LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Leonel Castillo Early Childhood STEM Academy -Campus Improvement Plan 2025/2026

Pride in what we do. Courage in how we do it. Determination to get it done.

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Date Reviewed:

Date Approved:

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY Site Base

Name	Position
Zepeda, Axinia	Campus Administrator
Suarez, Virginia	Campus Manager
Acevedo, Vanessa	Teacher
Lechuga, Arcenia	Paraprofessional
Chargois, Alexandria	Parent
Sotelo, Evelyn	Parent
Salinas, Mario	Community Member: Pct. 2
Torres, Stephanie	Community Member
Miranda, Angie	Executive Director of Federal and State Compliance
Martinez, Pablo	Data Quality Manager

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Mission

Leonel Castillo Early Childhood STEM Academy will provide a high-quality academic, social, and emotional environment, to help our children develop the necessary skills to become critical thinkers and lifelong learners.

Vision

At Castillo STEM we instill pride in what we do, courage in how we do it, and determination to get it done! Leonel Castillo Early Childhood STEM Academy is committed to offer our students' academic excellence in a nurturing environment where school, families, and community come together to share the responsibility for the success of the whole child. Leonel Castillo Early Childhood STEM Academy will celebrate the uniqueness of each student, as we focus on the growth of each child. Our vision is built upon Leonel Castillo's legacy of pride, courage, and determination.

Nondiscrimination Notice
LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment Narrative

The campus leadership team at Leonel Castillo Early Childhood STEM Academy engaged in a collaborative and systematic Comprehensive Needs Assessment (CNA) process during the spring of 2025. This process was essential in identifying strengths, challenges, and focus areas to inform the development of the 2025–2026 Campus Improvement Plan (CIP).

The CNA began on May 15, 2025, with a leadership team meeting that included introductions, a review of the CNA timeline, and a discussion of expectations. The purpose of the CNA was emphasized to use multiple data sources to develop a shared understanding of campus needs and establish priorities for the upcoming school year.

To help identify these needs, the team used a variety of data sources:
- Student Achievement (Circle Assessment, Progress Monitoring, Report Cards)
- Demographics (Enrollment, Homeless Students, Economically Disadvantaged, ELs, Special Pops)
- School Culture and Climate (Surveys from Staff, Students, and Parents)
- Attendance and Discipline Reports
- Parent Participation Sign In sheets
- Staff Quality and Turnover Feedback
- Curriculum and Instruction (Teaching Strategies, Professional Development Plans)
- Technology (Inventory and Application Use)
- Teacher and Parent Interviews
- Classroom Walkthroughs
- Master Schedule and Bell Schedules

At the second CNA meeting held on May 25, 2025, the leadership team categorized data into strengths and problem areas. The discussion focused on identifying patterns in data across all domains. The principal facilitated a root cause analysis, helping the team arrive at consensus around critical campus needs. This information was then prioritized to determine the most pressing focus areas for the upcoming school year.

Key Findings and Prioritized Focus Areas

Strengths Identified:
- Strong staff culture and quality
- Attendance improvements
- Homeless student support systems
- Staff, student, and family survey feedback
- Classroom walkthrough participation
- Parent engagement in events

Weaknesses Identified:
- Limited professional development in core content and SEL
- Parent participation in decision-making
- Gaps in curriculum, especially in phonics and small group instruction
- Lack of consistent communication systems and procedures
- Insufficient technology access and instructional integration
- Inequitable field experiences and enrichment opportunities

Three Major Areas of Focus for 2025–2026
1. Student Achievement in Reading & Math:

Targeted support is needed in early literacy and numeracy development through aligned curriculum, field experiences, and progress monitoring.

2. Family Engagement:
While events are well attended, the school will deepen partnerships and increase family voice in school planning and learning opportunities.

3. Culture and Climate:
Improvements will focus on behavior expectations, systems and procedures, safety, and building a more connected school environment.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

PEIMS data

Demographics Strengths

Leonel Castillo ECC has a diverse population of students, including three classrooms that provide instruction in Spanish.
Leonel Castillo adopted an Early Exit Transitional Bilingual Program to adequately serve our students. Currently, LCEC serves students under the special education umbrella.
Because the district provides universal screening for gifted and talented at the kinder level, students are not identified until the end of the school year.

Demographics Weaknesses

The majority Castillo PreK students enroll without any prior school experience. Castillo students need rigorous teaching in writing across the curriculum.

Demographics Needs

Continued Professional Development to target all ELPS for our Emergent Bilingual students.
Professional Development to implement strong English oral language development for all Emergent Bilingual students.
Professional Development to effectively implement the PreK curriculum (Teaching Strategies)
Professional Development on how to effectively internalize lessons.

Demographics Summary

Leonel Castillo serves a diverse population of students that includes emergent bilinguals being served in bilingual (Spanish) classrooms. Leonel Castillo will continue to provide support and development in order for teachers to better serve this diverse population, specifically in the area of small group instruction.

Student Achievement

Comprehensive Needs Assessment

Student Achievement Data Sources

Attendance Data
Classroom Walkthrough Data
Curriculum Based Assessments
District Benchmark Data
Formative Assessments
iReady
TELPAS
TTESS

Student Achievement Strengths

Leonel Castillo ECC has demonstrated gradual and consistent student growth from beginning- to end-of-year benchmarks, particularly in PK students' vocabulary and numeracy skills as reflected in CIRCLE data. Teachers actively engaged parents through training sessions, providing families with resources and manipulatives to support learning at home. The implementation of curriculum-based assessments (CIRCLE, iReady, DIBELS) has enabled staff to track progress and adjust instruction to meet student needs.

Student Achievement Weaknesses

Despite progress, significant gaps remain in phonics skills, phonemic awareness, decoding, and word reading, especially for kindergarten students. Data reveal inconsistencies in student performance across platforms (e.g., iReady vs. TX-KEA). Additionally, science and social studies instruction lacks dedicated focus in daily schedules, and PK math instruction is not as robust as literacy. Student attendance, particularly in PK, remains a challenge, impacting instructional continuity and achievement outcomes.

Student Achievement Needs

Leonel Castillo ECC needs a targeted approach to phonics instruction across PK and KG, including supplemental resources and blended learning platforms (e.g., SplashLearn, Ready Rosie). Teachers require ongoing professional development across all content areas (Reading, Math, Science, Social Studies, SEL) to enhance instructional practices. Field experiences (field trips) aligned to curriculum standards are needed to provide authentic, real-world learning opportunities. Additionally, improved progress monitoring systems and intentional focus on attendance incentives will help sustain achievement growth.

Student Achievement Summary

Comprehensive Needs Assessment

Overall, student achievement at Leonel Castillo ECC is trending positively, with evidence of academic gains from BOY to EOY assessments. While strengths include parent engagement, use of curriculum-aligned assessments, and instructional commitment to core content, there are notable areas for improvement. To meet students' academic potential, the campus will address phonics deficits, ensure equitable instruction across all core subjects, enrich instruction through field experiences, and implement strategies to improve daily attendance.

School Culture and Climate

School Culture and Climate Data Sources

Attendance Data
Classroom Walkthrough Data
Discipline Data
Survey Data

School Culture and Climate Strengths

Leonel Castillo ECC has established a nurturing, family-like atmosphere that is consistently reinforced by strong, stable leadership. Teachers and staff have embraced campus-wide expectations, resulting in improved systems and a positive environment. Parents value opportunities to participate in school activities, including programs, family nights, and volunteer roles. Staff appreciation efforts, such as the weekly newsletter recognitions and lounge amenities, have supported morale. The adoption of a school mascot and increased school spirit have helped foster a sense of belonging for students, families, and staff.

School Culture and Climate Weaknesses

While school culture has improved, there are lingering challenges related to staff turnover and onboarding new staff into the campus culture. Communication with families, particularly about school policies and procedures, has been inconsistent. Some families continue to misunderstand expectations, perceiving the school more as a daycare than an early childhood academic environment. Additionally, a comprehensive SEL program is still emerging, with varying degrees of classroom implementation and staff comfort levels.

School Culture and Climate Needs

Leonel Castillo ECC needs to establish clear, campus-wide systems for communicating expectations to families, including an updated School Family Handbook and parent

School Culture and Climate Needs (Continued)

orientation programs. Professional development for staff on SEL strategies is needed to ensure consistency across classrooms and improve student self-regulation skills. Enhanced safety protocols and signage are also required to promote a safe and secure environment. Building parent trust and reinforcing the school's identity as a learning institution will help cultivate a stronger school culture moving forward.

School Culture and Climate Summary

The school culture and climate at Leonel Castillo ECC reflect meaningful progress toward building a welcoming, inclusive, and positive environment for students, families, and staff. Key strengths include active parent involvement, strong leadership, and a commitment to fostering a caring community. However, the campus must continue to address gaps in communication, clarify schoolwide expectations, embed SEL practices into daily routines, and strengthen campus safety systems. With these improvements, the school can further cultivate a culture where all stakeholders feel valued, connected, and supported.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Survey Data

Staff Quality, Recruitment and Retention Strengths

Leonel Castillo ECC benefits from a dedicated and passionate staff who embrace the school's mission of nurturing young learners. Staff consistently go above and beyond to support both student academic and social-emotional growth. A positive staff culture is fostered through recognition in the weekly principal's newsletter, staff appreciation events, and opportunities for teacher voice in decision-making. Professional learning opportunities throughout the year help staff improve practice and foster collaboration.

Staff Quality, Recruitment and Retention Weaknesses

Recruitment and retention remain challenges due to a competitive early childhood job market and the unique demands of serving a Title I early learning environment. The school has experienced turnover, which impacts continuity of instruction and campus culture. New staff require more robust onboarding and mentorship to acclimate them quickly to expectations and campus systems. Professional development opportunities are currently stronger in literacy but less comprehensive in math, science, social studies, and SEL.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

The campus must prioritize proactive recruitment of high-quality, certified early childhood educators, particularly bilingual teachers, to meet the needs of its diverse learners. A formal mentorship program for new teachers is needed to ensure successful onboarding and retention. Consistent, comprehensive professional development in all content areas (literacy, numeracy, science, social studies, SEL) will help staff feel supported and prepared. Additional efforts to promote staff wellness and work-life balance could also contribute to higher retention rates.

Staff Quality, Recruitment and Retention Summary

Leonel Castillo ECC's staff are its greatest asset, providing dedicated service to students and families in a warm, supportive environment. While strengths include staff commitment, a positive school culture, and growing professional development opportunities, challenges remain in recruiting and retaining qualified educators, onboarding new staff effectively, and ensuring comprehensive PD across disciplines. The school will continue to invest in recruitment, onboarding, coaching, and professional learning to ensure all staff are prepared to meet student needs and feel valued as members of the Castillo community.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Classroom Walkthrough Data
Curriculum Based Assessments
District Based Assessments
District Benchmark Data
Formative Assessments
iReady
Survey Data
TELPAS
TTESS

Curriculum, Instruction and Assessment Strengths

Leonel Castillo ECC provides a developmentally appropriate, play-based instructional approach anchored in district-approved curricula such as Teaching Strategies for PK and Eureka Math and Amplify for Kindergarten. Teachers benefit from campus-wide structures for lesson planning, including weekly planning time, access to district pacing guides, and opportunities for data reflection. Instructional practices increasingly incorporate small group learning and individualized supports aligned to assessment data, and the

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

campus has prioritized early literacy and language acquisition strategies in PK classrooms.

Curriculum, Instruction and Assessment Weaknesses

Although instructional planning structures have improved, there are still gaps in the consistency and quality of curriculum implementation, particularly in phonics, math, science, social studies, and SEL content areas. Teachers do not feel that Teaching Strategies for PK is heavily weighted toward literacy, leaving a need for stronger literacy component as well as math and science components. Small group instruction is not always differentiated effectively, and assessments like CIRCLE, DIBELS, and iReady reveal variability in student outcomes. Lesson internalization practices vary across grade levels and among individual teachers, though teachers have become accustomed to a weekly team planning day.

Curriculum, Instruction and Assessment Needs

Leonel Castillo ECC must strengthen instructional delivery across all content areas, ensuring teachers have the resources and training needed to implement a balanced curriculum. Additional manipulatives, science materials, and SEL frameworks are needed to support more engaging, rigorous lessons. A more structured approach to lesson internalization and data-driven small group planning will ensure alignment with student needs. The campus would benefit from increased progress monitoring cycles and a review of curriculum resources to ensure they address Kindergarten readiness expectations comprehensively.
Lastly, the campus must explore adopting a completely new curriculum for PK that targets all content areas or selecting an additional resource that offers a strong phonics and literacy foundation, and provides small group, skill-based instruction clearly aligned to the Texas Prekindergarten Guidelines and the CIRCLE Assessment.

Curriculum, Instruction and Assessment Summary

Curriculum, instruction, and assessment at Leonel Castillo ECC are supported by district-aligned programs, intentional planning structures, and a focus on literacy development. The school’s strengths include a play-based approach to early learning and the use of multiple assessment tools to monitor growth. To build upon this foundation, the campus will address the need for a more comprehensive curriculum that balances all subject areas, deepen lesson internalization practices, strengthen small group differentiation, and enhance instructional rigor to support student success and Kindergarten readiness.
As part of this effort, the campus will also evaluate options for a more comprehensive, developmentally appropriate PK curriculum that explicitly targets phonics, literacy, math, science, social studies, SEL, and differentiated small group instruction aligned with the Texas Prekindergarten Guidelines.

Family and Community Involvement

Comprehensive Needs Assessment

Family and Community Involvement Data Sources

Survey Data

Family and Community Involvement Strengths

Leonel Castillo ECC has developed strong relationships with families through multiple channels of engagement. The school boasts 100% family connectivity on Class Dojo, ensuring frequent communication and transparency. Events such as Meet the Teacher, Open House, Parent Conferences, the Thanksgiving Feast, and Family Nights have drawn active parent participation. Community partnerships such as the Children's Museum and the Gonzalez family's gift giveaway, have further enriched family involvement and helped promote a sense of shared responsibility for student success.

Family and Community Involvement Weaknesses

Despite these strengths, challenges persist in establishing consistency in communication across all classrooms, particularly regarding newsletters and updates. Some families still lack clarity about school systems and expectations, which can contribute to misunderstandings about the school's academic mission versus a daycare perception. Certain family events are limited by space or timing constraints, preventing broader participation. Additionally, parent leadership structures like PTO remain in early stages of development and need further cultivation to become fully effective.

Family and Community Involvement Needs

Leonel Castillo ECC can improve communication consistency by standardizing newsletter templates and uploads to Dojo. The campus needs to provide clear orientation opportunities at the beginning of the year to ensure that families understand school systems (Meet the Teacher and Open House), procedures, and expectations. Expanding the variety and timing of family involvement opportunities, including more Family Nights and monthly Family Projects, would encourage deeper engagement.
The school should also proactively cultivate parent leadership and ownership through a revitalized PTO structure and create new opportunities for families to partner with teachers in supporting academic learning at home. Strengthening community partnerships with local organizations will continue to expand enrichment opportunities for students and families.

Family and Community Involvement Summary

Family and community involvement at Leonel Castillo ECC is characterized by strong foundational engagement, highlighted by enthusiastic parent participation in school events and consistent use of communication platforms like Class Dojo. The school has built meaningful community partnerships that enhance the student and family experience. To further strengthen this area, the campus will focus on ensuring clear, consistent communication, clarifying expectations, expanding engagement opportunities, developing a

Family and Community Involvement Summary (Continued)

more formalized PTO, and deepening partnerships with local organizations to foster a thriving, collaborative school community.

School Context and Organization

School Context and Organization Data Sources

Attendance Data
Classroom Walkthrough Data
Discipline Data
Survey Data

School Context and Organization Strengths

Leonel Castillo ECC benefits from a strong sense of identity and community despite being a small early childhood campus. Clear leadership and staff commitment to a nurturing, family oriented environment have helped establish a positive tone for the school. The school has adopted consistent arrival and dismissal procedures, communication systems (e.g., Class Dojo), and operational routines that contribute to a safe and organized environment for students and families. The administrative team fosters a collaborative atmosphere where staff feel their voices are heard in decision-making processes and supports staff social and emotional wellbeing through the Conscious Discipline mindset.

School Context and Organization Weaknesses

While many systems and structures were put in place by the new leadership/principal, they are not always clearly interpreted by families, leading to misunderstandings about expectations and procedures. The transition of some families from seeing the campus as a daycare to an academic environment is still a work in progress. Operational processes such as visitor sign-in/out procedures and space constraints during large events need improvement to maximize efficiency and ensure a safe, welcoming atmosphere. Additionally, onboarding processes for new staff could be more formalized to ensure alignment to campus systems and expectations.

School Context and Organization Needs

The campus must develop and disseminate a clear, updated School Family Handbook that outlines systems, procedures, expectations, and the school’s instructional mission. Formal orientation sessions at the beginning of the year (either in the summer or during meet the teacher) for both families and staff will ensure that all stakeholders are familiar

School Context and Organization Needs (Continued)

with school routines and cultural expectations. Operational improvements, such as a digital kiosk for visitor and tardy sign-in/out and clearer safety signage around campus, are needed to support efficient and safe daily operations. Ongoing communication, training, and monitoring will ensure that systems and procedures are consistently followed by all stakeholders.

School Context and Organization Summary

Leonel Castillo ECC's school context and organization reflect a nurturing, structured environment with clear operational routines and a strong sense of community. The school has made significant progress in establishing consistent systems that promote safety, efficiency, and a family friendly atmosphere. Moving forward, the campus will prioritize improvements in communication and onboarding, ensure all stakeholders understand and embrace the school's instructional focus, and refine operational procedures and tools to support a high-quality early childhood learning environment where families, staff, and students thrive.

Technology

Technology Data Sources

Classroom Walkthrough Data
Survey Data

Technology Strengths

Leonel Castillo ECC has made strides in integrating technology to support teaching and learning. Every classroom is equipped with an i3B touch board, and teachers use these interactive tools to deliver engaging instruction. The campus maintains a small set of iPads and laptops to support classroom activities, and teachers are proficient in using Class Dojo for communication with families. Technology resources are integrated into intervention and blended learning efforts, laying a foundation for personalized instruction.

Technology Weaknesses

Despite these strengths, several technology-related challenges persist. Teacher laptops are outdated, inconsistent in brand and system, and many devices are no longer fully compatible with the interactive whiteboards. Kindergarten students lack developmentally appropriate devices for digital testing and blended learning, and PK students do not have sufficient iPads to support intervention activities. The limited number of apps and platforms available also constrains teachers' ability to fully integrate technology in

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

differentiated instruction. Additionally, the school lacks operational technology tools such as a document camera in every classroom, a digital sign-in kiosk, and consistent wireless connectivity to classroom boards.

Technology Needs

Leonel Castillo ECC needs to upgrade outdated teacher laptops and standardize device platforms to ensure seamless use of instructional technology tools like i3B boards. PK classrooms need additional iPads with educational apps, and Kindergarten classrooms require touch-screen devices to facilitate assessments and intervention programs. The school requires document cameras in every classroom to improve instructional modeling and student engagement.
Operational technology tools, including a parent kiosk for check-in/check-out, and enhanced security measures such as a camera doorbell system, are needed to improve campus efficiency and safety. The purchase of a poster machine and laminating machine would further support instructional practices by enabling teachers to create high-quality, durable learning materials and anchor charts.

Technology Summary

Technology at Leonel Castillo ECC is a growing strength, with interactive tools like i3B boards and blended learning platforms beginning to support personalized instruction. While the foundation is in place, the campus must address outdated equipment, inconsistent device access, and insufficient instructional and operational technology resources. By investing in updated teacher devices, student-friendly tools, classroom technology enhancements, and operational equipment, the school will improve instructional delivery, support differentiated learning, and strengthen safety and efficiency campus-wide.

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 1. (Student Achievement) Student Achievement

Objective 1. (Close Learning Gaps) Close achievement gaps in foundational literacy and math for PK and KG students: Target student learning gaps in literacy and math by implementing small group instruction, phonics programs, and differentiated supports aligned to assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement small group phonics-based instruction using Kickstart Literacy, Reading A-Z, and Ready Rosie. (Target Group: All,ECD,BI,ESL,EB,SPED,GT,AtRisk,Dys,504, PRE K,K) (Strategic Priorities: 2,4) (ESF: 4,5)	Principal, Special Ed Teachers, Teacher(s)	Aug 2025 – May 2026	(F)Stronger Connections Grant, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)Local Funds, (S)SPED Funding	Criteria: Lesson Plans, Walkthrough Feedback, Student Progress Reports
2. Implement supports for Emergent Bilingual students in classes with Sheltered Instruction (Title I SW Elements: 2.5,2.6) (Target Group: BI,ESL,Migrant,EB,AtRisk,PRE K,K) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.2,5.3,5.4)	Bilingual ESL Director, Teacher(s)	Aug 2025 – May 2026	(F)Stronger Connections Grant, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)Local Funds, (S)State Compensatory	Criteria: Increase in TELPAS Scores PD/coaching opportunities for teachers on Sheltered Instruction
3. Increase student to student discourse to help support students language acquisition needs. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Teacher(s)	Aug 2025 – May 2026	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)Local Funds, (S)SPED Funding, (S)State Compensatory	Criteria: Increase in TELPAS Scores PD/coaching opportunities for teachers on Kagan Strategies
4. Provide a Teacher Assistant for the Kindergarten classroom to support students in the IAT and SPED umbrella. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: SPED,GT,AtRisk,Dys,504,K) (Strategic Priorities: 2,4) (ESF: 4,5)	Principal, Special Ed Teachers, Special Education Director	August 2025-May 2026	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (S)GT Allotment, (S)Local Funds, (S)SPED Funding, (S)State Compensatory	
5. Weekly read-alouds and comprehension routines to develop oral language and vocabulary. (Target Group: All)	Principal, Teacher(s)	Aug 2025 – May 2026	(F)Stronger Connections Grant, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)Local Funds, (S)SPED Funding, (S)State Compensatory	
6. Conduct ongoing student progress monitoring aligned to iReady, DIBELS, and CIRCLE checkpoints. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)	Principal, Special Ed Teachers, Teacher(s)	Aug 2025 – May 2026	(F)Stronger Connections Grant, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)GT Allotment, (S)Local Funds,	Criteria: Data Reports, RtI Documentation

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 1. (Student Achievement) Student Achievement

Objective 1. (Close Learning Gaps) Close achievement gaps in foundational literacy and math for PK and KG students: Target student learning gaps in literacy and math by implementing small group instruction, phonics programs, and differentiated supports aligned to assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
			(S)SPED Funding, (S)State Compensatory	
7. Provide all students with school supplies and materials needed for school. (Title I SW Elements: 1.1,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,4,5)	Principal, Teacher(s)	August 2025-May 2026	(F)Stronger Connections Grant, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)GT Allotment, (S)Local Funds, (S)SPED Funding, (S)State Compensatory, (S)Strong Foundations Implementation (LASO III), (S)Strong Foundations Planning Grant (LASO III)	Criteria: Supply order fulfillment receipts

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 1. (Student Achievement) Student Achievement

Objective 2. (Expand Blended Learning) Expand personalized blended learning practices campus-wide: Increase use of blended learning platforms to personalize instruction and maximize instructional time campus-wide.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize platforms like SplashLearn, ABC Mouse, and iReady to support differentiation. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,5)		08/2025-05/2026	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)Local Funds, (S)SPED Funding	Criteria: Usage Logs, TTESS Data
2. Incorporate blended learning blocks into the master schedule to support small group instruction. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.3,4,5.3,5.4)	Principal	08/2025-5/2026	(S)Local Funds	Criteria: Master Schedule and Walkthrough Data

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 1. (Student Achievement) Student Achievement

Objective 3. (Improve Attendance) Improve daily attendance rates to support consistent instructional access and academic growth: Boost daily student attendance through campus-wide incentives, community partnerships, and parent education about attendance importance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Launch campus-wide attendance incentive programs. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,3.1,3.2,3.3,5.1)	Principal, Teacher(s)	08/2025-05/2026	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds	Criteria: Monthly Attendance Reports, Incentive Logs
2. Host Parent University/Parent Workshop/Coffee on Campus- Attendance Workshops (BOY and MOY) to educate families on the importance of consistent attendance and staying healthy. (Title I SW Elements: 2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,5.1)	Principal, Teacher(s)	09/2025-05/2026	(F)Stronger Connections Grant, (F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Sign in Sheets, Parent Feedback
3. Collaborate with community partners to provide student incentives and parent recognition. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,5.1)	Principal	Monthly	(F)Stronger Connections Grant, (F)Title I, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free, (S)Bilingual Allotment, (S)GT Allotment, (S)Local Funds, (S)State Compensatory	Criteria: Recognition Logs, Photo Documentation
4. Implement a digital kiosk for check-ins and check-outs. (Title I SW Elements: 2.1,2.4,3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1,3.4)	Principal	Fall 2025	(F)Stronger Connections Grant, (F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds, (S)State Compensatory	Criteria: Kiosk Logs, ADA Reports

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 1. (Student Achievement) Student Achievement

Objective 4. (Strengthen Professional Development) Provide high-quality professional development across all content areas to strengthen leadership, instructional planning and delivery of instruction: Provide robust, ongoing professional development in all content areas (Reading, Math, Science, Social Studies, SEL) to improve instructional planning and delivery.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule and provide PD for Reading, Math, Science, Social Studies, and SEL. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3.1,3.3,4.1,5.2,5.3)	Bilingual ESL Director, Chief School Officer, District Directors, Executive Director of Academics, Instructional Specialist/Coordinator, Literacy Coach, Principal, Special Ed Teachers, Special Education Director, Teacher(s)	08/2025-05/2026	(F)Title I, (S)HB3 Mentor Allotment	Criteria: PD Agendas, Sign-In Sheets, PD Certificates
2. Provide coaching cycles and job-embedded learning through PLCs and peer observations. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1.1,2.1,4.1,5.2)	Bilingual ESL Director, Instructional Specialist/Coordinator, Literacy Coach, Principal, Special Ed Teachers, Teacher(s)	Monthly	(F)Stronger Connections Grant, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)HB3 Mentor Allotment, (S)Local Funds, (S)SPED Funding, (S)State Compensatory	Criteria: Coaching Logs, TTESS Data
3. Schedule for teachers and leaders to attend Local and National Conferences for Early Childhood Educators (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,2,3.3,4,5.1,5.2)	Principal, Teacher(s)	08/2025-5/2026	(F)Stronger Connections Grant, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)Local Funds, (S)SPED Funding, (S)State Compensatory	Criteria: Certificates of attendance 08/18/25 - Pending

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 1. (Student Achievement) Student Achievement

Objective 5. (Enhance Field Experiences) Provide engaging field experiences to enhance real-world connections to academic content: Enrich instruction by providing students with field trips and off-campus experiences that connect learning to the real world and reinforce academic content.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule curriculum-aligned field trips to local museums, nature centers, and science/STEM facilities to extend learning. (Title I SW Elements: 2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4)	Principal, Teacher(s)	08/2025-05/2026	(F)Title I, (S)Local Funds	Criteria: Field Trip Logs, Student Reflections with teachers, lesson plans with instruction/introduction of upcoming field lesson.
2. Create pre- and post-trip learning activities connected to Reading, Math, Science, and SEL standards. (Title I SW Elements: 2.5,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4,4.1,5.2)	Teacher(s)	08/2025-05/2026	(F)Title I, (S)Local Funds	Criteria: Student Work Samples, Lesson Plans

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 2. (School Culture and Climate) School Culture and Climate

Objective 1. (Implement SEL Framework) Build a consistent, developmentally appropriate SEL framework: Establish a consistent SEL framework across classrooms using Conscious Discipline and Lovescaping to support emotional regulation and positive interactions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement Conscious Discipline strategies campus-wide. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.2,3.3,3.4,5.1,5.2)	Principal, Teacher(s)	08/2025-05/2026	(F)Stronger Connections Grant, (F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Observation Feedback, SEL Surveys
2. Monthly SEL PD for staff and or parents. (Title I SW Elements: 2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 2,3,5.1,5.2)	Principal, Teacher(s)	08/2025-05/2026	(F)Stronger Connections Grant, (F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds, (S)State Compensatory	Criteria: PD Sign-In Sheets, Reflections
3. Create visuals and calming areas in classrooms and shared spaces. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,5.1,5.2)	Principal, Special Ed Teachers, Teacher(s)	08/2025-05/2026	(F)Stronger Connections Grant, (F)Title I, (S)Local Funds, (S)SPED Funding	Criteria: SEL Environment Walkthroughs

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 2. (School Culture and Climate) School Culture and Climate

Objective 2. (Improve School Communication) Strengthen schoolwide communication systems to support family engagement and clarity: Ensure clear, consistent communication to families through newsletters, Dojo updates, and regular principal messages.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Smore and Dojo Platforms for communication with parents/families (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Principal, Teacher(s)	08/2025-05/2026	(F)Title I, (S)Local Funds	Criteria: Usage of Smore and or Dojo
2. Adopt a uniform newsletter template for teachers and train staff on uploading to Class Dojo. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.4)	Principal, Teacher(s)	08/2025-05/2026		Criteria: Consistent Weekly Newsletters posted on Dojo from School and or Classrooms
3. Principal monthly messages to families via Class Dojo. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4)	Principal	Monthly	(F)Title I, (S)Local Funds	Criteria: Parent Feedback, Engagement Data
4. Schedule and post calendar events and reminders in Dojo. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4)	Principal, Teacher(s)	08/2025-05/2026	(F)Stronger Connections Grant, (F)Title I, (S)Local Funds	Criteria: Dojo Post Logs

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 2. (School Culture and Climate) School Culture and Climate

Objective 3. (Reinforce Systems & Procedures) Reinforce systems and procedures to ensure a positive, structured school environment: Clarify and implement schoolwide routines, expectations, and procedures to promote a structured, predictable learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Update the School Family Handbook. (Title I SW Elements: 2.1,2.4,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,3,4,5)	Principal	08/2025	(S)Local Funds	Criteria: Published Handbook
2. Provide parent training for 1st parent conference data for PK and KG- on systems and procedures as well as how to help their child in areas of skill improvement. (Title I SW Elements: 2.1,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4)	Principal, Special Ed Teachers, Teacher(s)	10/2025	(F)Stronger Connections Grant, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: Sign-In Sheets, Parent Survey
3. Refresher PD for staff on school-wide routines. (Title I SW Elements: 2.1,2.4,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Principal, Special Ed Teachers, Teacher(s)	08/2025, 01/2026	(F)Title I, (S)Local Funds	Criteria: PD Attendance Logs

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 2. (School Culture and Climate) School Culture and Climate

Objective 4. (Enhance Campus Safety) Improve school safety infrastructure and awareness across campus: Strengthen campus safety by improving signage, conducting drills, and installing new security measures such as a camera doorbell system.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Install 'Slow Down for Kids' signage. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3,3.4)	Principal	08/2025	(F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Daily Signage Checks by Safety Co-Captain and Custodian
2. Conduct monthly safety drills. (Title I SW Elements: 1.1,2.3,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Principal, Teacher(s)	Monthly	(F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Safety Drill Log (Sentinal)
3. Install camera doorbell access at the gates (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Executive Director Federal and State Compliance, Principal	Fall 2025	(F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Security Logs, Access Logs, Campus Sign in sheets

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 3. (Parent, Family and Community Engagement) Parent, Family and Community Engagement

Objective 1. (Expand Parent Participation) Expand family and community participation in school programming: Increase opportunities for families to engage in campus events, volunteerism, and shared learning experiences.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Rebrand 'Coffee with the Principal' to 'Coffee on Campus'. Provide parents and families with snacks and refreshments. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4)	Principal	Monthly	(F)Stronger Connections Grant, (F)Title I, (S)Local Funds	Criteria: Attendance Logs, Feedback Surveys
2. Host Fall and Spring Family Nights. (Title I SW Elements: 2.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4)	Principal, Teacher(s)	Fall (Nov)/Spring (April)	(F)Stronger Connections Grant, (F)Title I, (S)Local Funds	Criteria: Event Sign-In Sheets (Children's Museum or School Generated Family Night)
3. Launch Family Lunch Day with picnic seating. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Principal, Teacher(s)	Monthly	(F)Stronger Connections Grant, (F)Title I, (S)Local Funds	Criteria: Family Feedback
4. Continue with hosting Parent Conference Training providing parents with resources to use at home with their child. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,5)	Literacy Coach, Principal, Special Ed Teachers, Teacher(s)	8/2025-5/2026	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory	Criteria: Parent Conference sign in sheets

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 3. (Parent, Family and Community Engagement) Parent, Family and Community Engagement

Objective 2. (Celebrate School Identity) Celebrate school and community identity: Promote pride and community connection through initiatives like spirit wear, school motto branding, and the development of the Leonel Castillo Museum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Finalize Leonel Castillo Museum with exhibits. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Outreach and Strategy Chief, Principal	8/2025-5/2026	(S)Local Funds	Criteria: Completion Photos, Event Logs
2. Launch spirit wear initiative with branding. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Outreach and Strategy Chief, Principal, Teacher(s)	Fall 2025	(S)Local Funds	Criteria: Merchandise Orders
3. Student Recruitment and Family school choice appeal (District/School Swag) (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Outreach and Strategy Chief, Principal, Special Ed Teachers, Teacher(s)	Fall 2025	(S)Local Funds	Criteria: Merchandise Orders

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 4. (Technology) Technology

Objective 1. (Modernize and Enhance Classroom Tech) Equip classrooms with modern, consistent tech tools: Upgrade outdated teacher devices and student tools to ensure seamless technology integration and support blended learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Replace outdated teacher laptops. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 2)	Principal, Teacher(s)	2026	(F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: Inventory Logs of Technology Assets
2. Provide iPads and Chromebooks for students. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,4,5)	Principal, Teacher(s)	May 2026	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds, (S)State Compensatory	Criteria: Usage Reports, Assessment Readiness
3. Implement digital kiosk for check-ins. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3)	Principal	May 2026	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds, (S)State Compensatory	Criteria: Kiosk Logs, Attendance Data

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 4. (Technology) Technology

Objective 2. (Provide Instructional Tools) Enhance teacher access to instructional creation tools: Equip teachers with resources like poster and laminating machines to create high-quality instructional materials that support classroom learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Purchase poster and laminating machines. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,4,5.1)	Principal	May 2026	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds, (S)State Compensatory	Criteria: Equipment Inventory, Staff Usage, Feedback

LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY

Goal 5. (Well-Rounded Scholars) Well-Rounded Scholars

Objective 1. (Cultivate Whole Child Learning) Expose students to creative, cultural, and social-emotional learning experiences that support the whole child: Foster creativity, cultural enrichment, and emotional development by partnering with organizations like Alley Theater, Prelude Music, and providing campuswide SEL opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with Alley Theater for arts integration. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3)	Principal, Teacher(s)	Fall/Spring	(F)Title I, (F)Title II Part A Supporting Effective Instruction	Criteria: Event Logs, Student Reflections
2. Implement Prelude Music residency program. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,4,5.1)	Principal, Teacher(s)	May 2026	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds	Criteria: Residency Reports, Classroom Observations
3. Provide schoolwide Conscious Discipline training through Coaching, Consultants and Book studies (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,4)	Principal, Teacher(s)	May 2026	(F)Stronger Connections Grant, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds	Criteria: SEL PD Logs, Behavior Data Reports
4. Plan Enrichment Days for students with rotating themes; Ballet Folklorico, Mariachi, Mad Science, TUTS for real world connections to Hispanic/ethnic heritage opportunities as well as STEAM. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,4)	Principal, Teacher(s)	May 2026		Criteria: Event Sign-In Sheets, Student Engagement Survey

Resources

Resource	Source
No rows defined.	

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college

Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

*adapted from TEA Strategic Plan - https://tea.texas.gov