level on Reading STAAR, and only 5% of special education students performed at the Meets level on 2024-25 Math STAAR Assessment.	Inconsistent implementation of co-teach models, lack of consistency in Tier 1 instructional practices across classrooms, and a high number of students with disabilities requiring specialized support in reading.
15	Teacher lessons are not always aligned to the rigor of the TEKS.	Teachers lack a thorough understanding of the TEKS they are responsible to teach and the lesson internalization process is still new. Teachers need additional time and support with internalizing their lessons.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Lesson Internalization and Breaking Down the TEKS procedures were implemented in 2024-2025, but have not become systematic yet.	Additional time and support is needed to assist teachers with both processes.
6	Tier 1 instruction needs improvement across the campus.	All administrators and coaches need training on providing teachers with actionable feedback.

Performance Objective 2 ☑ High Priority

The percentage of 5th grade students that score "meets" on STAAR Reading will increase from 42.86% to

48% by June 2026.

Evaluation Data Source: Student and Teacher Portfolios, Unit Assessments, Benchmarks, STAAR,

Strategy 1 ☑ Results Driven Accountability

5th grade reading teachers will monitor student progress through tracking standards, holding regular student conferences to review individual growth and support students in tracking their performance on heavily tested standards to build ownership of learning.

Strategy's Expected Result/Impact: Increased Student Achievement, Increased Student Ownership of Learning

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, RLA Teachers

Problem Statements: Student Learning 3, 5, 13

Funding Sources: 199 - General Fund, , 461 - Campus Activity Fund, , 211 - Title I, Part A, , 215 - Title I, Part D,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

No Progress
November **January** **March** **June**

Strategy 2

5th grade reading teachers will increase instructional time focused on paired-passage comprehension and extended constructed response lessons, providing students with more opportunities to practice making connections between texts as outlined in the district guiding documents.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, RLA Teachers

Problem Statements: Student Learning 3, 5, 13

Funding Sources: 199 - General Fund,

Formative Reviews



Strategy 3 Results Driven Accountability

5th grade reading teachers will reteach the lowest-performing readiness TEKS and guide students through high-leverage revision and editing of their extended constructed responses (ECRs) following Benchmarks. This process will include best practices in writing instruction, such as explicit feedback, guided revision, and student reflection, to strengthen the quality of student writing.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, RLA Teachers

Problem Statements: Student Learning 3, 5, 13

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 4 Results Driven Accountability

5th grade reading teachers will implement a "STAAR Thinking Routine" in daily instruction, providing students with regular practice in breaking down question stems, identifying key vocabulary, and matching evidence to question types.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, RLA Teachers

Problem Statements: Student Learning 3, 5, 13

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	STAAR Reading performance is 47% at meets and 24% masters.	Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments.
5	On the reading STAAR, 32% of Third Grade, 27% of 4th Grade, and 36% of Fifth Grade students received a 0 out of 10 points on the extended constructed response (ECR).	Teachers need professional learning in supporting struggling readers with fluency and comprehension through explicit, modeled think-alouds and reading strategies, as well as explicit modeling of prompt breakdown, planning, and drafting when writing ECRs.
13	Only 9% of special education students performed at the Meets level on Reading STAAR, and only 5% of special education students performed at the Meets level on 2024-25 Math STAAR Assessment.	Inconsistent implementation of co-teach models, lack of consistency in Tier 1 instructional practices across classrooms, and a high number of students with disabilities requiring specialized support in reading.

Performance Objective 3 ☑ High Priority

The percentage of 4th grade students that score "meets" on STAAR Math will increase from 30% to 40% by June 2026.

Evaluation Data Source: Student and Teacher Portfolios, Unit Assessments, Benchmarks, STAAR,

Strategy 1 ☑ Results Driven Accountability

4th grade math teacher will provide daily practice and targeted instruction on core math concepts and skills, ensuring alignment with the most-tested TEKS to strengthen student mastery.

Strategy's Expected Result/Impact: Increased Student Achievement

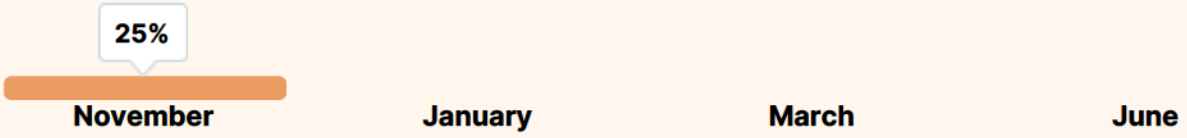
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Math Teacher

Problem Statements: Student Learning 9, 10, 11, 13

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 ☑ Results Driven Accountability

4th grade students will engage in regular math fact fluency practice to build automaticity and support problem-solving in more complex math tasks.

Strategy's Expected Result/Impact: Increased Student Achievement

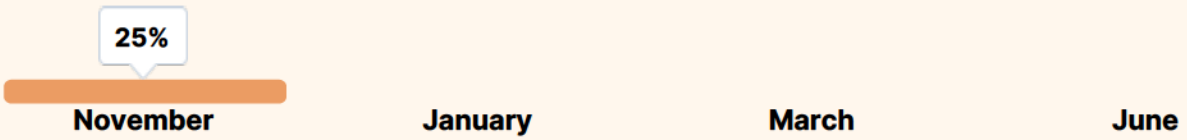
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Math Teacher

Problem Statements: Student Learning 9, 10, 11, 13

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3 ☑ Results Driven Accountability

4th grade math teacher will conference with students to review math assessments, and students will track their scores and mastery of key math skills to set goals and monitor their own progress.

Strategy's Expected Result/Impact: Increased Student Achievement, Increased Student Ownership of Learning

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Math Teacher

Problem Statements: Student Learning 9, 10, 13

Funding Sources: 215 - Title I, Part D, , 461 - Campus Activity Fund, , 199 - General Fund, , 211 - Title I, Part A,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 4 ☑ Results Driven Accountability

4th grade math teacher will expand the use of manipulatives and structured math talk in daily lessons, as outlined in the district guiding documents, to deepen students' understanding of numeracy and strengthen connections across concepts.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Math Teacher

Problem Statements: Student Learning 9, 10, 13

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 5 ☑ Results Driven Accountability

Campus administrators and 4th grade math teacher will ensure the district's problem-solving model (UPS) is embedded in daily instruction through Lone Star Learning, giving students consistent opportunities to practice solving multi-step and real-world problems.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Math Teacher

Problem Statements: Student Learning 9, 10, 13

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
9	STAAR Math performance is 32% at meets and 13% at masters on the 2024-25 STAAR Assessment.	Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding, leads to struggles with grade level content.
10	68% of 3rd, 70% of 4th, and 65% of 5th graders did not MEET expectations on the STAAR Math state Assessment in Spring 2025.	STAAR test rigor continues to increase each year by testing TEKS in new ways. Students lack numerical fluency in order to understand procedural concepts.
11	Problem solving and fact fluency are below grade level in all elementary classrooms	The lack of rigor in Tier 1 instruction continues to play a factor in students ability to understand multi-step operations. Fact fluency has been devalued in math curriculum leaving students to learn strategies that are ineffective. Without fluency of basic facts, students spend their working memory on answers to basic facts instead of the procedural tasks necessary to be successful.
13	Only 9% of special education students performed at the Meets level on Reading STAAR, and only 5% of special education students performed at the Meets level on 2024-25 Math STAAR Assessment.	Inconsistent implementation of co-teach models, lack of consistency in Tier 1 instructional practices across classrooms, and a high number of students with disabilities requiring specialized support in reading.

Performance Objective 4 ☑ High Priority

The percentage of 5th grade students that score "meets" on STAAR Math will increase from 35% to 40% by June 2026.

Evaluation Data Source: Student and Teacher Portfolios, Unit Assessments, Benchmarks, STAAR,

Strategy 1 ☑ Results Driven Accountability

5th grade math teacher will monitor student fact fluency using individual student trackers, allowing students to focus on mastering math facts, set personal goals, and track their progress toward automaticity.

Strategy's Expected Result/Impact: Increased Student Achievement, Increased Student Ownership of Learning

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Math Teacher

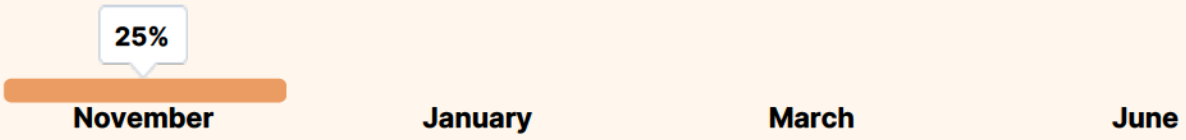
Problem Statements: Student Learning 9, 10, 11, 13

Funding Sources: 215 - Title I, Part D, , 461 - Campus Activity Fund, , 199 - General Fund, , 211 - Title I, Part A,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 ☑ Results Driven Accountability

5th grade math teacher will conference with students to review math assessments, and students will track their scores and mastery of key math skills to set goals and monitor their own progress.

Strategy's Expected Result/Impact: Increased Student Achievement, Increased Student Ownership of Learning

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Math Teacher

Problem Statements: Student Learning 9, 10, 13

Funding Sources: 215 - Title I, Part D, , 211 - Title I, Part A, , 461 - Campus Activity Fund, , 199 - General Fund,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3 Results Driven Accountability

5th grade math teacher will expand the use of manipulatives and structured math talk in daily lessons, as outlined in the district guiding documents, to deepen students' understanding of numeracy and strengthen connections across concepts.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Math Teacher

Problem Statements: Student Learning 9, 10, 13

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 4 Results Driven Accountability

Campus administrators and 5th grade math teacher will ensure the district's problem-solving model (UPS) is embedded in daily instruction through Lone Star Learning, giving students consistent opportunities to practice solving multi-step and real-world problems.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Math Teacher

Problem Statements: Student Learning 9, 10, 11, 13

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
9	STAAR Math performance is 32% at meets and 13% at masters on the 2024-25 STAAR Assessment.	Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding, leads to struggles with grade level content.
10	68% of 3rd, 70% of 4th, and 65% of 5th graders did not MEET expectations on the STAAR Math state Assessment in Spring 2025.	STAAR test rigor continues to increase each year by testing TEKS in new ways. Students lack numerical fluency in order to understand procedural concepts.
11	Problem solving and fact fluency are below grade level in all elementary classrooms	The lack of rigor in Tier 1 instruction continues to play a factor in students ability to understand multi-step operations. Fact fluency has been devalued in math curriculum leaving students to learn strategies that are ineffective. Without fluency of basic facts, students spend their working memory on answers to basic facts instead of the procedural tasks necessary to be successful.
13	Only 9% of special education students performed at the Meets level on Reading STAAR, and only 5% of special education students performed at the Meets level on 2024-25 Math STAAR Assessment.	Inconsistent implementation of co-teach models, lack of consistency in Tier 1 instructional practices across classrooms, and a high number of students with disabilities requiring specialized support in reading.

Performance Objective 5 ☑ High Priority

The percentage of 5th grade students that score "meets" on STAAR Science will increase from 18% to 29% by June 2026.

Evaluation Data Source: Student and Teacher Portfolios, Unit Assessments, Benchmarks, STAAR,

Strategy 1

Students will monitor and track their progress on common formative assessments (CFAs) in their leadership binders, using Eduphoria reports to track mastery of standards and set goals.

Strategy's Expected Result/Impact: Increased Student Achievement, Increased Student Ownership of Learning

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Science Teachers

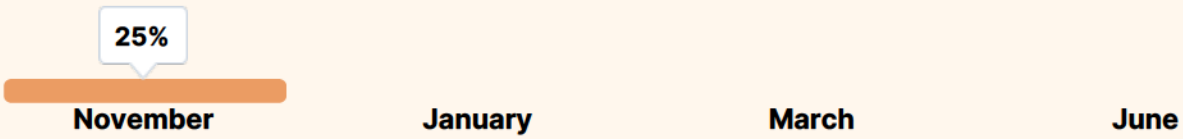
Problem Statements: Student Learning 14

Funding Sources: 215 - Title I, Part D, , 211 - Title I, Part A, , 199 - General Fund, , 461 - Campus Activity Fund,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Teachers will embed journaling and written response opportunities into science lessons to strengthen students' ability to explain concepts and use academic language.

Strategy's Expected Result/Impact: Increased Student Achievement

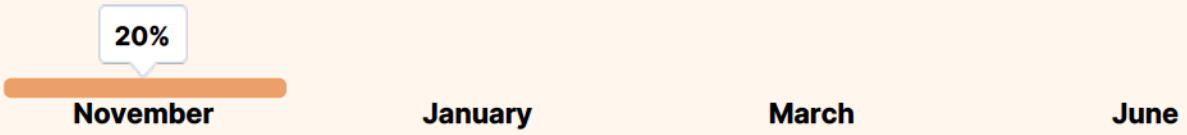
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Science Teachers

Problem Statements: Student Learning 14

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Students will generate unit anchor charts collaboratively, supporting visual connections and reinforcing key concepts throughout instruction.

Strategy's Expected Result/Impact: Increased Student Achievement

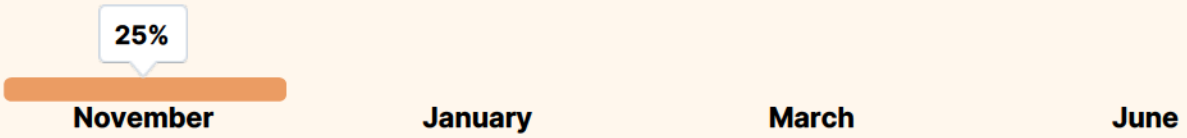
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Science Teachers

Problem Statements: Student Learning 14

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 4

Students will regularly practice applying science vocabulary through practice questions that mirror STAAR-style items to build familiarity with test language and format.

Strategy's Expected Result/Impact: Increased Student Achievement

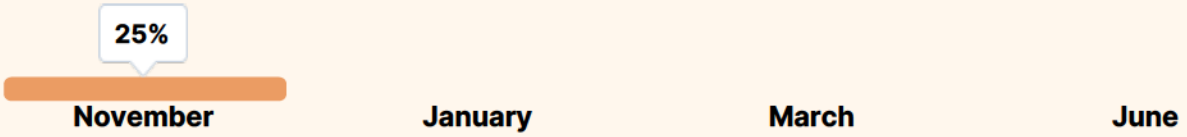
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Science Teachers

Problem Statements: Student Learning 14

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 5

Science teachers will continue to implement the utilization of methods for analyzing and interpreting science problems such as RUBIES.

Strategy's Expected Result/Impact: Increased Student Achievement

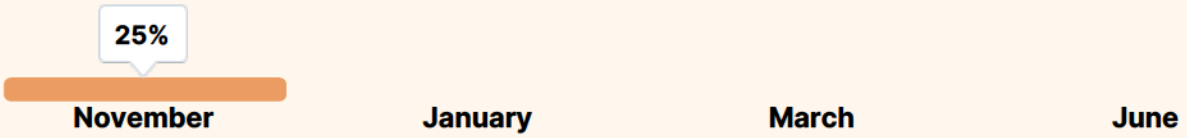
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Science Teachers

Problem Statements: Student Learning 14

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 6

During PLCs, science teachers and the campus academic leader will collaborate to ensure implementation of the science curriculum, increase rigorous instruction, and plan for lessons that incorporate the 5E Model (engage, explore, explain, elaborate, evaluate) along with hands-on learning experiences.

Strategy's Expected Result/Impact: Increased Student Achievement, Effective Implementation of Science TEKS

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Science Teachers

Problem Statements: Student Learning 14, 15 - School Processes & Programs 5, 6

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
14	STAAR 5th Grade Science performance is 18% meets, and 4% masters on the 2024-25 STAAR Assessment.	There is a lack of alignment between curriculum and classroom instructional practice that has resulted in inconsistent student performance. Instruction is primarily focused on surface-level content coverage rather than providing opportunities to apply concepts through data analysis, models, and inquiry-based tasks that mirror the rigor of STAAR.
15	Teacher lessons are not always aligned to the rigor of the TEKS.	Teachers lack a thorough understanding of the TEKS they are responsible to teach and the lesson internalization process is still new. Teachers need additional time and support with internalizing their lessons.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Lesson Internalization and Breaking Down the TEKS procedures were implemented in 2024-2025, but have not become systematic yet.	Additional time and support is needed to assist teachers with both processes.
6	Tier 1 instruction needs improvement across the campus.	All administrators and coaches need training on providing teachers with actionable feedback.

Performance Objective 6 ☑ High Priority

The number of zeros for Extended Constructed Responses will decrease by 10% on the Reading STAAR assessment by June 2026.

Evaluation Data Source: Unit Assessments, Benchmarks, Student Artifacts, Student Portfolios, STAAR

Strategy 1 ☑ Results Driven Accountability

In collaboration with the Intermediate Reading Language Arts Coordinator, the Campus Academic Leader will provide ongoing professional learning and support for teachers on the implementation of the district-wide writing process, ensuring alignment with district expectations.

Strategy's Expected Result/Impact: Effective Teacher use of District Writing Process, Improvement Student Writing Performance

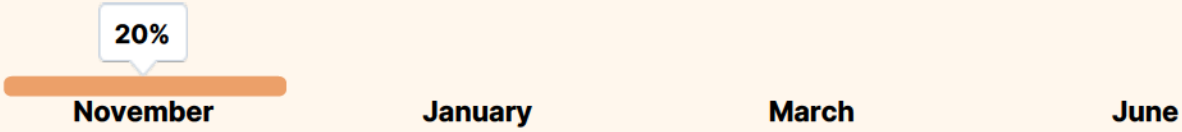
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Reading Language Arts Teachers

Problem Statements: Student Learning 3, 4, 5, 13

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 ☑ Results Driven Accountability

During PLCs, the campus academic leader and teachers will practice prompt analysis by breaking down ECR prompts, modeling strategies, and developing instructional plans to help students effectively respond.

Strategy's Expected Result/Impact: Decreased Number of Zeros on Extended Constructed Responses, Increased Student Achievement

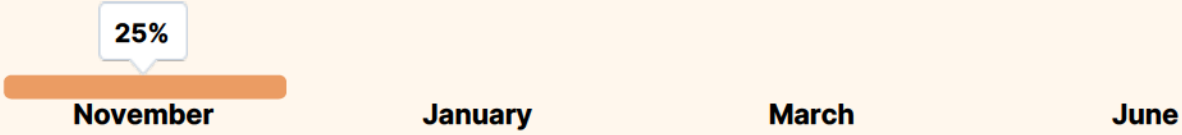
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Reading Language Arts Teachers

Problem Statements: Student Learning 3, 4, 5, 13, 15 - School Processes & Programs 5, 6

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3 Results Driven Accountability

The campus academic leader will support teachers in the purposeful integration of Writable and AI tools in the classroom to support student writing.

Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Reading Language Arts Teachers

Problem Statements: Student Learning 3, 4, 5, 13 - School Processes & Programs 5, 6

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 4 Results Driven Accountability

Teachers will incorporate structured student talk and oral rehearsal as a regular classroom practice to strengthen students' ability to organize ideas before writing.

Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Reading Language Arts Teachers

Problem Statements: Student Learning 2, 3, 4, 5, 13 - School Processes & Programs 6

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 5 Results Driven Accountability

Campus Academic Leader will facilitate grade-level calibration sessions during PLCs to collaboratively score student writing, analyze trends, and plan scaffolds to improve the quality of ECR responses.

Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Reading Language Arts Teachers

Problem Statements: Student Learning 3, 4, 5, 13 - School Processes & Programs 5, 6

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 69% of Kinder, 54% of First, and 18% of Second Grade students scored Meets or Exceeds.	Students lack adequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. In addition, teachers have either not followed the district-created writing curriculum closely or have not received sufficient training to implement it with fidelity. The HQIM writing curriculum is weak and lacks rigor and alignment.
3	STAAR Reading performance is 47% at meets and 24% masters.	Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments.
4	32% of Third Grade students scored a 0 out of 10 points on the Extended Constructed Response (ECR) on the Reading STAAR.	Students are not leaving 2nd grade with the ability to write a paragraph that includes a thesis statement and supporting evidence. Mastering the mechanics of writing in primary grades will free up students to concentrate on the development and organization of ideas.
	On the reading STAAR, 32% of Third	Teachers need professional learning in

5	Grade, 27% of 4th Grade, and 36% of Fifth Grade students received a 0 out of 10 points on the extended constructed response (ECR).	supporting struggling readers with fluency and comprehension through explicit, modeled think-alouds and reading strategies, as well as explicit modeling of prompt breakdown, planning, and drafting when writing ECRs.
13	Only 9% of special education students performed at the Meets level on Reading STAAR, and only 5% of special education students performed at the Meets level on 2024-25 Math STAAR Assessment.	Inconsistent implementation of co-teach models, lack of consistency in Tier 1 instructional practices across classrooms, and a high number of students with disabilities requiring specialized support in reading.
15	Teacher lessons are not always aligned to the rigor of the TEKS.	Teachers lack a thorough understanding of the TEKS they are responsible to teach and the lesson internalization process is still new. Teachers need additional time and support with internalizing their lessons.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Lesson Internalization and Breaking Down the TEKS procedures were implemented in 2024-2025, but have not become systematic yet.	Additional time and support is needed to assist teachers with both processes.
6	Tier 1 instruction needs improvement across the campus.	All administrators and coaches need training on providing teachers with actionable feedback.

Performance Objective 7 ☑ High Priority

The percentage of special education students approaching grade level in all subjects will increase by 3% in each subject and grade level by June 2026.

Evaluation Data Source: Unit Assessments, Benchmarks, Student Artifacts, Student Portfolios, STAAR

Strategy 1 ☑ Results Driven Accountability

Inclusion and resource special education teachers will participate in regular PLCs alongside general education content teachers to collaborate on lesson internalization, data analysis, and instructional strategies that support alignment, differentiation, and targeted interventions for students with disabilities.

Strategy's Expected Result/Impact: Increased Performance of Special Education Students

Staff Responsible for Monitoring: Special Education Teachers, Campus Academic Leader, Assistant Principal, Principal

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 7, 13, 15 - School Processes & Programs 5

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Strategy 2 ☑ Results Driven Accountability

Progress Monitoring and regular data analysis during PLCs will include dedicated time to examine the performance of special education students, allowing teams to identify learning gaps, adjust instruction, and provide timely, targeted interventions.

Strategy's Expected Result/Impact: Increased Performance of Special Education Students

Staff Responsible for Monitoring: Special Education Teachers, Campus Academic Leader, Assistant Principal, Principal

Problem Statements: Demographics 1 - Student Learning 13, 15 - School Processes & Programs 5, 6

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3 ☑ Results Driven Accountability

By utilizing data from data walks and walkthroughs, Joy James Academy of Leadership will decrease the use of the 2 low yield co-teaching strateiges (1 teach 1 assist and 1 teach 1 observe) and increase the use of the 4 high-yield co-teaching strategies (team teaching, alternative teach, station teaching, and parallel teach) over the course of the 2025-26 school year.

Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Special Education Co-Teachers

Problem Statements: Demographics 1 - Student Learning 13

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



January March June

Strategy 4 ☑ Results Driven Accountability

K-2nd Grade Special Education co-teachers will use structured literacy instructional routines to teach literacy skills explicitly and systematically.

Strategy's Expected Result/Impact: Improved Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Special Education Co-Teachers

Problem Statements: Student Learning 1, 2, 3, 5, 6, 7, 13

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



January March June

Performance Objective 7 Problem Statements Identifying Demographics

Problem Statement	Root Cause

1	The number of students identified as needing special education services exceeds the state average (25.2% according to 2023-24 TAPR) and continues to trend upward.	While JJA houses the self-contained special education classrooms for the district, there is a need to implement consistent MTSS screeners to be able to accurately monitor student strengths/ weaknesses on crucial skills and intervene immediately.

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	13% of PreKindergarten, 14% of Kindergarten, about 50% of First Grade, and about 85% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2024-25.	Teachers need continued professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards and identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills. Teachers also need to have a full understanding of the new assessment.
2	A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 69% of Kinder, 54% of First, and 18% of Second Grade students scored Meets or Exceeds.	Students lack adequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. In addition, teachers have either not followed the district-created writing curriculum closely or have not received sufficient training to implement it with fidelity. The HQIM writing curriculum is weak and lacks rigor and alignment.
3	STAAR Reading performance is 47% at meets and 24% masters.	Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments.
5	On the reading STAAR, 32% of Third Grade, 27% of 4th Grade, and 36% of Fifth Grade students received a 0 out of 10 points on the extended constructed response (ECR).	Teachers need professional learning in supporting struggling readers with fluency and comprehension through explicit, modeled think-alouds and reading strategies, as well as explicit modeling of prompt breakdown, planning, and drafting when writing ECRs.
	Foundational skills routines are not paced appropriately; therefore, teachers	The lessons are long, and teachers struggle with pacing due to the need to

6	do not have enough time to provide adequate feedback.	build in breaks and movement for students.
7	Many 1st and 2nd grade students did not meet grade-level literacy expectations at the end of the year.	There is inconsistent use of the HQIM, ineffective pacing of lessons, and insufficient opportunities to practice to mastery.
13	Only 9% of special education students performed at the Meets level on Reading STAAR, and only 5% of special education students performed at the Meets level on 2024-25 Math STAAR Assessment.	Inconsistent implementation of co-teach models, lack of consistency in Tier 1 instructional practices across classrooms, and a high number of students with disabilities requiring specialized support in reading.
15	Teacher lessons are not always aligned to the rigor of the TEKS.	Teachers lack a thorough understanding of the TEKS they are responsible to teach and the lesson internalization process is still new. Teachers need additional time and support with internalizing their lessons.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Lesson Internalization and Breaking Down the TEKS procedures were implemented in 2024-2025, but have not become systematic yet.	Additional time and support is needed to assist teachers with both processes.
6	Tier 1 instruction needs improvement across the campus.	All administrators and coaches need training on providing teachers with actionable feedback.

Performance Objective 8 ☑ High Priority

Joy James will increase Academic Growth by 2% by June 2026.

Evaluation Data Source: Unit Assessments, Benchmarks, Student Artifacts, Student Portfolios, STAAR

Strategy 1 ☑ Results Driven Accountability

JJA will increase student enrollment and community partnerships in ADSY and ACE (21st Century Grant) programs to provide accelerated instruction and enrichment opportunities after school, on Saturdays, and in the summer.

Strategy's Expected Result/Impact: Increased student growth; Increased student achievement

Staff Responsible for Monitoring: Executive Director of Executive Leadership, ACE Program Manager, Principal, Assistant Principal, Campus Academic Leader, ACE Site Coordinator

Problem Statements: Student Learning 1, 3, 5, 9

Funding Sources: 199 - General Fund: State Compensatory Ed, , 199 - General Fund, , 211 - Title I, Part A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 ☑ Results Driven Accountability

Improve the effectiveness of Professional Learning Communities (PLCs) by reviewing guiding documents, working collaboratively to break down the TEKS to ensure instruction is aligned to assessments, and implementing the Lesson Internalization Framework so 100% of educators effectively adapt and deliver standards-aligned lessons for consistent, high-quality instruction.

Strategy's Expected Result/Impact: More effective PLCs, increased effectiveness of instruction, increased student performance

Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Campus Academic Leader

Problem Statements: Student Learning 1, 2, 3, 5, 8, 9, 10, 14, 15 - School Processes & Programs 5, 6

Funding Sources: 211 - Title I, Part A, , 215 - Title I, Part D, , 199 - General Fund,

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Strategy 3 ☑ Results Driven Accountability

Campus Academic Leader will facilitate overviews of guiding documents, pacing calendars, and district-created assessments aligned to STAAR format along with answering questions regarding upcoming instructional units during PLCs.

Strategy's Expected Result/Impact: Growth in campus data and student performance on STAAR

Staff Responsible for Monitoring: Campus Academic Leader, Campus Administration, Teachers

Problem Statements: Student Learning 1, 2, 3, 5, 7, 8, 9, 10, 14, 15 - School Processes & Programs 5, 6

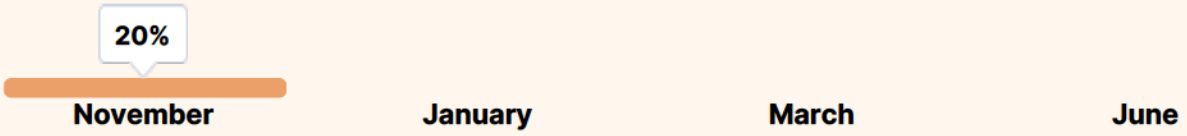
Funding Sources: 199 - General Fund,

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 4

JJA will support teachers with implementing student data tracking, goal setting with supplemental supports, and student reflection on their learning.

Strategy's Expected Result/Impact: Students will build self reflection, efficacy, and ownership in their learning

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader

Problem Statements: Student Learning 1, 2, 3, 7, 8, 9, 10, 14, 15 - School Processes & Programs 5, 6

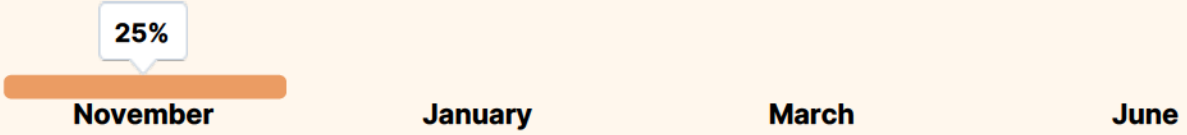
Funding Sources: 211 - Title I, Part A, , 215 - Title I, Part D,

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 5 ☑ Results Driven Accountability

Continue implementation of the Lesson Internalization Framework with 100% of educators by monitoring teacher lesson internalization, ensuring the use of appropriate content-specific tools, and verifying alignment to support both instructional rigor and TIA requirements.

Strategy's Expected Result/Impact: More targeted lesson internalization, improved Tier 1 instruction, increased student achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader

Problem Statements: Student Learning 1, 2, 3, 7, 8, 9, 10, 14, 15 - School Processes & Programs 5, 6

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 6

Campus Academic Leader will facilitate planning and monitoring Tier II and III intervention for students in all STAAR grades/subjects as evidenced by 9 week MTSS progress monitoring meetings.

Strategy's Expected Result/Impact: Targeted MTSS Tier 2/3 interventions, Growth in skills leading to increased student growth and achievement in reading, math and science

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader

Problem Statements: Demographics 1 - Student Learning 1, 3, 5, 7, 8, 9, 14 - School Processes & Programs 1, 3, 4

Funding Sources: 211 - Title I, Part A, , 215 - Title I, Part D, , 199 - General Fund,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 7

Collaborate with the district to provide High Quality Instructional Materials, resources, and professional learning for all content areas to support student performance and growth.

Strategy's Expected Result/Impact: Increased student growth and achievement

Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department, Principal, Assistant Principal, Campus Academic Leader, Teachers

Problem Statements: Student Learning 1, 2, 3, 6, 7, 8, 9, 10, 14 - School Processes & Programs 6

Funding Sources: 199 - General Fund, , 211 - Title I, Part A, , 255 - Title II, Part A TPTR, , 263 - Title III, LEP, , 215 - Title I, Part D, , 410- IMA,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 8

Support Gifted and Talented Department as they provide ongoing training to core content teachers on developing rigor and higher order thinking skills through Tier 1 instruction and lesson extensions that provide depth, complexity, and challenge.

Strategy's Expected Result/Impact: Teachers will provide engaging learning extensions and enrichment opportunities for students

Staff Responsible for Monitoring: Principal, Assistant Principal, Gifted and Talented Coordinator, Campus Academic Leader

Problem Statements: Student Learning 3, 9

Funding Sources: 199 - General Fund: Gifted and Talented,

Formative Reviews



Strategy 9

Teachers and administrators will Progress Monitor by analyzing and monitoring STAAR, MAP data, Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, IXL

data, and AMIRA data to drive instruction, action planning, and tiered intervention.

Strategy's Expected Result/Impact: Improvement in Tier I instruction and the MTSS process

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader

Problem Statements: Student Learning 1, 2, 3, 7, 8, 9, 10, 11, 12, 13, 14

Funding Sources: 211 - Title I, Part A, , 255 - Title II, Part A TPTR, , 199 - General Fund,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 10

JJA will continue the implementation of the standardized data walk form, ensuring its utilization by 100% of administrators to provide consistent and targeted feedback to teachers, resulting in improved instructional practices and student learning outcomes.

Strategy's Expected Result/Impact: Improved Tier I Instruction, Increased student growth and achievement

Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principal, Assistant Principal

Problem Statements: Student Learning 2, 3, 7, 8, 10, 11, 14, 15 - School Processes & Programs 6

Funding Sources: 215 - Title I, Part D, , 199 - General Fund, , 211 - Title I, Part A,

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 11

Collaborate with the district to strengthen instructional coaching and job-embedded professional learning opportunities on effective instructional strategies within Tier I instruction.

Strategy's Expected Result/Impact: Increased student engagement and achievement

Staff Responsible for Monitoring: Content Coordinators, Principal, Assistant Principal, Campus Academic Leader, Instructional Coaches

Problem Statements: Student Learning 6, 15 - School Processes & Programs 6

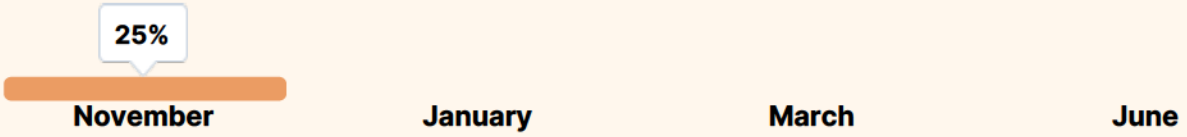
Funding Sources: 211 - Title I, Part A, , 199 - General Fund, , 215 - Title I, Part D,

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 12

Collaborate with the district to implement a comprehensive professional learning plan that effectively addresses the specific needs and goals identified by teachers and administration during data walks, T-TESS, professional learning communities, instructional rounds, progress monitoring, and other assessments of instructional practices.

Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Increased Student Performance

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader

Problem Statements: Student Learning 1, 2, 5, 7, 8, 9, 10, 11, 14, 15 - School Processes & Programs 6

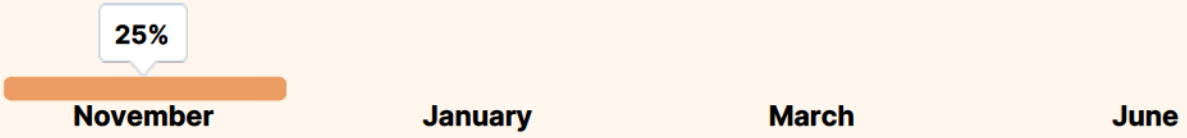
Funding Sources: 199 - General Fund, , 211 - Title I, Part A, , 215 - Title I, Part D,

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 13

Following the district T-TESS timeline, JJA will evaluate 100% of teachers using the T-TESS

rubric and provide targeted support and professional learning opportunities to improve teacher effectiveness based on identified areas of improvement.

Strategy's Expected Result/Impact: Increased teacher effectiveness, Improve feedback from T-TESS Evaluators

Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principal, Assistant Principal

Problem Statements: School Processes & Programs 6

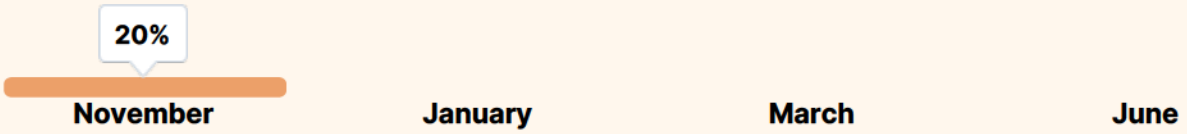
Funding Sources: 211 - Title I, Part A, , 199 - General Fund, , 215 - Title I, Part D,

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 14

Implement daily math fluency routines through the Facts on Fire Fluency Grant for K-5th Grade.

Strategy's Expected Result/Impact: Increased Student Growth and Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader

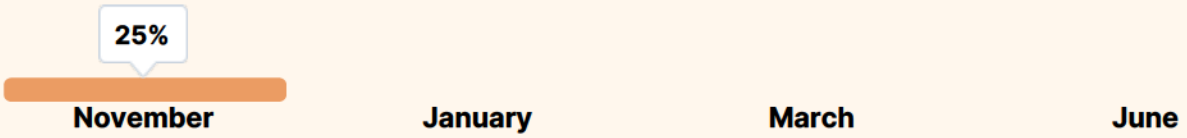
Problem Statements: Student Learning 8, 9, 10, 11, 12

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 15

Continue the implementation and utilization of a district-wide method for analyzing and interpreting problem solving in math such as UPSC.

Strategy's Expected Result/Impact: Increased Student Growth and Achievement

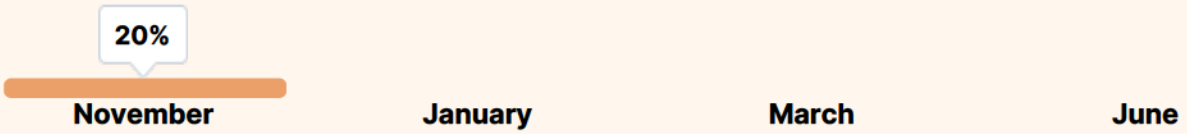
Staff Responsible for Monitoring: Math Coordinator, Principal, Assistant Principal, Campus Academic Leader

Problem Statements: Student Learning 8, 9, 10, 11, 12

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 16

Teachers will continue to implement the Concrete, Representational, Abstract (CRA) Model in daily math instruction by intentionally incorporating manipulatives and hands-on learning experiences to strengthen students' conceptual understanding, procedural skill, and fluency in alignment with district guiding documents.

Strategy's Expected Result/Impact: Increased Concrete Understanding of Advanced Math, Increased Student Growth and Achievement

Staff Responsible for Monitoring: Math Coordinator, Principal, Campus Academic Leader, and Instructional Coaches

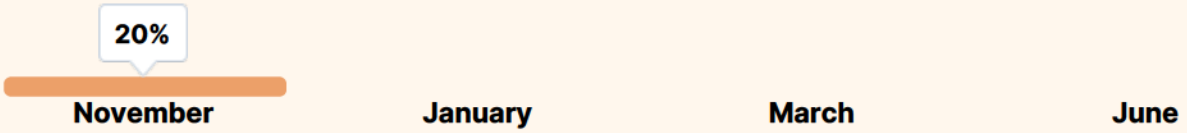
Problem Statements: Student Learning 8, 9, 10, 11, 12

Funding Sources: 199 - General Fund, , TEA Strong Foundations Grant, , 211 - Title I, Part A,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 17 ☑ Results Driven Accountability

JJA will participate in the Effective Schools Framework Grant partnership with Region XI who will provide training on observation and feedback through Texas Instructional Leadership.

Strategy's Expected Result/Impact: More effective feedback provided to teachers, increased teacher performance

Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principal, Assistant Principal, Campus Academic Leader

Problem Statements: Student Learning 15 - School Processes & Programs 6 - Perceptions 4

Funding Sources: Training 211- ESF Grant,

Title I:

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 18

The campus will provide TEKS-aligned online resources including but not limited to IXL, AMIRA, and Writeable, materials, and professional learning to support student performance and growth.

Strategy's Expected Result/Impact: Student Growth and Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal. Campus Academic Leader

Problem Statements: Student Learning 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 14

Funding Sources: 199 - General Fund, , 215 - Title I, Part D, , 211 - Title I, Part A,

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 19

All students will take an active role in achieving and demonstrating competency in their personal learning goals throughout the year.

Strategy's Expected Result/Impact: Increased instructional effectiveness

Student tracking of personal progress with data notebooks, student electronic portfolios, student blogs, and student "Leader In Me" journals/materials

Higher student performances in class and on all assessments

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers, Students

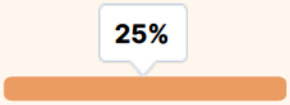
Problem Statements: Demographics 2 - Student Learning 1, 3, 7, 8, 9, 14 - School Processes & Programs 1, 3

Funding Sources: 461 - Campus Activity Fund, , 215 - Title I, Part D, , 199 - General Fund, , 211 - Title I, Part A,

Title I: 2.5.1

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

Formative Reviews



Strategy 20

Provide accelerated instruction for students who are not meeting expectations based on readiness assessments in grades K-2nd and STAAR assessments in grades 3rd-5th through the ACE AfterSchool program, Saturday School, and Summer School by June 2026.

Strategy's Expected Result/Impact: Increased student growth and achievement, Reduction in Performance Gaps

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, ACE Site Coordinator

Problem Statements: Student Learning 1, 2, 3, 7, 8, 9, 10, 11, 12, 14

Funding Sources: 199 - General Fund,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 21

Campus administration will continue to partner with RLA teachers and the Intermediate Reading Language Arts Coordinator to review Common Formative Assessment, Benchmark, and Writing data to identify trends in comprehension, writing, revising, and editing. This collaboration will inform instructional adjustments and targeted support plans.

Strategy's Expected Result/Impact: Increased Student Growth and Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, teachers

Problem Statements: Student Learning 3, 5, 15 - School Processes & Programs 5, 6

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



January

March

June

Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The number of students identified as needing special education services exceeds the state average (25.2% according to 2023-24 TAPR) and continues to trend upward.	While JJA houses the self-contained special education classrooms for the district, there is a need to implement consistent MTSS screeners to be able to accurately monitor student strengths/ weaknesses on crucial skills and intervene immediately.
2	According to the 2023-24 TAPR Report, the campus attendance rate is below 95%. The preliminary attendance rate for 2024-25 school year is below 95%.	Families lack a thorough understanding of the short and long term effects of poor attendance and often do not realize how many days their child has missed.

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	13% of PreKindergarten, 14% of Kindergarten, about 50% of First Grade, and about 85% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2024-25.	Teachers need continued professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards and identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills. Teachers

		also need to have a full understanding of the new assessment.
2	A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 69% of Kinder, 54% of First, and 18% of Second Grade students scored Meets or Exceeds.	Students lack adequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. In addition, teachers have either not followed the district-created writing curriculum closely or have not received sufficient training to implement it with fidelity. The HQIM writing curriculum is weak and lacks rigor and alignment.
3	STAAR Reading performance is 47% at meets and 24% masters.	Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments.
5	On the reading STAAR, 32% of Third Grade, 27% of 4th Grade, and 36% of Fifth Grade students received a 0 out of 10 points on the extended constructed response (ECR).	Teachers need professional learning in supporting struggling readers with fluency and comprehension through explicit, modeled think-alouds and reading strategies, as well as explicit modeling of prompt breakdown, planning, and drafting when writing ECRs.
6	Foundational skills routines are not paced appropriately; therefore, teachers do not have enough time to provide adequate feedback.	The lessons are long, and teachers struggle with pacing due to the need to build in breaks and movement for students.
7	Many 1st and 2nd grade students did not meet grade-level literacy expectations at the end of the year.	There is inconsistent use of the HQIM, ineffective pacing of lessons, and insufficient opportunities to practice to mastery.
8	8% of Kinder, 13% of First, and 48% of Second Grade students did not Meet or Exceed grade level expectations on their end of year STEMscopes Math Assessments for 2024-25.	Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions, as well as application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards

9	STAAR Math performance is 32% at meets and 13% at masters on the 2024-25 STAAR Assessment.	Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding, leads to struggles with grade level content.
10	68% of 3rd, 70% of 4th, and 65% of 5th graders did not MEET expectations on the STAAR Math state Assessment in Spring 2025.	STAAR test rigor continues to increase each year by testing TEKS in new ways. Students lack numerical fluency in order to understand procedural concepts.
11	Problem solving and fact fluency are below grade level in all elementary classrooms	The lack of rigor in Tier 1 instruction continues to play a factor in students ability to understand multi-step operations. Fact fluency has been devalued in math curriculum leaving students to learn strategies that are ineffective. Without fluency of basic facts, students spend their working memory on answers to basic facts instead of the procedural tasks necessary to be successful.
12	Problem-solving and addition and subtraction fluency are below grade level in kindergarten-2nd grade classrooms.	Little time is spent on fluency practice. Time spent on explicit instruction for problem-solving also needs to increase.
13	Only 9% of special education students performed at the Meets level on Reading STAAR, and only 5% of special education students performed at the Meets level on 2024-25 Math STAAR Assessment.	Inconsistent implementation of co-teach models, lack of consistency in Tier 1 instructional practices across classrooms, and a high number of students with disabilities requiring specialized support in reading.
14	STAAR 5th Grade Science performance is 18% meets, and 4% masters on the 2024-25 STAAR Assessment.	There is a lack of alignment between curriculum and classroom instructional practice that has resulted in inconsistent student performance. Instruction is primarily focused on surface-level content coverage rather than providing opportunities to apply concepts through data analysis, models, and inquiry-based

		tasks that mirror the rigor of STAAR.
15	Teacher lessons are not always aligned to the rigor of the TEKS.	Teachers lack a thorough understanding of the TEKS they are responsible to teach and the lesson internalization process is still new. Teachers need additional time and support with internalizing their lessons.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	When students are faced with significant mental health or social emotional issues, school based resources are helpful, but sometimes additional supports are needed.	Necessary treatment is outside the scope of what can be provided in the general education classroom setting.
3	There are missed opportunities to effectively address conflict, behavioral concerns, and social-emotional issues within the school setting.	Teachers and other school personnel need training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL to help empower them to address these issues.
4	The district closed our Social Worker FTE to maintain a balanced budget.	School district funding has decreased due to inflation and a lack of funding from state revenue.
5	Lesson Internalization and Breaking Down the TEKS procedures were implemented in 2024-2025, but have not become systematic yet.	Additional time and support is needed to assist teachers with both processes.
6	Tier 1 instruction needs improvement across the campus.	All administrators and coaches need training on providing teachers with actionable feedback.

Performance Objective 8 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Effective systems for campus procedures, discipline management, and other operational areas are lacking, which limits consistency and efficiency across the school.	The leadership team is a new team and is lacking sufficient professional learning in creating and implementing effective systems, resulting in gaps in structures needed to ensure consistency and effectiveness.

Performance Objective 9 ☑ High Priority

For JJA, the smallest of the two lowest performing sub-populations will maintain the interim academic target of 3 out of 4 or higher or increase one performance level in Academic Achievement Status in Domain 3 by June 2026.

Evaluation Data Source: Unit Assessments, Benchmarks, Student Artifacts, Portfolios, Progress monitoring data sheets
A-F Accountability Report Card

Strategy 1 ☑ Results Driven Accountability

Collaborate with Teaching, Learning, and Innovation to support the implementation of small group instruction, differentiation, and effective instructional practices in all PreK-5th Grade reading and math classes.

Strategy's Expected Result/Impact: Increase in STAAR reading and amth scores

Staff Responsible for Monitoring: Teaching, Learning and Innovation Department, Special Programs Department, Principal, Assistant Principal, Campus Academic Leader, Interventionist, Teachers

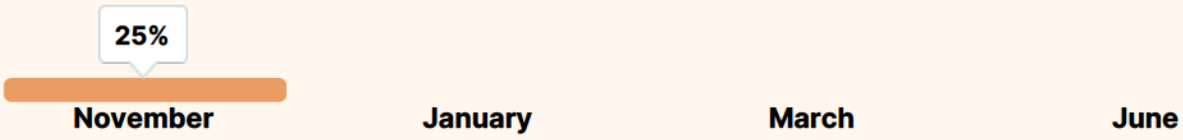
Problem Statements: Student Learning 1, 2, 3, 7, 8, 9, 11, 12, 13, 14

Funding Sources: 255 - Title II, Part A TPTR, , 211 - Title I, Part A, , 215 - Title I, Part D, , 199 - General Fund,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 ☑ Results Driven Accountability

Progress Monitoring will include an intentional focus on the two lowest performing sub-populations, resulting in the development of action plans to address the specific needs for each sub-population.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Interventionist, Teachers

Problem Statements: Student Learning 1, 2, 3, 7, 8, 9, 10, 13, 14

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	13% of PreKindergarten, 14% of Kindergarten, about 50% of First Grade, and about 85% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2024-25.	Teachers need continued professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards and identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills. Teachers also need to have a full understanding of the new assessment.
2	A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 69% of Kinder, 54% of First, and 18% of Second Grade students scored Meets or Exceeds.	Students lack adequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. In addition, teachers have either not followed the district-created writing curriculum closely or have not received sufficient training to implement it with fidelity. The HQIM writing curriculum is weak and lacks rigor and alignment.
3	STAAR Reading performance is 47% at meets and 24% masters.	Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments.
7	Many 1st and 2nd grade students did not meet grade-level literacy expectations at the end of the year.	There is inconsistent use of the HQIM, ineffective pacing of lessons, and insufficient opportunities to practice to mastery.
	8% of Kinder, 13% of First, and 48% of Second Grade students did not Meet or Exceed grade level expectations on their end of year STEMscopes Math	Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction,

8	Assessments for 2024-25.	and support on facilitating conceptual understanding and providing lesson extensions, as well as application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards
9	STAAR Math performance is 32% at meets and 13% at masters on the 2024-25 STAAR Assessment.	Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding, leads to struggles with grade level content.
10	68% of 3rd, 70% of 4th, and 65% of 5th graders did not MEET expectations on the STAAR Math state Assessment in Spring 2025.	STAAR test rigor continues to increase each year by testing TEKS in new ways. Students lack numerical fluency in order to understand procedural concepts.
11	Problem solving and fact fluency are below grade level in all elementary classrooms	The lack of rigor in Tier 1 instruction continues to play a factor in students ability to understand multi-step operations. Fact fluency has been devalued in math curriculum leaving students to learn strategies that are ineffective. Without fluency of basic facts, students spend their working memory on answers to basic facts instead of the procedural tasks necessary to be successful.
12	Problem-solving and addition and subtraction fluency are below grade level in kindergarten-2nd grade classrooms.	Little time is spent on fluency practice. Time spent on explicit instruction for problem-solving also needs to increase.
13	Only 9% of special education students performed at the Meets level on Reading STAAR, and only 5% of special education students performed at the Meets level on 2024-25 Math STAAR Assessment.	Inconsistent implementation of co-teach models, lack of consistency in Tier 1 instructional practices across classrooms, and a high number of students with disabilities requiring specialized support in reading.
	STAAR 5th Grade Science performance is 18% meets, and 4% masters on the	There is a lack of alignment between curriculum and classroom instructional

14	2024-25 STAAR Assessment.	practice that has resulted in inconsistent student performance. Instruction is primarily focused on surface-level content coverage rather than providing opportunities to apply concepts through data analysis, models, and inquiry-based tasks that mirror the rigor of STAAR.

Performance Objective 10 ☑ High Priority

Emergent Bilinguals will meet the long-term interim target of 55% for English Language Proficiency, resulting in a 4-point score point by June 2026.

Evaluation Data Source: TELPAS, writing benchmarks, Unit Tests

Strategy 1

Bilingual teachers will continue to implement the English Language Development curriculum daily to increase the students' English skills in reading, writing, speaking, and listening.

Strategy's Expected Result/Impact: Increased Student Progress in Language Acquisition, Increased Percentage of Students Reclassifying

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Bilingual teachers

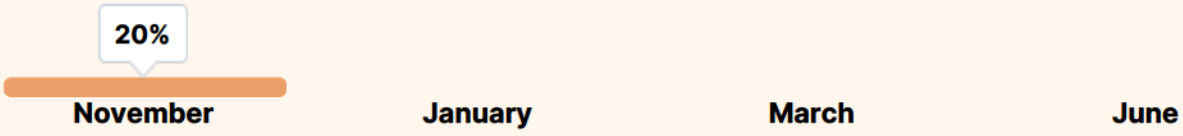
Problem Statements: Student Learning 1, 2, 3, 5, 7

Funding Sources: 199 - General Fund: Bilingual Allotment, , 263 - Title III, LEP,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Teachers will implement the 'Roadmap to TELPAS' and ensure all TELPAS activities are aligned, supporting students in making consistent annual progress toward English proficiency.

Strategy's Expected Result/Impact: Increased Student Progress in Language Acquisition, Increased Percentage of Students Reclassifying

Staff Responsible for Monitoring:
Principal, Assistant Principal, Campus Academic Leader, Bilingual/ESL specialist, Bilingual/ESL teachers

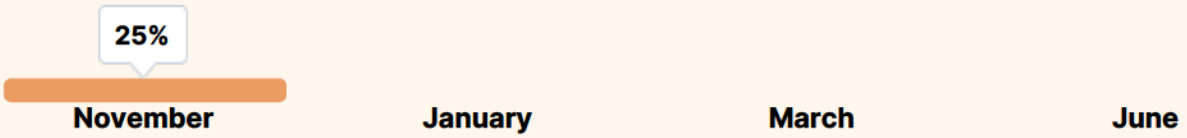
Problem Statements: Student Learning 1, 2, 3, 5, 7

Funding Sources: 199 - General Fund: Bilingual Allotment, , 263 - Title III, LEP,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3

The campus will collaborate with the Emergent Bilingual department to provide training and targeted teacher support during PLCs and district professional development, focusing on Content-Based Language Instruction (CBLI) strategies for all content and elective teachers, specifically addressing the needs of Emergent Bilingual students to ensure their Composite Level accurately reflects their English proficiency.

Strategy's Expected Result/Impact: Increased Student Progress in Language Acquisition, Increased Percentage of Students Reclassifying

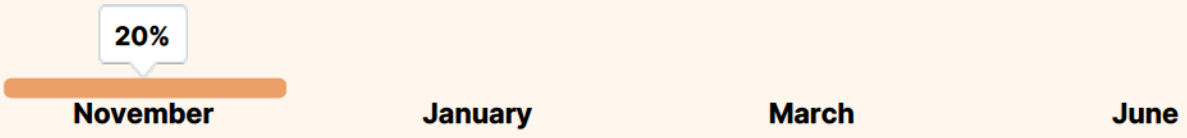
Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Bilingual/ESL Specialist, Principal, Assistant Principal, Campus Academic Leader, Bilingual and ESL Teachers

Problem Statements: Student Learning 1, 2, 3, 5, 7

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 10 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	13% of PreKindergarten, 14% of Kindergarten, about 50% of First Grade, and about 85% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2024-25.	Teachers need continued professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards and identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills. Teachers also need to have a full understanding of the new assessment.
2	A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 69% of Kinder, 54% of First, and 18% of Second Grade students scored Meets or Exceeds.	Students lack adequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. In addition, teachers have either not followed the district-created writing curriculum closely or have not received sufficient training to implement it with fidelity. The HQIM writing curriculum is weak and lacks rigor and alignment.
3	STAAR Reading performance is 47% at meets and 24% masters.	Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments.
5	On the reading STAAR, 32% of Third Grade, 27% of 4th Grade, and 36% of Fifth Grade students received a 0 out of 10 points on the extended constructed response (ECR).	Teachers need professional learning in supporting struggling readers with fluency and comprehension through explicit, modeled think-alouds and reading strategies, as well as explicit modeling of prompt breakdown, planning, and drafting when writing ECRs.
7	Many 1st and 2nd grade students did not meet grade-level literacy expectations at the end of the year.	There is inconsistent use of the HQIM, ineffective pacing of lessons, and insufficient opportunities to practice to mastery.

Goal 2 Advance Early Literacy, Early Numeracy, and College, Career, and Military Readiness: House Bill 3 Board Goals

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

The percentage of 3rd grade students that score "meets" on STAAR Reading will increase from 53.97% to 55% by June 2026.

Evaluation Data Source: Unit Assessments, Benchmarks, Student Artifacts, Student Portfolios, Amira, STAAR

Strategy 1

Collaborate with Teaching, Learning, and Innovation to continue to support campus staff in analyzing Early Literacy and STAAR Progress Indicators during progress monitoring to support the development of campus action plans.

Strategy's Expected Result/Impact: Increase student performance on indicators monitoring student progress in Early Literacy, STAAR Scores

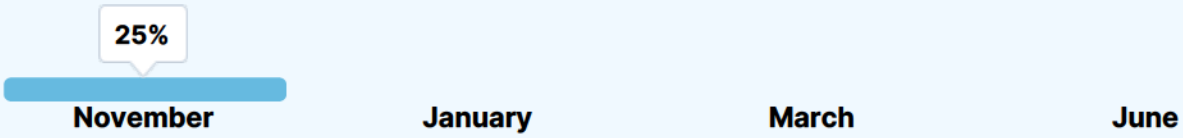
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader

Problem Statements: Student Learning 1, 2, 3, 4, 6, 7

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Campus Admin team will monitor the implementation of the revised literacy block during walkthroughs with specific "Look Fors" for each component of the block and will analyze trends to determine next steps.

Strategy's Expected Result/Impact: Increased Use of Systematic Instruction, Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader

Problem Statements: Student Learning 1, 2, 3, 4, 6, 7, 15 - School Processes & Programs 6

Funding Sources: Training TXRL Grant,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



January March June

Strategy 3

Campus Academic Leader will facilitate the review of assessments and guiding documents with teachers during PLCs.

Strategy's Expected Result/Impact: Increased Teacher Effectiveness

Staff Responsible for Monitoring: Campus Academic Leader

Problem Statements: Student Learning 1, 2, 3, 4, 6, 7, 15 - School Processes & Programs 5, 6

Funding Sources: 199 - General Fund,

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



January March June

Strategy 4

Campus Academic Leader will emphasize knowledge building, vocabulary, and oral language development strategies during Professional Learning Communities for teachers to incorporate in the redesigned literacy block.

Strategy's Expected Result/Impact: Increased Student Reading Comprehension

Staff Responsible for Monitoring: Campus Academic Leader, Instructional Coaches

Problem Statements: Student Learning 1, 2, 3, 4, 7, 15 - School Processes & Programs 5, 6

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



January March June

Strategy 5

JJA will support students in setting literacy goals and monitoring their progress using data from AMIRA through the use of leadership notebooks, personal goal setting, creation of action steps and monitoring progress.

Strategy's Expected Result/Impact: Increased Student Achievement, Increased Student Ownership of Learning

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers

Problem Statements: Student Learning 1, 2, 3, 4, 6, 7, 15 - School Processes & Programs 5, 6

Funding Sources: 461 - Campus Activity Fund, , 199 - General Fund, , 215 - Title I, Part D, , 211 - Title I, Part A,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



January March June

Strategy 6

Provide Just Right Readers to all 2nd Grade students to strengthen decoding and fluency skills.

Strategy's Expected Result/Impact: Increased Decoding and Fluency Skills, Increased Student Achievement

Staff Responsible for Monitoring: Early Literacy Coordinator, Principal, Assistant Principal, Campus Academic Leader, Teachers, ACE Site Coordinator

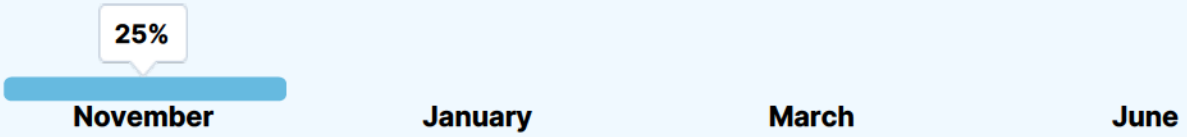
Problem Statements: Student Learning 1, 7 - Perceptions 1

Funding Sources: 199 - General Fund, , 211 - Title I, Part A,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 7

Teachers will internalize the lessons in the guiding documents to provide writing instruction daily.

Strategy's Expected Result/Impact: Higher achievement on assessments

Staff Responsible for Monitoring: Campus Academic Leader, Instructional Coaches

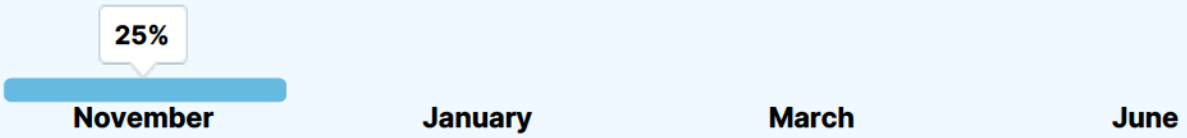
Problem Statements: Student Learning 2, 4, 15 - School Processes & Programs 5, 6

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 8

Implement the redesigned literacy block with an emphasis on both the word recognition and comprehension components of literacy, as well as personalized practice time for students intended for mastery of literacy skills.

Strategy's Expected Result/Impact: Increased Teacher Capacity, Increased Student Achievement

Staff Responsible for Monitoring: Early Literacy Coordinator, Principal, Assistant Principal, Campus Academic Leader, Instructional Coaches, Teachers

Problem Statements: Student Learning 1, 2, 3, 4, 6, 7

Funding Sources: 215 - Title I, Part D, , 211 - Title I, Part A, , Training TXRL Grant, , 199 - General Fund,

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



January March June

Strategy 9

Teachers will implement daily Writing Mechanics lessons from the guiding documents to provide consistent, explicit instruction that strengthens students' grammar, spelling, and conventions to support overall writing proficiency.

Strategy's Expected Result/Impact: Increased Student Achievement, Increased Student Mastery of Conventions

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers

Problem Statements: Student Learning 1, 2, 3, 7

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



January March June

Strategy 10

PreK-2nd Grade teachers will use writing benchmark data from the beginning, middle, and end of the year to monitor and adjust instruction

Strategy's Expected Result/Impact: Increased Student Achievement, Improved Student Writing

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers

Problem Statements: Student Learning 2, 7

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



January March June

Strategy 11

Third grade teachers will implement updated, explicit writing lessons from the guiding documents to support student mastery of short and extended constructed responses.

Strategy's Expected Result/Impact: Increased Student Achievement, Improved Student Writing

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers

Problem Statements: Student Learning 3, 4

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



January March June

Strategy 12

K-2 teachers will provide explicit instruction on constructed responses to reading, using the lessons embedded in the guiding documents to build early writing skills and reading comprehension.

Strategy's Expected Result/Impact: Increased Student Achievement, Improved Student Writing and Reading Comprehension

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers

Problem Statements: Student Learning 1, 2, 3, 6, 7

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 13

Campus Academic Leader will collaborate with teachers to implement targeted small-group instruction after each AMIRA assessment, using the data to address identified student needs and accelerate growth in literacy.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers

Problem Statements: Student Learning 1, 3, 4, 7

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	13% of PreKindergarten, 14% of Kindergarten, about 50% of First Grade, and about 85% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2024-25.	Teachers need continued professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards and identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills. Teachers also need to have a full understanding of the new assessment.

2	A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 69% of Kinder, 54% of First, and 18% of Second Grade students scored Meets or Exceeds.	Students lack adequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. In addition, teachers have either not followed the district-created writing curriculum closely or have not received sufficient training to implement it with fidelity. The HQIM writing curriculum is weak and lacks rigor and alignment.
3	STAAR Reading performance is 47% at meets and 24% masters.	Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments.
4	32% of Third Grade students scored a 0 out of 10 points on the Extended Constructed Response (ECR) on the Reading STAAR.	Students are not leaving 2nd grade with the ability to write a paragraph that includes a thesis statement and supporting evidence. Mastering the mechanics of writing in primary grades will free up students to concentrate on the development and organization of ideas.
6	Foundational skills routines are not paced appropriately; therefore, teachers do not have enough time to provide adequate feedback.	The lessons are long, and teachers struggle with pacing due to the need to build in breaks and movement for students.
7	Many 1st and 2nd grade students did not meet grade-level literacy expectations at the end of the year.	There is inconsistent use of the HQIM, ineffective pacing of lessons, and insufficient opportunities to practice to mastery.
15	Teacher lessons are not always aligned to the rigor of the TEKS.	Teachers lack a thorough understanding of the TEKS they are responsible to teach and the lesson internalization process is still new. Teachers need additional time and support with internalizing their lessons.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
	Lesson Internalization and Breaking Down the TEKS procedures were	Additional time and support is needed to assist teachers with both processes.

5	implemented in 2024-2025, but have not become systematic yet.	
6	Tier 1 instruction needs improvement across the campus.	All administrators and coaches need training on providing teachers with actionable feedback.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics.	Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

The percentage of 3rd grade students that score "meets" on STAAR Math will increase from 32% to 35% by June 2026.

Evaluation Data Source: Unit Assessments, Benchmarks, Student Artifacts, Student Portfolios, MAP Growth, STAAR

Strategy 1

JJA will continue to collaborate with the Elementary Math Coordinator to review Early Numeracy data on Show and Tell assessments and STAAR Progress Indicators from common formative assessments and benchmarks during progress monitoring. This collaboration will help inform and guide the development of campus action plans.

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Instructional Coach

Problem Statements: Student Learning 8, 9, 10, 11, 12

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

JJA teachers will continue to expand the use of manipulatives and structured math talk in daily learning experiences, utilizing the opportunities embedded in the guiding documents to deepen students' understanding of numeracy and to help them make connections across concepts in multiple ways.

Strategy's Expected Result/Impact: Gain a deeper understanding of numeracy

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers

Problem Statements: Student Learning 8, 9, 10, 11, 12

Funding Sources: 199 - General Fund, , 211 - Title I, Part A,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Teachers will strengthen foundational numeracy skills by aligning instruction to the guiding documents, using Facts on Fire fluency practice, incorporating online resources (like IXL and LoneStar), and monitoring student progress through assessments and targeted interventions.

Strategy's Expected Result/Impact: Deeper understanding of numeracy

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers

Problem Statements: Student Learning 8, 9, 10, 11, 12

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 4

Campus Facts on Fire Site Coordinator will facilitate the implementation of a plan for daily math fluency routines in grades K-5th Grade through the Facts on Fire Fluency Grant.

Strategy's Expected Result/Impact: Improved Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers

Problem Statements: Student Learning 8, 9, 11, 12

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



January March June

Strategy 5

Campus Admin Team and Classroom Teachers will ensure the district's problem-solving model (UPS) is embedded into daily instruction through Lone Star Learning, providing students with consistent practice in solving multi-step and real-world problems

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers

Problem Statements: Student Learning 8, 9, 10, 11, 12

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



January March June

Strategy 6

All staff will attend Facts on Fire Fluency Training during beginning of the year professional learning.

Strategy's Expected Result/Impact: Increased Student Achievement, Increased Teacher Efficacy with utilizing Facts on Fire

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers

Problem Statements: Student Learning 11, 12

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
8	8% of Kinder, 13% of First, and 48% of Second Grade students did not Meet or Exceed grade level expectations on their end of year STEMscopes Math Assessments for 2024-25.	Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions, as well as application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards
9	STAAR Math performance is 32% at meets and 13% at masters on the 2024-25 STAAR Assessment.	Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding, leads to struggles with grade level content.
10	68% of 3rd, 70% of 4th, and 65% of 5th graders did not MEET expectations on the STAAR Math state Assessment in Spring 2025.	STAAR test rigor continues to increase each year by testing TEKS in new ways. Students lack numerical fluency in order to understand procedural concepts.
11	Problem solving and fact fluency are below grade level in all elementary classrooms	The lack of rigor in Tier 1 instruction continues to play a factor in students ability to understand multi-step operations. Fact fluency has been devalued in math curriculum leaving students to learn strategies that are ineffective. Without fluency of basic facts, students spend their working memory on answers to basic facts instead of the procedural tasks necessary to be successful.
12	Problem-solving and addition and subtraction fluency are below grade level in kindergarten-2nd grade classrooms.	Little time is spent on fluency practice. Time spent on explicit instruction for problem-solving also needs to increase.

Goal 3 Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 1

Joy James Academy of Leadership will distribute at least one campus update every two weeks via ParentSquare and social media for the 2025-2026 school year.

Evaluation Data Source: Parent Square, Social Media Analytics

Strategy 1

100% of JJA teachers will utilize ParentSquare to communicate with parents.

Strategy's Expected Result/Impact: Increased community and parent awareness, support and involvement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers

Problem Statements: Demographics 2 - Perceptions 1

Funding Sources: 199 - General Fund,

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Strategy 2

During Meet the Teacher, establish two way communication with parents including supporting parents with becoming proficient with ParentSquare and becoming and observer in Canvas.

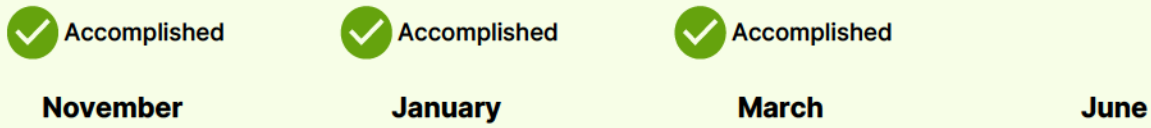
Strategy's Expected Result/Impact: Increased academic partnerships with parents

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Social Workers, Teachers

Problem Statements: Perceptions 1

Funding Sources: 215 - Title I, Part D, , 211 - Title I, Part A, , 199 - General Fund,

Formative Reviews



Strategy 3

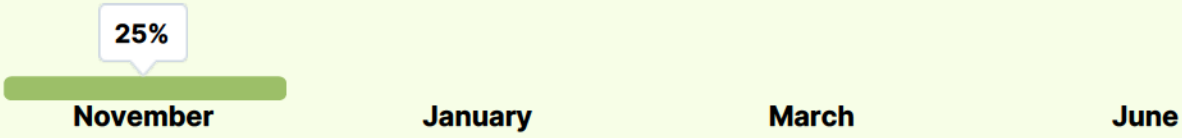
JJA will utilize communication through Parent Square for weekly staff newsletters and bi-weekly Parent Newsletters to communicate and encourage family participation/awareness of events, activities, academics, and important information.

Strategy's Expected Result/Impact: Increased family engagement, increased teacher awareness of expectations, streamlined communication

Staff Responsible for Monitoring: Principal

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

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	According to the 2023-24 TAPR Report, the campus attendance rate is below 95%. The preliminary attendance rate for 2024-25 school year is below 95%.	Families lack a thorough understanding of the short and long term effects of poor attendance and often do not realize how many days their child has missed.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	There are missed opportunities to effectively address conflict, behavioral concerns, and social-emotional issues within the school setting.	Teachers and other school personnel need training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL to help empower them to address these issues.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics.	Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.
4	Effective systems for campus procedures, discipline management, and other operational areas are lacking, which limits consistency and efficiency across the school.	The leadership team is a new team and is lacking sufficient professional learning in creating and implementing effective systems, resulting in gaps in structures needed to ensure consistency and effectiveness.

Performance Objective 2

Increase average daily attendance from 94.1% to 95% through timely and effective communication, educating families, and developing relationships by June 2026.

Evaluation Data Source: Weekly ADA Reports, Absence Occurrence Reports, Attendance Notes Reports, Truancy Prevention Measure Reports

Strategy 1

Consistently implement the campus attendance plan including individual trackers in students' leadership portfolios and campus trackers.

Strategy's Expected Result/Impact: Improved attendance

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Campus Academic Leader, Social Worker, Attendance Clerk, District

Problem Statements: Demographics 2

Funding Sources: 199 - General Fund, , 215 - Title I, Part D, , 211 - Title I, Part A, , 461 - Campus Activity Fund,

Formative Reviews



Strategy 2

JJA will follow the District's truancy guidelines, including the distribution of attendance warning letters, 90% letters, and Truancy Prevention Measures

Strategy's Expected Result/Impact: Increase parent awareness about 90% attendance requirements

Staff Responsible for Monitoring: Assistant Principal, teachers, attendance clerk

Problem Statements: Demographics 2

Formative Reviews



Strategy 3

Utilize the Stronger Connections Grant Coordinator to develop consistent communication and support between the campus and families.

Strategy's Expected Result/Impact: Increased attendance, fewer families needing truancy prevention measures, stronger school-parent partnerships

Staff Responsible for Monitoring: Stronger Connections Grant Coordinator, Assistant Principal, Attendance Clerk

Problem Statements: Demographics 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 4

Assistant Principal will collaborate with the Student Attendance Crew to encourage and educate our students and families about the importance of attendance and to provide attendance incentives throughout the year for all grade levels.

Strategy's Expected Result/Impact: Increased attendance rates; Increased Knowledge about the Importance of Regular School Attendance

Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, Teachers

Problem Statements: Demographics 2 - Perceptions 1

Funding Sources: 461 - Campus Activity Fund, , 215 - Title I, Part D, , 199 - General Fund, , 211 - Title I, Part A,

Formative Reviews



Strategy 5

Assistant Principals will follow district truancy procedures and implement appropriate truancy prevention measures (TPM's) to engage parents and prevent students from dropping out of school.

Strategy's Expected Result/Impact: Increase attendance percentages at each campus, decrease dropout rate

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Attendance Clerk

Problem Statements: Demographics 2

Funding Sources: 215 - Title I, Part D, , 199 - General Fund,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



November | January | March | June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	According to the 2023-24 TAPR Report, the campus attendance rate is below 95%. The preliminary attendance rate for 2024-25 school year is below 95%.	Families lack a thorough understanding of the short and long term effects of poor attendance and often do not realize how many days their child has missed.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics.	Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.

Performance Objective 3

Increase the quality of parent and family engagement by ensuring that all engagement events include a minimum 3 of the 4 REAL (Relationships, Experiences, Academic Partnerships and Leadership) engagement criteria by June 2026.

Evaluation Data Source: ParentSquare Posts/Advertisements of Events
Attendance sign-in sheets
Surveys - Feedback from parents

Strategy 1

Students will continue to develop and demonstrate self-management, self-awareness, social-awareness, interpersonal, and decision-making skills through implementation of The Leader In Me social emotional learning program.

Strategy's Expected Result/Impact: Decreased discipline referrals

Increase in students using appropriate social skills outside of school

Staff Responsible for Monitoring: Counselor, Teachers, Campus Administration

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

Funding Sources: 211 - Title I, Part A, , 461 - Campus Activity Fund, , 215 - Title I, Part D, , 199 - General Fund,

Formative Reviews



Strategy 2

JJA will partner with ACE to increase REAL Family Engagement participation by offering programs, training opportunities, and experiences that develop partnerships with parents leading to increased student success with academics, behavior, and social emotional learning.

Strategy's Expected Result/Impact: Increased parent engagement, increased student success

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Counselor, ACE Site Coordinator

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

Funding Sources: 199 - General Fund, , 211 - Title I, Part A, , 215 - Title I, Part D,

Formative Reviews



Strategy 3

Provide classroom instruction, extra-curricular programs, and various campus service learning opportunities that promote community and global connectedness.

Strategy's Expected Result/Impact: Increase in relevant instructional activities which engage students

Increase in students using appropriate social skills outside of school

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Counselor, Librarian, ACE Site Coordinator, Teachers

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

Funding Sources: 211 - Title I, Part A, , 199 - General Fund, , 215 - Title I, Part D,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 4

Collaborate with the Early Literacy Coordinator to refine Parents as their Child's First Teacher initiatives to increase participation and maintain participation throughout the life of the program

Strategy's Expected Result/Impact: Stronger academic transition from prekindergarten to elementary school, Increased parent understanding of supporting students with at-home learning

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader

Problem Statements: Perceptions 1

Funding Sources: 263 - Title III, LEP, , 211 - Title I, Part A,

Formative Reviews



Strategy 5

Through REAL Family Engagement events, including partnerships with ACE, the SHAC committee, and local organizations, provide information and resources to families that support student academic, behavioral, and social emotional well-being including but not limited to becoming an observer in Canvas, accessing assessment results, interpretation of the results, explanation of TEKS/TELPAS, demonstrations of rigor in English and in Spanish, behavior management, internet and social media safety, Human trafficking, tools for parents to use at home, supports for Emergent Bilingual studnets, resources in the community, and homework support.

Strategy's Expected Result/Impact: Increased academic partnerships with families; Increased parent knowledge of state assessments, increased parent understanding of supporting students with at-home learning, increased student state assessment scores

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Counselor, Social Worker, Teachers

Problem Statements: Perceptions 1

Funding Sources: 215 - Title I, Part D, , 211 - Title I, Part A, , 461 - Campus Activity Fund, , 199 - General Fund,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Strategy 6

Support early literacy for Pre-Kindergarten students and families through programs such as Books and Bytes and Mo Bus campus visits.. Resources and home activities, including decodables, "Know it, Show it", and handwriting activities, will be shared to support literacy development. Families will be able to choose books at no cost to add to their child's home library and will be encouraged to read together for 15-20 minutes daily with monthly themed reading logs, incentives, and recognition for participation.

Strategy's Expected Result/Impact: Increased family engagement, Increased familiarity with school culture, Improved early literacy skills

Staff Responsible for Monitoring: Librarians

Problem Statements: Perceptions 1

Funding Sources: 211 - Title I, Part A,

Formative Reviews



Strategy 7 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Incorporate survey findings from the Leader In Me, Measurable Results Assessment, into the campus Family Engagement Plan.

Strategy's Expected Result/Impact: Increased parent involvement, stronger school-parent partnerships, satisfied families,
Increased percentage of students achieving academic and social emotional learning goals

Staff Responsible for Monitoring: Campus Admin Team, Campus Lighthouse Team, Teachers, Counselor

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

Funding Sources: 215 - Title I, Part D, , Student Materials, Parent Materials, Counselor Guidance Materials 211 - Title I, Part A, , 199 - General Fund,

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Strategy 8

Promote awareness and training for maintaining socially healthy relationships on campus, at home, and in our community environment through implementation of the 7 Habits and the Leader In Me.

Strategy's Expected Result/Impact: Increased social and emotional well being of students
Increased behavioral partnerships with families

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Social Worker, Teachers

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

Funding Sources: 211 - Title I, Part A,

Formative Reviews



Strategy 9

Increase the effectiveness of using surveys to gather parent feedback for the purpose of driving REAL Family Engagement in extracurricular activities and campus events.

Strategy's Expected Result/Impact: Increased participation in REAL Family Engagement extra-curricular activities and events.

Staff Responsible for Monitoring: Principals, Counselor, Light House Team

Problem Statements: Perceptions 1

Funding Sources: 215 - Title I, Part D, , 211 - Title I, Part A, , 199 - General Fund, , 263 - Title III, LEP,

Formative Reviews



Strategy 10

JJA will host Student-Led Conferences on October 27, 2025, and February 2, 2026, to engage parents in their child's academic progress. All students will share their academic, behavioral, and attendance progress as well as their goals, progress toward their goals, and action steps for meeting their goals.

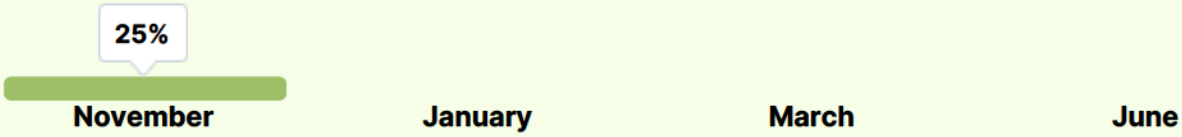
Strategy's Expected Result/Impact: Increased REAL Family Engagement, Increased Student Success

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Counselor, ACE Site Coordinator

Problem Statements: Perceptions 1

Funding Sources: 199 - General Fund, , 215 - Title I, Part D, , 211 - Title I, Part A,

Formative Reviews



Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	When students are faced with significant mental health or social emotional issues, school based resources are helpful, but sometimes additional supports are needed.	Necessary treatment is outside the scope of what can be provided in the general education classroom setting.
2	The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals.	Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.
3	There are missed opportunities to effectively address conflict, behavioral concerns, and social-emotional issues within the school setting.	Teachers and other school personnel need training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL to help empower them to address these issues.
4	The district closed our Social Worker FTE to maintain a balanced budget.	School district funding has decreased due to inflation and a lack of funding from state revenue.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics.	Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.
4	Effective systems for campus procedures, discipline management, and other operational areas are lacking, which limits consistency and efficiency across the school.	The leadership team is a new team and is lacking sufficient professional learning in creating and implementing effective systems, resulting in gaps in structures needed to ensure consistency and effectiveness.

Performance Objective 4

By June 2026, 100% of classroom teachers will implement weekly social and emotional learning lessons,

along with daily practices that support physical, mental, and emotional wellness.

Evaluation Data Source: Leader in Me Measureable Results Survey, Climate Survey, Teacher Anecdotal Notes, Counselor Anecdotal Notes

Strategy 1

Continue to increase awareness and community partnership through participation in campus service projects that promote interdependence and appreciation for all stakeholders.

Strategy's Expected Result/Impact: Increased community and parent awareness, support and involvement

Staff Responsible for Monitoring: Counselor, ACE Site Coordinator, Teachers

Problem Statements: School Processes & Programs 3

Funding Sources: 199 - General Fund,

Formative Reviews



Strategy 2

Promote awareness and training for maintaining socially healthy relationships on campus, at home, and in our community environment through engagement activities that educate all stakeholders on the processes of Leader In Me.

Strategy's Expected Result/Impact: Improved social and emotional well being of students and families

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Lighthouse Team, Counselor

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

Funding Sources: 199 - General Fund, , 211 - Title I, Part A, , 215 - Title I, Part D,

Formative Reviews



Strategy 3

Provide family-to-family, personal and small group family sessions as needed that facilitate positive family interactions and equip parents with resources to support appropriate behavior, enhance and extend learning in the home.

Strategy's Expected Result/Impact: Improved social and emotional well being of students and families

Staff Responsible for Monitoring: Principal, Lighthouse Team, Counselor

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

Funding Sources: 199 - General Fund, , 211 - Title I, Part A, , 461 - Campus Activity Fund,

Formative Reviews



Strategy 4

Consistently implement Social Emotional Learning time throughout the instructional week through utilization of the Leader In Me program during classroom lessons and Purposeful People through guidance lessons.

Strategy's Expected Result/Impact: Improved social and emotional well being of students

Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Team, Counselor, Teachers

Problem Statements: School Processes & Programs 1, 2, 3, 4

Funding Sources: 215 - Title I, Part D, , 211 - Title I, Part A, , 199 - General Fund, , 461 - Campus Activity Fund,

Formative Reviews



Strategy 5

Provide training to promote conflict resolution, bullying prevention, and healthy relationships through the use of classroom guidance lessons, character development programs, crisis prevention responsive services, Family engagement events, and school-wide awareness/ prevention activities such as Red Ribbon Week and Cyberbully Prevention.

Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior; Increased Parent Awareness of Tools to Support Social and Emotional Well Being;

Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of Special Education, Principal, Director of School and Student Support, Social Workers, Crisis Counselor, Counselor

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

Funding Sources: 211 - Title I, Part A, , 199 - General Fund,

Formative Reviews



Strategy 6

Form new partnerships with community organizations that provide resources to support physical, mental, and social-emotional wellness.

Strategy's Expected Result/Impact: Increased availability fo resources for staff, students and families

Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations; Director of School and Student Support, Counselor

Problem Statements: School Processes & Programs 1, 3, 4

Formative Reviews



Strategy 7

Continue the development of the 7 Habits of Highly Effective People/Happy Kids to maintain a strong campus environment with a focus on individual leadership and character traits.

Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Lighthouse Team and Counselor

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

Funding Sources: 211 - Title I, Part A, , 215 - Title I, Part D, , 199 - General Fund,

Formative Reviews



January

March

June

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	When students are faced with significant mental health or social emotional issues, school based resources are helpful, but sometimes additional supports are needed.	Necessary treatment is outside the scope of what can be provided in the general education classroom setting.
2	The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals.	Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.
3	There are missed opportunities to effectively address conflict, behavioral concerns, and social-emotional issues within the school setting.	Teachers and other school personnel need training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL to help empower them to address these issues.
4	The district closed our Social Worker FTE to maintain a balanced budget.	School district funding has decreased due to inflation and a lack of funding from state revenue.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics.	Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.
	Campus climate survey results indicate	Inconsistent teacher perceptions of

2	inconsistency in staff perceptions of support for managing student behavior. While the majority of staff feel "always" or "often" supported (23 responses), a notable portion (10 responses) reported feeling only "sometimes," "rarely," or "never" supported, highlighting a gap in consistent systems and resources for classroom behavior management.	support in managing student behavior stem from the lack of a clearly defined, campus-wide behavior management system, limited professional learning and coaching on proactive strategies, and uneven access to timely support when disruptive behaviors occur.
3	Campus climate survey results show mixed staff perceptions regarding the consistency and fairness of discipline policy implementation. While most staff responded "agree" or "strongly agree" (23 responses), a significant portion (10 responses) reported being neutral, disagreeing, or strongly disagreeing, indicating concerns with equitable and consistent application of discipline policies.	Concerns about the consistency and fairness of discipline policy implementation stem from unclear expectations, variability in teacher and administrator practices, and limited systems for monitoring and reinforcing consistent application of discipline procedures campus-wide.
4	Effective systems for campus procedures, discipline management, and other operational areas are lacking, which limits consistency and efficiency across the school.	The leadership team is a new team and is lacking sufficient professional learning in creating and implementing effective systems, resulting in gaps in structures needed to ensure consistency and effectiveness.

Goal 4 Implement Effective and Efficient Operations

Performance Objective 1

Joy James Academy of Leadership will continue to be fiscally responsible by implementing a zero-based budget that addresses identified needs in the campus comprehensive needs assessment while sustaining current programs such as Leader in Me by June 2026.

Evaluation Data Source: Leader in Me Budgeting plan

Strategy 1

Develop fundraising strategies and funding sources to support the continuation of Leader in Me.

Strategy's Expected Result/Impact: Increased funds to support campus initiatives

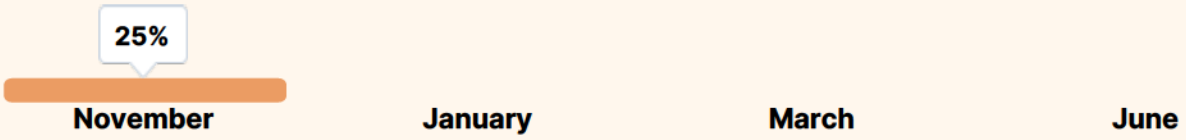
Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 3

Funding Sources: 211 - Title I, Part A, , 461 - Campus Activity Fund, , 199 - General Fund,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	There are missed opportunities to effectively address conflict, behavioral concerns, and social-emotional issues within the school setting.	Teachers and other school personnel need training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL to help empower them to address these issues.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

A safe and orderly learning environment will be established by ensuring that 100% of staff and students

are trained on safety policies, procedures, and protocols by June 2026.

Evaluation Data Source: ESC Random Intruder Audits, Weekly Exterior Door Sweep Checks, Internal Safety Audit (Texas School Safety Center), External Safety Audit (Empowered Actions) that include Student, Staff, and Parent Surveys, Campus Drill Evaluation Forms, Threat Assessment Logs (Skyward),

Strategy 1

Review, revise, and regularly conduct safety drills, including fire drills, lockdown drills, shelter-in-place drills, and parent reunification drills according to the safety timeline to ensure that all staff, students, and parents are familiar with emergency procedures. Evaluate the effectiveness of these drills and make necessary adjustments based on feedback and observations.

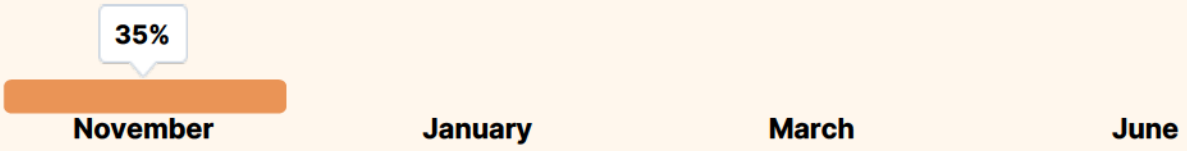
Strategy's Expected Result/Impact: Improved the overall school safety for students, staff, and visitors, clear and concise communication to all stakeholders

Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations, CISD Police Department, Principal, Safety and Security Coordinator, Assistant Principal

Problem Statements: Perceptions 4

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Implement student, staff, and parent surveys to collect valuable feedback about the safety measures and protocols that are currently in place as is required by TEC.37.108.

Strategy's Expected Result/Impact: Feedback collected to address concerns

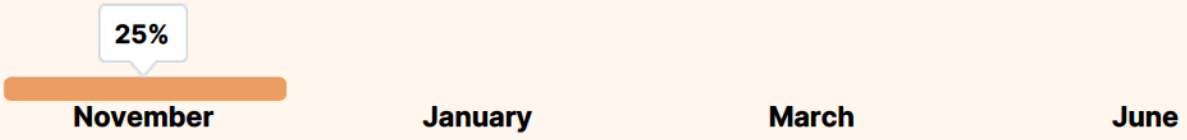
Staff Responsible for Monitoring: Principal, Safety and Security Coordinator, Assistant Principal, School Police Officer

Problem Statements: Perceptions 4

Funding Sources: 199 - General Fund,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 3

Enhance the school's ability to be more proactive when preventing and responding to threats, ensuring a safe and secure learning environment, as evidenced by the timely identification and appropriate management of potential threats, a reduction in incidents of violence or harm, and increased confidence among students, staff, and parents in the school's safety measures.

Strategy's Expected Result/Impact: Improved student, staff, and parent communication before, during, and after an emergency crisis

Staff Responsible for Monitoring: Principal, Safety and Security Coordinator, Assistant Principal, School Police Officer

Problem Statements: Perceptions 4

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 4

Continue to implement the campus discipline management plan, which is aligned with the district discipline management plan outlined in the Student Code of Conduct, including prevention of and education concerning bullying, unwanted physical or verbal aggression on school grounds, and in school vehicles in accordance with EC.11.252 and TEC37.083.

Strategy's Expected Result/Impact: Improved student behavior

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

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

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 5

Review, monitor, and train the Safe and Supportive School Teams on Threat Assessment protocols and adhere to the parental notification procedures related to suicide prevention, self-

harm and other maltreatment of children.

Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), safe and secure campuses and facilities

Staff Responsible for Monitoring: Safe and Supportive School Staff

Problem Statements: Perceptions 4

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 6

Collect, review, and incorporate data collected from the teacher threat assessment questionnaire and the parent interview into the overall threat assessment process.

Strategy's Expected Result/Impact: Decreased number and severity of threat assessments, more proactive communication with staff and parents

Staff Responsible for Monitoring: Director of School and Student Support, Principal, Assistant Principal, Counselor

Problem Statements: School Processes & Programs 1

Title I:

Formative Reviews



Strategy 7

JJA will maintain safety measures which will be assessed by ESC11 on site this fall by conducting an External Safety Audit that is a TEA requirement every three years.

Strategy's Expected Result/Impact: Safe Schools for Students, Staff, and Visitors; Proactive Preparation for Emergency Situations

Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, Principal, Assistant Principal, Safety and Security Coordinator, Campus Police Officer

Problem Statements: Perceptions 4

Funding Sources: 199 - General Fund,

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	When students are faced with significant mental health or social emotional issues, school based resources are helpful, but sometimes additional supports are needed.	Necessary treatment is outside the scope of what can be provided in the general education classroom setting.
2	The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals.	Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.
3	There are missed opportunities to effectively address conflict, behavioral concerns, and social-emotional issues within the school setting.	Teachers and other school personnel need training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL to help empower them to address these issues.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Campus climate survey results indicate inconsistency in staff perceptions of support for managing student behavior. While the majority of staff feel "always" or "often" supported (23 responses), a notable portion (10 responses) reported feeling only "sometimes," "rarely," or "never" supported, highlighting a gap in consistent systems and resources for classroom behavior management.	Inconsistent teacher perceptions of support in managing student behavior stem from the lack of a clearly defined, campus-wide behavior management system, limited professional learning and coaching on proactive strategies, and uneven access to timely support when disruptive behaviors occur.

3	Campus climate survey results show mixed staff perceptions regarding the consistency and fairness of discipline policy implementation. While most staff responded "agree" or "strongly agree" (23 responses), a significant portion (10 responses) reported being neutral, disagreeing, or strongly disagreeing, indicating concerns with equitable and consistent application of discipline policies.	Concerns about the consistency and fairness of discipline policy implementation stem from unclear expectations, variability in teacher and administrator practices, and limited systems for monitoring and reinforcing consistent application of discipline procedures campus-wide.
4	Effective systems for campus procedures, discipline management, and other operational areas are lacking, which limits consistency and efficiency across the school.	The leadership team is a new team and is lacking sufficient professional learning in creating and implementing effective systems, resulting in gaps in structures needed to ensure consistency and effectiveness.

Performance Objective 3

Joy James Academy of Leadership will utilize multi-tiered systems of support (MTSS) to ensure that the social emotional needs of students are met and will be measured by completion of quarterly meetings for both academics and behavior throughout the 2025-2026 school year

Evaluation Data Source: Behavior and Counseling Data; Panorama Data

Strategy 1

Monitor the implementation of Social Emotional Learning (SEL) time and Tier 1 lessons at the campus.

Strategy's Expected Result/Impact: Reduce discipline referrals; Meet requirements for bullying instruction

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

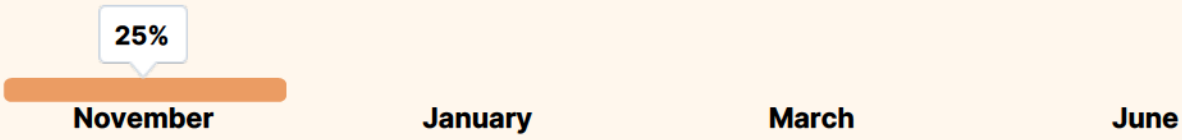
Problem Statements: School Processes & Programs 2, 3 - Perceptions 2, 3, 4

Funding Sources: 199 - General Fund, , 211 - Title I, Part A,

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2 ☑ Results Driven Accountability

The Director of School and Student Support and the Stronger Connections Grant Coordinator will meet monthly with campus administrators to review data identifying general education and special education students in need of MTSS support for behavior and to review interventions that are currently in place.

Strategy's Expected Result/Impact: Reduction in discipline referrals, related threat assessments, and reactive counseling services

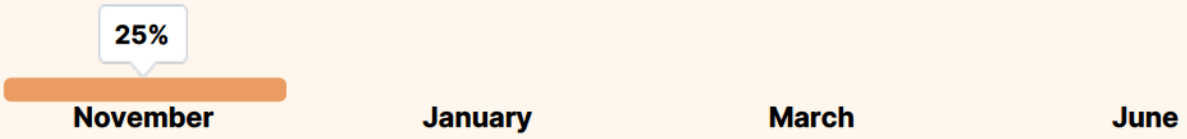
Staff Responsible for Monitoring: Director of School and Student Support, Special Programs Coordinator 504/MTSS, Crisis Counselors, Counselor

Problem Statements: Demographics 1

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 3

JJA will implement the universal screener three times per year to determine students in need of behavior and Social-Emotional Learning (SEL) support along with discussing and identifying needed targeted interventions and support in 100% of MTSS meetings.

Strategy's Expected Result/Impact: Reduction in discipline referrals, related threat assessments and reactive counseling services

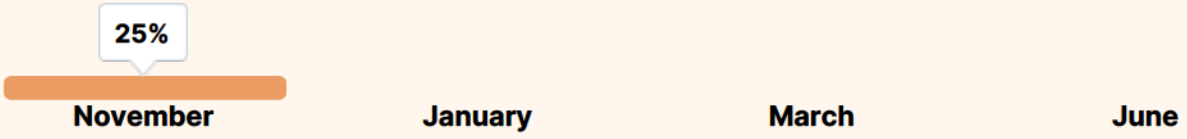
Staff Responsible for Monitoring: Director of School and Student Support, Special Programs Coordinator 504/MTSS, Crisis Counselors, Principal, Assistant Principal, Campus Academic Leader, Counselor, Teachers

Problem Statements: School Processes & Programs 1, 3

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 4

Incorporate Tier 1 Behavior Management into data walk forms and provide feedback and teacher assistance as necessary through coaching plans and feedback from administrators.

Strategy's Expected Result/Impact: Reduction in discipline referrals, related threat assessments and reactive counseling services

Staff Responsible for Monitoring: Director of School and Student Support, Principal, Assistant Principal, Counselor, Teachers

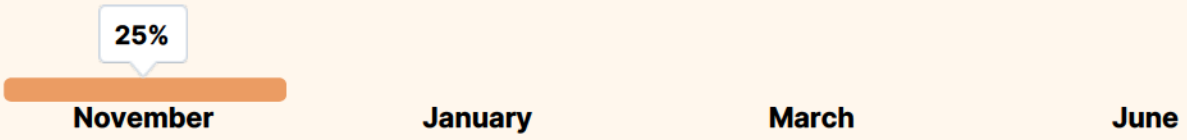
Problem Statements: School Processes & Programs 3 - Perceptions 2, 3, 4

Funding Sources: 211 - Title I, Part A, , 199 - General Fund,

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Strategy 5

Increase the effectiveness of Tier III behavior intervention plans by monitoring the implementation and support through the use of MTSS trackers, Panorama, and associated Special Education referrals.

Strategy's Expected Result/Impact: Improved student behavior

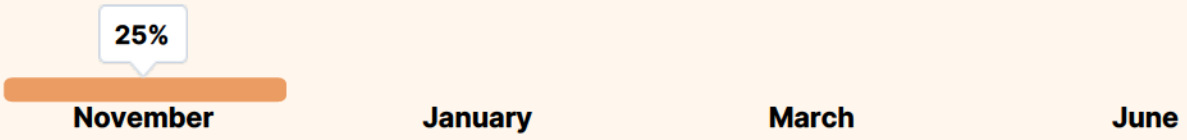
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Counselor, Teachers

Problem Statements: Perceptions 4

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 6

Ensure 100% of Skyward student records accurately show disciplinary removals, attendance records including students who receive outside services, and report cards.

Strategy's Expected Result/Impact: Increased Accuracy of Skyward Records

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Management Secretary, Attendance Clerk, Teachers

Problem Statements: Demographics 2 - Perceptions 4

Formative Reviews



Strategy 7

Implement systems to identify high risk students and monitor their emotional well being as well as provide support to parents with learning opportunities that develop awareness.

Strategy's Expected Result/Impact: Increased safety and well rounded support for students' emotional health and development

Staff Responsible for Monitoring: Counselor, Campus Admin

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

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The number of students identified as needing special education services exceeds the state average (25.2% according to 2023-24 TAPR) and continues to trend upward.	While JJA houses the self-contained special education classrooms for the district, there is a need to implement consistent MTSS screeners to be able to accurately monitor student strengths/ weaknesses on crucial skills and intervene immediately.

2	According to the 2023-24 TAPR Report, the campus attendance rate is below 95%. The preliminary attendance rate for 2024-25 school year is below 95%.	Families lack a thorough understanding of the short and long term effects of poor attendance and often do not realize how many days their child has missed.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	When students are faced with significant mental health or social emotional issues, school based resources are helpful, but sometimes additional supports are needed.	Necessary treatment is outside the scope of what can be provided in the general education classroom setting.
2	The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals.	Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.
3	There are missed opportunities to effectively address conflict, behavioral concerns, and social-emotional issues within the school setting.	Teachers and other school personnel need training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL to help empower them to address these issues.
4	The district closed our Social Worker FTE to maintain a balanced budget.	School district funding has decreased due to inflation and a lack of funding from state revenue.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics.	Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.
2	Campus climate survey results indicate inconsistency in staff perceptions of support for managing student behavior. While the majority of staff feel "always" or "often" supported (23 responses), a notable portion (10 responses) reported	Inconsistent teacher perceptions of support in managing student behavior stem from the lack of a clearly defined, campus-wide behavior management system, limited professional learning and coaching on proactive strategies, and

	feeling only "sometimes," "rarely," or "never" supported, highlighting a gap in consistent systems and resources for classroom behavior management.	uneven access to timely support when disruptive behaviors occur.
3	Campus climate survey results show mixed staff perceptions regarding the consistency and fairness of discipline policy implementation. While most staff responded "agree" or "strongly agree" (23 responses), a significant portion (10 responses) reported being neutral, disagreeing, or strongly disagreeing, indicating concerns with equitable and consistent application of discipline policies.	Concerns about the consistency and fairness of discipline policy implementation stem from unclear expectations, variability in teacher and administrator practices, and limited systems for monitoring and reinforcing consistent application of discipline procedures campus-wide.
4	Effective systems for campus procedures, discipline management, and other operational areas are lacking, which limits consistency and efficiency across the school.	The leadership team is a new team and is lacking sufficient professional learning in creating and implementing effective systems, resulting in gaps in structures needed to ensure consistency and effectiveness.

Performance Objective 4

Joy James will implement retention strategies to increase the teacher retention rate by 2% by June 2026.

Evaluation Data Source: Retention Rates. Mentoring and Coaching Plans, Staff Climate Survey, Staff MRA data

Strategy 1

Provide teachers with leadership opportunities to maintain a strong culture that values shared vision and shared leadership.

Strategy's Expected Result/Impact: Maintenance of a strong campus culture and high teacher morale

Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, Principal

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

Funding Sources: 215 - Title I, Part D, , 211 - Title I, Part A, , 199 - General Fund,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



January March June

Strategy 2

Increase substitute fill rates using a campus developed plan to prevent the cancellation of PLCs and added burdens on teammates that cover during absences

Strategy's Expected Result/Impact: Increased substitute fill rate

Staff Responsible for Monitoring: Assistant Principal, Principal

Problem Statements: Perceptions 4

Funding Sources: 199 - General Fund,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



January March June

Strategy 3

Continue a coaching model that includes the assignment of a coach to new teachers and other teachers as needed and establish a mentorship program to provide social/emotional support and collaboration for new teachers.

Strategy's Expected Result/Impact: Improved instructional quality, increased capacity of teachers, increased teacher retention, improved student achievement and engagement

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Instructional Coaches, Teachers

Problem Statements: School Processes & Programs 6 - Perceptions 4

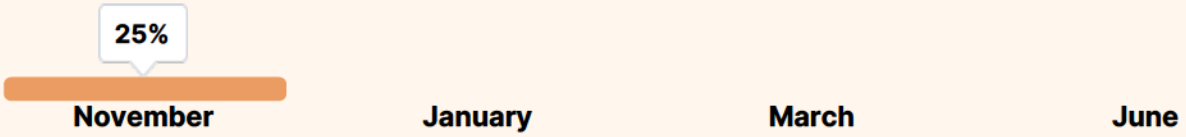
Funding Sources: 199 - General Fund, , 215 - Title I, Part D, , 211 - Title I, Part A,

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals.	Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.
6	Tier 1 instruction needs improvement across the campus.	All administrators and coaches need training on providing teachers with actionable feedback.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Campus climate survey results indicate inconsistency in staff perceptions of support for managing student behavior. While the majority of staff feel "always" or "often" supported (23 responses), a notable portion (10 responses) reported feeling only "sometimes," "rarely," or "never" supported, highlighting a gap in consistent systems and resources for classroom behavior management.	Inconsistent teacher perceptions of support in managing student behavior stem from the lack of a clearly defined, campus-wide behavior management system, limited professional learning and coaching on proactive strategies, and uneven access to timely support when disruptive behaviors occur.
3	Campus climate survey results show mixed staff perceptions regarding the consistency and fairness of discipline policy implementation. While most staff responded "agree" or "strongly agree" (23 responses), a significant portion (10 responses) reported being neutral, disagreeing, or strongly disagreeing, indicating concerns with equitable and consistent application of discipline policies.	Concerns about the consistency and fairness of discipline policy implementation stem from unclear expectations, variability in teacher and administrator practices, and limited systems for monitoring and reinforcing consistent application of discipline procedures campus-wide.
4	Effective systems for campus procedures, discipline management, and other operational areas are lacking, which limits consistency and efficiency across the school.	The leadership team is a new team and is lacking sufficient professional learning in creating and implementing effective systems, resulting in gaps in structures needed to ensure consistency and effectiveness.