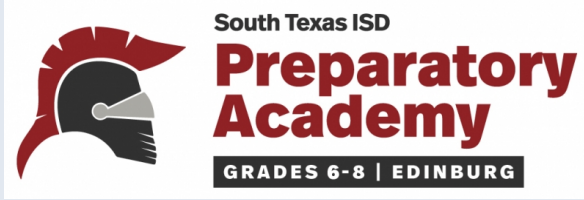


# South Texas Independent School District



# South Texas ISD Preparatory Academy

## 2026-2027 Campus Improvement Plan

# Mission Statement

The mission of South Texas ISD Preparatory Academy is to serve students through an engaging and challenging curriculum that prepares them for future learning.

# Vision

The vision of the South Texas ISD Preparatory Academy community is to promote successful students by focusing on learning, working together, and being accountable for results.

# Value Statement

South Texas Independent School District Students will be prepared for life after high school because we hold these beliefs:

**Diversity:** Embracing diverse learning styles for all students

**Relevance:** Learning must be relevant and applicable to the real world

**Innovation:** Encouraging creative thinking, adaptability, and the use of cutting-edge educational practices

**Value:** Students prioritize and recognize the significance of education

**Excellence:** Commitment to reaching the highest standards of academic excellence

**Relationships:** Positive relationships are at the heart of all teaching and learning

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# Comprehensive Needs Assessment

# Needs Assessment Overview

## Summary

[Campus Needs Assessment](#)

# Demographics

## Summary

Since its inception in 2008, South Texas ISD Preparatory Academy has focused on serving the educational needs of students in a low socio-economic, tri-county area in the southmost of Rio Grande Valley (RGV) of Texas, providing sixth, seventh, and eighth graders the experience “of engaging and challenging curriculum,” as stated in its mission statement. The district stretches over three counties, Cameron, Hidalgo and Willacy, and overlaps 28 other school districts, an area of 3,643 miles. South Texas Preparatory Academy offers grades 6th-8th. Students complete an online enrollment form which is on a first come first serve basis. Our limitation to enrollment is the number of seats available for each grade level.

## Strengths

### 2024-25 School Year

#### 813 Total Students

6th - 269 students 33.09%

7th - 280 students 34.44%

8th - 264 students 32.47%

Females- 401

Males- 412

#### Ethnic Distribution

Hispanic - 659 students 81.06%

American Indian - 0 students

Asian - 84 students 10.33%

Black - 16 students 1.97%

White - 36 students 4.43%

Native Hawaiian - 0 students

Two-or-More - 18 students 2.21%

Special Education - 67 Students 8.24%

#### Economic Disadvantage

Free - 142 students – 17.47%

Reduced - 3 students 0.37%

Other Economic Disadvantage – 476 students 58.55%

Migrant - 6 students

**Homeless - 0** students

**At Risk - 151** students **18.57%**

**Emergent Bilingual - 85** students **10.46%**

**Gifted and Talented - 271** Students **33.33%**

# Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled. Students need differentiated instruction and more individualized support.</p>	<p>More families are looking for alternative services for their children with special needs.</p>
<p><b>2</b> ★</p> <p>Student enrollment has grown, and Preparatory Academy has wait-lists in all grade levels. Each grade level is at capacity and class sizes are limited to 22 to prevent learning loss, however due to the increase of enrollment, the limit of 22 is not possible in all classes. The campus building is at capacity and cannot add additional teachers and support staff. Student-Teacher ratio has increased.</p>	<p>Families are looking for other options than their neighboring schools for their children.</p>
<p><b>3</b> ★</p> <p>As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.</p>	<p>As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.</p>

★ = Priority

# Student Learning

## Summary

The district has reinforced that all core teachers will utilize a district developed curriculum and also have access to the TEKS Resource System to ensure a vertically aligned curriculum. Over the years, Preparatory Academy has progressed in utilizing common department planning and team conferences, resulting in a collaborative school culture that has yielded increased student performance. Departments have a common planning period that can meet 2 to 3 times a week. The faculty has bonded, unifying our curriculum, which allows for better academic support in the different areas. Teacher planning is purposeful, moving from discussing the targeted objectives and skills to sharing strategies and research-based practices. These collaborative efforts have led to highly effective teaching and successful student learning, evidenced not only by the high-ranking test results but also by the achievements of our students in and out of the classroom.

## Strengths

Preparatory Academy historically has done well in the State of Texas Assessment of Academic Readiness (STAAR) assessments at the approaches level. The school continues to plan to address the meets and master levels for all students. The number of students enrolled in advanced coursework demonstrates our efforts to prepare our students for the rigor of high school and college. Students' numerous triumphs in various categories at the Texas state-level Technology Student Association (TSA), Health Occupations Students of America (HOSA) and Texas Math and Science Coaches Association (TMSCA), for example, testify to our overall success. Winning multiple sweepstakes for University Interscholastic League (UIL) academic competitions further reflects our school's effectiveness.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.	As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.
2★	The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled. Students need differentiated instruction and more individualized support.	More families are looking for alternative services for their children with special needs.
3★	Student enrollment has grown, and Preparatory Academy has wait-lists in all grade levels. Each grade level is at capacity and class sizes are limited to 22 to prevent learning loss, however due to the increase of enrollment, the limit of 22 is not possible in all classes. The campus building is at capacity and cannot add additional teachers and support staff. Student-Teacher ratio has increased.	Families are looking for other options than their neighboring schools for their children.

★ = Priority

# School Processes & Programs

## Summary

The administrative team, along with the assistance of various advisory/collaborative teams, guides school operations and monitors improvements, with the principal serving as the authority in any action regarding school management and development. Preparatory Academy's administrative team consists of the principal, three assistant principals, three counselors, and a part-time social worker. This past school year, an Instructional Dean was added to support student and teacher growth. Additionally, team and department leaders and the Site-Based Decision-Making Committee (SBDM) act as advisory groups and oversee Preparatory Academy's operation and ongoing development. Recurring meetings of these groups collect, analyze, and use student data to revise curriculum and instruction, develop intervention strategies, and discuss common concerns. This collaborative approach maintains high interest, engagement, and rigor. The principal and/or support staff attend these recurring meetings and collect data. Furthermore, the principal meets every nine weeks with the Student Ambassadors—student representatives from each academic team—to discuss concerns brought forth by the student body.

Preparatory Academy administration acts proactively to update the campus improvement plan and review policies and procedures that address a variety of matters, updating regulatory documents through monthly collaboration with SBDM, department, and academic teams. With the assistance of all advisory groups, the administrative team is responsible for all curricular and instructional matters, master schedules, staff development, and school operations. In addition, the principal, with the support of the assistant principals, is responsible for staff evaluation, financial matters, plant maintenance, discipline, school programs, and activities. The administrative team works in collaboration with office staff, reviewing and revising policies and procedures concerning PEIMS, budget, and resource allocations.

## Strengths

Core department meetings have been prioritized, with teachers holding collaborative meetings weekly. Departments have designated meeting times to plan and develop lessons based on students and formative assessment results. Teachers work collaboratively to identify students who would benefit from receiving instruction using varied approaches and different resources. During the second semester when Support Enrichment Time ends, our school transitions to class rotations specifically to provide preparation for the upcoming state assessments for all students. Teachers use this time to target specific content and test-taking strategies. These rotations have allowed for growth in the percentages of students reaching the Meets and Masters level on state assessments. If at the end of a grading period, a student has not been successful, a teacher can offer an academic contract that allows another opportunity for the student to improve.

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

## Root Cause

1  
★

The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled. Students need differentiated instruction and more individualized support.

More families are looking for alternative services for their children with special needs.

2  
★

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

★ = Priority

# Perceptions

## Summary

Preparatory Academy believes in and treats all stakeholders as family. Because of the historical perception, the community has had about the school regarding high academic achievement and a well-rounded education, we hold all stakeholders to high standards by collaborating to achieve this goal.

## Strengths

Preparatory Academy has consistently been able to meet the academic needs of students. The staff at Preparatory Academy develops relationships with parents during the school year to ensure student success.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1



Student enrollment has grown, and Preparatory Academy has wait-lists in all grade levels. Each grade level is at capacity and class sizes are limited to 22 to prevent learning loss, however due to the increase of enrollment, the limit of 22 is not possible in all classes. The campus building is at capacity and cannot add additional teachers and support staff. Student-Teacher ratio has increased.

Families are looking for other options than their neighboring schools for their children.


2



As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

 = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

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★

The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled. Students need differentiated instruction and more individualized support.

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Families are looking for other options than their neighboring schools for their children.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## Parent/Community Data

- Parent engagement rate

## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data



# Goals

# Goal 1 By June 2027, ELAR Scores will be at 100/90/80

## Performance Objective 1

Students will demonstrate mastery of early literacy in writing and become proficient writers.

**Evaluation Data Source:** Summative Assessments  
CBA's  
Quarter Assessments  
STAAR

### Strategy 1

Progress monitoring done every three weeks will document student growth. The monitoring documentation will identify students in need of additional support such as ELA acceleration during enrichment.

**Strategy's Expected Result/Impact:** Continuous Growth in ELAR by students.

**Staff Responsible for Monitoring:** ELAR Teachers

**Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2

**Funding Sources:** 199 - General Fund, \$14,226.77

**Title I:** 2.5.1, 2.5.2, 2.5.3

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

January

March

June

June

### Strategy 2

ELAR teachers will utilize effective programs such as Sirius, Writable, Read Theory, Lowman Resources, No Red Ink and Flow Reading Fluency to support the development of ELAR skills for students who need intervention.

**Strategy's Expected Result/Impact:** Increase in student performance in ELAR.

**Staff Responsible for Monitoring:** ELAR Teachers  
Assistant Principals

**Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2

**Funding Sources:** 199 - General Fund, \$18,545

**Title I:** 2.5.1

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

January

March

June

June

## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled. Students need differentiated instruction and more individualized support.

More families are looking for alternative services for their children with special needs.

2

Student enrollment has grown, and Preparatory Academy has wait-lists in all grade levels. Each grade level is at capacity and class sizes are limited to 22 to prevent learning loss, however due to the increase of enrollment, the limit of 22 is not possible in all classes. The campus building is at capacity and cannot add additional teachers and support staff. Student-Teacher ratio has increased.

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3

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

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## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

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Families are looking for other options than their neighboring schools for their children.

**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

1

The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled. Students need differentiated instruction and more individualized support.

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**Performance Objective 1 Problem Statements Identifying Perceptions**

1

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# Goal 2 By June 2027, Math STAAR Scores will be at 100/85/60

## Performance Objective 1

Progress monitoring done every three weeks will document student growth. The monitoring documentation will identify students in need of additional support such as math acceleration during enrichment.

**Evaluation Data Source:** Walkthroughs

Progress Monitoring Grades

Student Assessment Scores

Enrichment Rosters

### Strategy 1

Analyze data from BOY, MOY and EOY to modify instruction and scope and sequence for all math content areas.

**Strategy's Expected Result/Impact:** Differentiated instruction during lessons  
Increase academic performance for all students including Special Population Demographics.

**Staff Responsible for Monitoring:** Math Teachers

Assistant Principals

Principal

**Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2

**Title I:** 2.5.1

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

January

March

June

June

### Strategy 2

Progress monitoring done every three weeks will document student growth. The monitoring documentation will identify students in need of additional support and resources such as math acceleration during enrichment.

**Strategy's Expected Result/Impact:** Improve students' math scores

**Staff Responsible for Monitoring:** Teachers

Counselors

Administrators

**Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2

**Funding Sources:** 199 - General Fund, \$10,758.57

**Title I:** 2.5.1, 2.5.3

**ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Formative Reviews**

**January**

**March**

**June**

**June**

**Strategy 3**

Math teachers will utilize effective programs such as Quizizz, Lowman Resources, and IXL to support the development of math skills for students who need intervention.

**Strategy's Expected Result/Impact:** Increase in student performance in math.

**Staff Responsible for Monitoring:** Content Teachers

Assistant Principals

Principal

**Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2

**Funding Sources:** 199 - General Fund, \$10,000

**Title I:** 2.5.1

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Formative Reviews**

**January**

**March**

**June**

**June**

**Performance Objective 1 Problem Statements Identifying Demographics**

Problem Statement

Root Cause

1

The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled. Students need differentiated instruction and more individualized support.

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2

Student enrollment has grown, and Preparatory Academy has wait-lists in all grade levels. Each grade level is at capacity and class sizes are limited to 22 to prevent learning loss, however due to the increase of enrollment, the limit of 22 is not possible in all classes. The campus building is at capacity and cannot add additional teachers and support staff. Student-Teacher ratio has increased.

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3

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

### Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

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**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

1

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**Performance Objective 1 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

1

Student enrollment has grown, and Preparatory Academy has wait-lists in all grade levels. Each grade level is at capacity and class sizes are limited to 22 to prevent learning loss, however due to the increase of enrollment, the limit of 22 is not possible in all classes. The campus building is at capacity and cannot add additional teachers and support staff. Student-Teacher ratio has increased.

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# Goal 3

By June 2027, 8th Grade Science and Biology Scores will be at 100/95/80

## Performance Objective 1

Will evaluate and monitor students using campus and district assessment data consistently. Students will be identified and placed in acceleration science classes when needed throughout the school year.

**Evaluation Data Source:** Summative Assessments

CBA's

Benchmarks

### Strategy 1

Use supplemental software that focuses on Science such as Sirius, Lowman Education, and other STAAR Review Programs throughout the school year to address deficiencies.

**Strategy's Expected Result/Impact:** An increase of students reaching the approaches, meets and masters status on STAAR.

**Staff Responsible for Monitoring:** Science Teachers

Assistant Principals

Principal

**Problem Statements:** Demographics 2 - Student Learning 3 - Perceptions 1

**Funding Sources:** 199 - General Fund, \$9,000

**Title I:** 2.5.1

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

January

March

June

June

### Strategy 2

Update science lab materials in order to provide hands-on activities and experiments as it is aligned with the state standards.

**Strategy's Expected Result/Impact:** Students will show growth throughout the academic year based on assessments.

**Staff Responsible for Monitoring:** Content Teachers

Assistant Principal

Principal

**Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2

**Funding Sources:** 199 - General Fund, \$100,000

**Title I:** 2.5.1, 2.5.2

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

January

March

June

June

## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Student enrollment has grown, and Preparatory Academy has wait-lists in all grade levels. Each grade level is at capacity and class sizes are limited to 22 to prevent learning loss, however due to the increase of enrollment, the limit of 22 is not possible in all classes. The campus building is at capacity and cannot add additional teachers and support staff. Student-Teacher ratio has increased.

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## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

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Families are looking for other options than their neighboring schools for their children.

**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

2

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

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**Performance Objective 1 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

1

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2

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

# Goal 4

By June 2027, 8th Grade Social Studies STAAR Scores will be at 95/70/50

## Performance Objective 1

Students will be able to utilize the skills needed in social studies such as using maps, graphs, and charts and analyzing political cartoons.

**Evaluation Data Source:** CBA's  
Benchmarks  
Summative Assessments

### Strategy 1

Teachers will reinforce social studies skills by teaching students map, graph, and chart skills utilizing software programs such as Lowmans and DeckToyz. The Department will also utilize online programs such as Quizizz, Blooket, and Kahoot to help retention of history content.

**Strategy's Expected Result/Impact:** Students will be able to analyze and answer questions from maps, charts, graphs, and political cartoons.

**Staff Responsible for Monitoring:** Social Studies Teachers  
Assistant Principals

**Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2

**Funding Sources:** 199 - General Fund, \$10,000

**Title I:** 2.5.1, 2.5.3

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

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## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

**Performance Objective 1 Problem Statements Identifying Student Learning**

Problem Statement

Root Cause

1

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

2

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

**Performance Objective 1 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

2

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

**Performance Objective 2**

Students will be able to reach the Meets level on the 8th grade Social Studies STAAR Exam

### Strategy 1

Social Studies teachers will utilize resources to enhance knowledge of course content through effective teaching strategies and prescriptive interventions.

**Strategy's Expected Result/Impact:** Increase student performance: Approaches, Meets & Masters

**Staff Responsible for Monitoring:** Social Studies Teachers  
Assistant Principal

**Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2

**Funding Sources:** 199 - General Fund, \$16,421.78

**Title I:** 2.5.1

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

January

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### Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled. Students need differentiated instruction and more individualized support.

More families are looking for alternative services for their children with special needs.

3

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

### Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

2

The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled. Students need differentiated instruction and more individualized support.

More families are looking for alternative services for their children with special needs.

**Performance Objective 2 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

1

The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled. Students need differentiated instruction and more individualized support.

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2

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**Performance Objective 2 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

## 2

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

# Goal 5

By June 2027, English Language Learners and Special Education students will increase their STAAR performance by 5% at the Approaches, Meets, and Masters levels.

## Performance Objective 1 High Priority

Instructional staff will actively participate in ongoing and targeted professional development opportunities centered around the implementation of formative assessment strategies, fostering the growth of inclusive and supportive learning environments, ultimately improving collaboration and teacher effectiveness.

**Evaluation Data Source:** Intervention data, BOY, MOY, EOY

### Strategy 1

BOY, MOY, and EOY results will be analyzed to provide targeted interventions along with research based resources and supplies to ensure academic growth.

**Strategy's Expected Result/Impact:** Special education students' results will reflect a five percent increase in STAAR.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Special Education staff  
Content Teachers

**Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2

**Funding Sources:** 199 - Special Education, \$7,841.15

**Title I:** 2.5.1

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

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### Strategy 2

Review data to design and modify teaching methods to meet the needs of a varied student population and ensure personalized learning experiences

**Strategy's Expected Result/Impact:** Special education and EB students will increase STAAR performance by five percent

**Staff Responsible for Monitoring:** Content Teachers

Special education Staff

Principal

Assistant Principal

**Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2

**Title I:** 2.5.2, 2.5.3

**ESF Levers:** Lever 5: Effective Instruction

### **Formative Reviews**

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## **Strategy 3**

Develop a curriculum that prioritizes student-centered lessons to promote engagement and relevance in the learning process (differentiation)

**Strategy's Expected Result/Impact:** Student performance will increase and achievement gaps will close

**Staff Responsible for Monitoring:** Content teachers

Elective teachers

Principals

Assistant Principals

**Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2

**Title I:** 2.5.1, 2.5.2

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

### **Formative Reviews**

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**June**

## **Strategy 4**

Summit K12 and services by Ztastic Solutions will be utilized with fidelity to accelerate reclassification of emergent bilinguals

**Strategy's Expected Result/Impact:** Empower all EBs to grow at least one proficiency level.

**Staff Responsible for Monitoring:** Content Teachers

Assistant Principals

Principal

**Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2

**Funding Sources:** 199 - General Fund, \$15,000

**Title I:** 2.5.1, 2.5.2, 2.5.3

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

### Formative Reviews

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## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled. Students need differentiated instruction and more individualized support.

More families are looking for alternative services for their children with special needs.

3

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

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The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled. Students need differentiated instruction and more individualized support.

More families are looking for alternative services for their children with special needs.

**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

1

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**Performance Objective 1 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

2

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

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# Goal 6

Ensure the campus technology 5-year plan is implemented and updated to meet the needs of instruction for all students.

## Performance Objective 1

Purchase the appropriate technology needed, identified within the technology plan at the beginning of the year.

**Evaluation Data Source:** Technology Requests  
Purchase Orders  
Technology Surplus Requests

### Strategy 1

Evaluate yearly and update technology infrastructures at Preparatory Academy to ensure all classrooms have the technology needed for all students.

**Strategy's Expected Result/Impact:** All teachers and students will have access to technology for instruction.

**Staff Responsible for Monitoring:** Campus Technician  
Bookkeeper  
Principal

**Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2

**Funding Sources:** 199 - General Fund, \$322,503.2

**Title I:** 2.5.1

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

### Formative Reviews

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## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

**Performance Objective 1 Problem Statements Identifying Student Learning**

Problem Statement

Root Cause

1

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

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**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

2

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

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**Performance Objective 1 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

2

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

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# Goal 7

Recruit, develop, and retain highly qualified teachers and staff and to increase the percentage of teachers with more than five years of experience.

## Performance Objective 1

Assist teachers with professional development to continue to improve their delivery of instruction to all students.

**Evaluation Data Source:** Teacher Turnover Rate, Exit Interviews, Staff Satisfaction Surveys

### Strategy 1

Preparatory Academy will assign an experienced mentor to all new to campus teachers.

**Strategy's Expected Result/Impact:** Support teachers on the job  
Increase teacher retention

**Staff Responsible for Monitoring:** Principal  
Assistant Principals

**Problem Statements:** Demographics 2 - Student Learning 3 - Perceptions 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

### Formative Reviews

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### Strategy 2

Teachers will have the opportunity to attend professional development throughout the year and summer by companies that specialize in professional development. Professional development will also be embedded into department meetings.

**Strategy's Expected Result/Impact:** Increase of teacher retention and increase of student STAAR scores.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals

**Problem Statements:** Demographics 2, 3 - Student Learning 1, 3 - School Processes & Programs 2 - Perceptions 1, 2

### Formative Reviews

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### Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Student enrollment has grown, and Preparatory Academy has wait-lists in all grade levels. Each grade level is at capacity and class sizes are limited to 22 to prevent learning loss, however due to the increase of enrollment, the limit of 22 is not possible in all classes. The campus building is at capacity and cannot add additional teachers and support staff. Student-Teacher ratio has increased.

Families are looking for other options than their neighboring schools for their children.

3

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

### Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

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Families are looking for other options than their neighboring schools for their children.

**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

2

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

**Performance Objective 1 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

1

Student enrollment has grown, and Preparatory Academy has wait-lists in all grade levels. Each grade level is at capacity and class sizes are limited to 22 to prevent learning loss, however due to the increase of enrollment, the limit of 22 is not possible in all classes. The campus building is at capacity and cannot add additional teachers and support staff. Student-Teacher ratio has increased.

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# Goal 8

Engage families and the community to support student achievement and enhance campus and district goals with a consistent flow of information.

## Performance Objective 1

Provide regular updates on academic schedules, events, and any changes that may affect students' education

### Strategy 1

Monthly Coffee with your Principal meetings. Ensure that all information shared is clear, concise, and easily understandable.

**Strategy's Expected Result/Impact:** To engage families and students to support the district goals and student success.

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1

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

### Formative Reviews

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## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled. Students need differentiated instruction and more individualized support.

More families are looking for alternative services for their children with special needs.

## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled. Students need differentiated instruction and more individualized support.

More families are looking for alternative services for their children with special needs.

**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

1

The special population (special ed, Section 504, EB) numbers have increased over the years. For the 2024-25 school year, the SPED population nearly doubled. Students need differentiated instruction and more individualized support.

More families are looking for alternative services for their children with special needs.

# Goal 9

Develop a comprehensive campus attendance plan to ensure overall district compliance with federal and state accountability guidelines.

## Performance Objective 1 High Priority

We will implement structures and routines with fidelity to maintain student attendance at 95%

**Evaluation Data Source:** Decision-ed reports, District Attendance reports, Attendance Committee meetings, attendance tracking system, Teacher daily attendance record, Parental Communication logs, district Attendance Summary documents

### Strategy 1

Preparatory Academy will continue to monitor attendance and will continue to contact parents of absent students through grade level teams.

**Strategy's Expected Result/Impact:** 95% or higher attendance rate

**Staff Responsible for Monitoring:** PEIMS Clerk

Principal  
Assistant Principals

**Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2

**Title I:** 2.5.1

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

#### Formative Reviews

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### Strategy 2

The attendance committee will review and evaluate absences monthly

**Strategy's Expected Result/Impact:** To keep at least 95% attendance rate

**Staff Responsible for Monitoring:** PEIMS clerk

Principal  
Assistant Principals

**Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2

**ESF Levers:** Lever 1: Strong School Leadership and Planning

## Formative Reviews

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### Strategy 3

Home visits will be made to students with excessive absences by the campus social worker.

**Strategy's Expected Result/Impact:** To keep at least 95% attendance rate

**Staff Responsible for Monitoring:** Social worker

PEIMS Clerk

Principal

Assistant Principals

**Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2

**ESF Levers:** Lever 1: Strong School Leadership and Planning

### Formative Reviews

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June

### Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

### Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

As the number of students increases on campus, there are more differentiated learning styles within a classroom. Also, as the number of students who are identified as Special Education or Emergent Bilingual increases at the campus there is a need for differentiated lessons.

**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

2

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

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**Performance Objective 1 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

2

As the campus enrollment increases the percentage of students not passing state assessments has increased. Also, the number of students obtaining meets and masters is not increasing.

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# Funding Summary

# Funding Summary

## 199 - General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$14,226.77
1	1	2		--	\$18,545.00
2	1	2		--	\$10,758.57
2	1	3		--	\$10,000.00
3	1	1		--	\$9,000.00
3	1	2		--	\$100,000.00
4	1	1		--	\$10,000.00
4	2	1		--	\$16,421.78
5	1	4		--	\$15,000.00
6	1	1		--	\$322,503.20
<b>Sub-Total</b>					\$526,455.32
<b>Budgeted Fund Source Amount</b>					\$420,579.15
<b>+/- Difference</b>					<b>-\$105,876.17</b>

## 199 - Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1		--	\$7,841.15
<b>Sub-Total</b>					\$7,841.15
<b>Budgeted Fund Source Amount</b>					\$60,781.15
<b>+/- Difference</b>					<b>\$52,940.00</b>

## 244 - Career Technical Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$131,016.00
<b>+/- Difference</b>					<b>\$131,016.00</b>