

Dallas Independent School District
118 Albert C. Black Elementary School
2026-2027 Campus Improvement Plan

Accountability Rating: A



Mission Statement

Mission Statement

Albert C. Black Jr. STEAM Academy will engage scholars in transformative experiences that accelerate and enrich learning such educational experiences are fun and engaging for students, new ideas are developed and students have a positive impact on the community and world.

Vision

Vision Statement

At Albert C. Black Jr. STEAM Academy, we cultivate excellence in a safe, innovative, and inclusive environment, preparing lifelong learners to lead with confidence, creativity, and purpose.

Value Statement

Inspiring Trust. Teaching Excellence. Transforming Lives.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The demographic strengths of Albert C. Black Jr. STEAM Academy lie in its diverse student population, comprehensive support for special needs and economically disadvantaged students, successful school integration, favorable teacher-student ratios, increasing enrollment, strong community and parental engagement, early education initiatives, and highly qualified teaching staff. These strengths collectively create a nurturing and effective educational environment that is well-positioned to meet the diverse needs of its student body.

Demographics

Demographics Summary

Albert C. Black Jr., STEAM Academy

4200 Bonnie View Road

Dallas, TX 75216

PK3-Grade 5 Neighborhood School

Open enrollment campus

Enrollment Spring 2026 - 830 students

Student Group	N
All	830
White	6
African American	466
Hispanic	315
American Indian	9
Asian	16
Special Ed.	62
EB	264
504 Status	22
At-Risk	678
Economically Disadvantaged	780
TAG	113
Homeless	41
Two or More Races	18

Ethnicity/Race (%)									
Grade	All	White	African American	Hispanic	American Indian	Asian	Hawaiian	Multi-Race	Not Reported
PK3	29	0 (0.0)	16 (55.2)	12 (41.4)	1 (3.4)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
PK4	73	1 (1.4)	34 (46.6)	33 (45.2)	1 (1.4)	2 (2.7)	0 (0.0)	2 (2.7)	0 (0.0)
KN	128	1 (0.8)	72 (56.2)	45 (35.2)	1 (0.8)	1 (0.8)	0 (0.0)	8 (6.2)	0 (0.0)
01	133	2 (1.5)	66 (49.6)	59 (44.4)	1 (0.8)	3 (2.3)	0 (0.0)	2 (1.5)	0 (0.0)
02	123	1 (0.8)	68 (55.3)	51 (41.5)	1 (0.8)	0 (0.0)	0 (0.0)	2 (1.6)	0 (0.0)
03	111	1 (0.9)	62 (55.9)	42 (37.8)	1 (0.9)	4 (3.6)	0 (0.0)	1 (0.9)	0 (0.0)
04	131	0 (0.0)	84 (64.1)	42 (32.1)	1 (0.8)	3 (2.3)	0 (0.0)	1 (0.8)	0 (0.0)
05	102	0 (0.0)	64 (62.7)	31 (30.4)	2 (2.0)	3 (2.9)	0 (0.0)	2 (2.0)	0 (0.0)
All	830	6 (0.7)	466 (56.1)	315 (38.0)	9 (1.1)	16 (1.9)	0 (0.0)	18 (2.2)	0 (0.0)

SLN	School Name	Student Group	2024-25 Distribution: All (N)	2024-25 Distribution (N)	2024-25 Distribution (%)	2024-25 Average Absences	2024-25 Retention Rate	2024-25 Years Experience: Beginning (0) (N)	2024-25 Years Experience: Beginning (0) (%)	2024-25 Years Experience: 1 (N)	2024-25 Years Experience: 1 (%)	2024-25 Years Experience: 2 (N)	2024-25 Years Experience: 2 (%)	2024-25 Years Experience: 3 (N)	2024-25 Years Experience: 3 (%)	2024-25 Years Experience: 4 (N)	2024-25 Years Experience: 4 (%)	2024-25 Years Experience: 5 (N)	2024-25 Years Experience: 5 (%)	2024-25 Years Experience: 1-3 (N)	2024-25 Years Experience: 1-3 (%)	2024-25 Years Experience: More than 3 (N)	2024-25 Years Experience: More than 3 (%)	2024-25 Years Experience: 1-5 (N)	2024-25 Years Experience: 1-5 (%)	2024-25 Years Experience: 6-10 (N)	2024-25 Years Experience: 6-10 (%)	2024-25 Years Experience: 11-20 (N)	2024-25 Years Experience: 11-20 (%)	2024-25 Years Experience: More than 20 (N)	2024-25 Years Experience: More than 20 (%)
118	ALBERT C. BLACK	All	52			7.20	0.0	3	5.8	3	5.8	5	9.6	1	1.9	4	7.7	2	3.8	9	17.3	40	76.9	15	28.8	9	17.3	13	25.0	12	23.1
118	ALBERT C. BLACK	White		1	1.9																										
118	ALBERT C. BLACK	Black/African American		38	73.1																										
118	ALBERT C. BLACK	Hispanic		11	21.2																										
118	ALBERT C. BLACK	Multirace		2	3.8																										
118	ALBERT C. BLACK	Other		0	0.0																										
118	ALBERT C. BLACK	Male		12	23.1																										
118	ALBERT C. BLACK	Female		40	76.9																										

School Community

Albert C. Black Jr. STEAM Academy (formerly Elisha M. Pease Elementary School & W.W. Bushman Elementary School), located in Dallas, Texas, serves as a beacon of education for our community. Our school is dedicated to engaging students in transformative educational experiences that enrich learning and foster innovation. Our mission is to inspire trust, teach excellence, and transform lives. Vision - *At Albert C. Black Jr. STEAM Academy, we cultivate excellence in a safe, innovative, and inclusive environment, preparing lifelong*

118 Albert C. Black Elementary School

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learners to lead with confidence, creativity, and purpose.

Attendance and Mobility

Our students face significant challenges related to socioeconomics, attendance and mobility. These issues are often tied to the subpar living conditions in surrounding areas, leading to frequent relocations. This instability impacts students' mental health, academic growth, and social development.

Graduation, Completion Rates, and Dropouts

While our primary focus is on early education (PK3-5), we place a strong emphasis on creating a solid foundation that will contribute to future academic success and graduation rates. Our interventions and support systems aim to reduce dropout rates by addressing the needs of at-risk students early in their academic journey.

Discipline

We maintain a positive and supportive school environment through our Redirection Hierarchy for 100% Engagement. This system emphasizes setting clear expectations, providing positive reinforcement, and offering multiple opportunities for students to reflect and adjust their behavior before disciplinary actions are taken.

Teacher Retention, Recruitment, and Experience

We pride ourselves on attracting and retaining high-quality teachers who are committed to our students' success. Our strategic staffing approach, supplemented with financial incentives, ensures we have effective educators in every classroom. Notably:

- Highly Qualified Teachers: 71%
- Proficient I or Higher Teachers: 52%
- National STEM Certified Teachers: 18

Teacher-Student Ratios and Paraprofessional Qualifications

Maintaining a favorable teacher-student ratio is crucial for personalized learning:

- **Teacher-Student Ratio:** 1:<23 Our paraprofessionals are also highly qualified, contributing significantly to the support and enrichment of our students' learning experiences.

Advanced Courses and College, Career, and Military Readiness (CCMR)

While our primary focus is on elementary education, we embed STEM practices across all grade levels to foster an entrepreneurial mindset and prepare students for future academic challenges. Participation in Gifted and Talented programs and small group instruction further supports our students' readiness for advanced coursework in their subsequent educational journeys.

Community Involvement

Our school thrives on strong community partnerships. We collaborate with over 15 organizations that support our students and staff, enhancing our educational programs and providing additional resources. Parent involvement is also a key component of our success, with significant participation in community events and school activities.

Demographics Strengths

Albert C. Black Jr. STEAM Academy exhibits several strengths in its demographic composition and the ability to serve its diverse student population. These strengths contribute significantly to the school's ability to provide a rich and supportive educational environment.

1. Diverse Student Body

The school's diverse student population is a notable strength, fostering an inclusive environment where students from various racial, ethnic, and socioeconomic backgrounds can learn from and with each other. This diversity enriches the educational experience by promoting cultural awareness and mutual respect among students.

2. Special Education and Support Programs

The school provides support for students requiring special education services, ensuring they receive the individualized attention and resources they need to succeed, demonstrating its commitment to inclusivity and tailored educational support.

3. Economically Disadvantaged Support

A significant portion of the student body is classified as Title I. The school's programs and resources are designed to address the unique challenges these students face, providing them with opportunities to thrive academically and socially.

4. Successful Integration and Merging of Schools

The successful merging of Pease and Bushman schools in the 2022-2023 school year to form the current academy demonstrates effective management and community engagement. This merger has resulted in a larger, more resourceful institution capable of serving approximately 830 students.

5. Strong Teacher-Student Ratio

Maintaining an acceptable teacher-student ratio (1:<23) ensures that students receive the necessary attention and support from their educators, which is crucial for effective learning and development.

6. Increase in Student Enrollment

The increase in student enrollment, partly due to the school's open enrollment policy, indicates the community's growing trust in the school's ability to provide quality education. The fact that 189 students are 'out of zone' students who chose to attend the academy highlights its reputation and appeal.

7. Positive Parent and Community Engagement

The school benefits from strong parent and community engagement, with survey data indicating that over 81% of parents have positive perceptions of the school. This level of engagement is essential for creating a supportive and collaborative educational environment.

8. Full-Day Pre-K Program

The introduction of a full-day Pre-K program for qualifying 3- and 4-year-old students provides early educational opportunities, helping to prepare young learners for future academic success.

9. Professional Development and Qualified Staff

A substantial percentage of the teaching staff is highly qualified, with 71% meeting the Texas Education Agency certification requirements. Additionally, the presence of National STEM certified teachers and tailored professional development programs contribute to high teaching standards and effective instructional practices.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is currently not enough human capital, training, or resources to accommodate our growing Emergent Bilingual population. We have allocations for Bilingual positions at every grade level with no consistent instructional support to teachers.

Root Cause: There remains a District-wide shortage of certified and qualified individuals to support the increasing demographic of Emergent Bilinguals, which includes our Refugee students.

Problem Statement 2 (Prioritized): Significant student absences and the mobility rate presents a concern of instability for students with regard to mental health, academic growth, and social development.

Root Cause: Living conditions in surrounding apartments and homes are sub par, resulting in families consistently relocating. Many families take residency with the intent of staying temporarily until they can find more suitable living conditions. There is a lack of motivation (positive or negative) when it comes to the requirements for parents to have children at school on time daily.

Problem Statement 3 (Prioritized): Students are on the waiting list (or have not been identified) to determine qualification for Special Education services as a result of the SST process and/or parent requests and have not been assessed for learning disabilities.

Root Cause: Although an educational diagnostician has been assigned to our campus, they are also servicing students at other campuses within the District which causes a delay in testing. We have also found that parents hold up the process when they do not complete the required parent forms or submit physician's documents as required.

Problem Statement 4 (Prioritized): Students have experienced traumatic situations as a result of living in the surrounding area (i.e., high poverty and crime) and/or students have counseling services noted in their IEP or IAP, but there is not a full-time certified individual assigned to our campus exclusively to offer wraparound support beyond what our school counselors can provide.

Root Cause: While we have a licensed social worker or counselor to service students assigned, they are only able to come 1-2 days per week because they are assigned to serve multiple campuses

Problem Statement 5: Many students demonstrate a need for more support with emotional regulation and communication, which can interfere with the learning environment and their ability to be successful.

Root Cause: Student absences are excessive with no consequences at the District and city levels that we can enforce at the campus

Problem Statement 6: There is inconsistent training and support for bilingual teachers in implementing Spanish phonics and cross-linguistic instructional strategies, which limits the effectiveness of early literacy development for emergent bilingual students.

Root Cause: Professional development opportunities for bilingual instruction are not embedded across all grade levels, and curriculum resources in Spanish are not consistently aligned to district platforms like I-Ready.

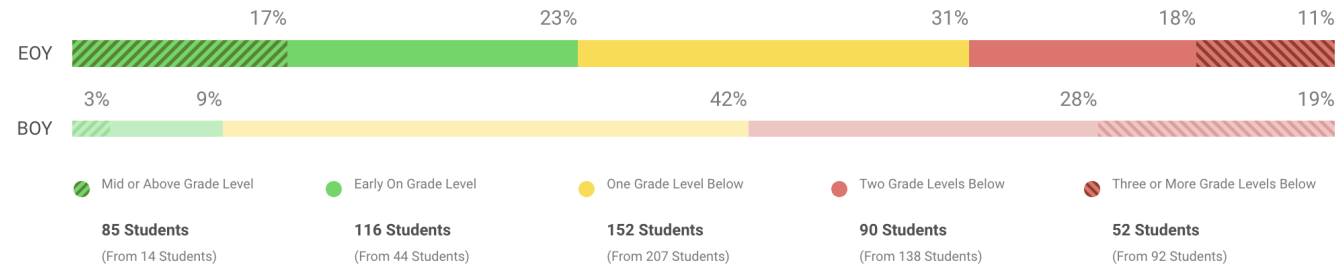
Student Learning

Student Learning Summary

Reading I Ready Data

Overall Placement

Students Assessed/Total: 495/728



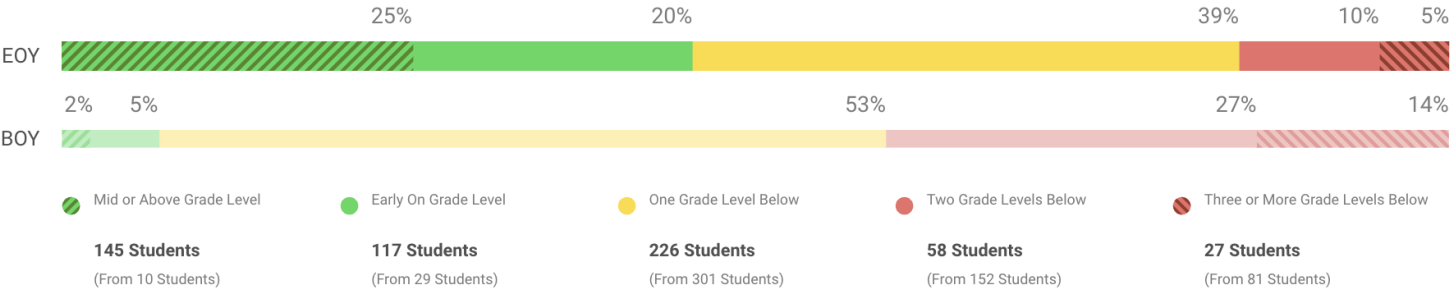
[The Mapping Between 5-Level and 3-Level Placements](#)

Grade ⌵		Overall Grade-Level Placement						Students Assessed/Total
Grade K	EOY		41%	39%	20%	0%	0%	76/128
	BOY		5%	16%	79%	0%	0%	
Grade 1	EOY		24%	17%	54%	4%	0%	70/133
	BOY		3%	3%	77%	17%	0%	
Grade 2	EOY		8%	17%	30%	45%	0%	87/123
	BOY		2%	5%	23%	69%	1%	
Grade 3	EOY		17%	40%	20%	14%	9%	86/111
	BOY		0%	20%	27%	30%	23%	
Grade 4	EOY		7%	14%	39%	14%	26%	95/131
	BOY		3%	4%	37%	15%	41%	
Grade 5	EOY		10%	15%	23%	28%	23%	81/102
	BOY		4%	6%	19%	32%	40%	

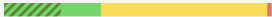
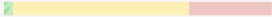
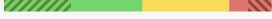
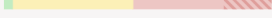
Math IReady Data

Overall Placement

Students Assessed/Total: 573/728



[The Mapping Between 5-Level and 3-Level Placements](#)

Grade ⌵		Overall Grade-Level Placement						Students Assessed/Total
Grade K	EOY		45%	26%	29%	0%	0%	104/128
	BOY		2%	9%	89%	0%	0%	
Grade 1	EOY		21%	15%	62%	2%	0%	107/133
	BOY		2%	1%	66%	31%	0%	
Grade 2	EOY		10%	12%	52%	26%	0%	89/123
	BOY		0%	2%	39%	57%	1%	
Grade 3	EOY		25%	27%	33%	7%	9%	89/111
	BOY		0%	3%	45%	34%	18%	
Grade 4	EOY		25%	15%	34%	15%	10%	105/131
	BOY		4%	5%	34%	23%	34%	
Grade 5	EOY		23%	29%	24%	14%	10%	79/102
	BOY		3%	11%	33%	18%	35%	

SMC 1 Domain 1

Met Dallas										D1	D1	D2B
	Goal	DNM	APP	MET	MST	TESTS	% APP	% MET	% MST	Raw	Scale	Letter
3rd Reading English	84%	10	11	23	8	52	81%	60%	15%	52	79	B
3rd Reading Spanish	69%	7	10	5	2	24	71%	29%	8%	36	62	D
4th Reading English	69%	11	29	28	18	86	87%	53%	21%	54	82	A
4th Reading Spanish	40%	3	4	10	4	21	86%	67%	19%	57	86	A
5th Reading English	76%	4	9	28	19	60	93%	78%	32%	68	92	A
5th Reading Spanish	47%	3	5	7	4	19	84%	58%	21%	54	82	A
3rd Math English	85%	16	12	43	16	87	82%	68%	18%	56	85	A
3rd Math Spanish	100%	0	0	0	0	0						
4th Math English	66%	23	35	19	30	107	79%	46%	28%	51	78	B
4th Math Spanish	0%	1	1	0	0	2	50%	0%	0%	17	45	F
5th Math English	77%	2	13	41	20	76	97%	80%	26%	68	92	A
5th Math Spanish	100%	0	2	2	1	5	100%	60%	20%	60	90	A
5th Science	88%	5	11	40	27	83	94%	81%	33%	69	92	A
										D1	D1	D2B
		DNM	APP	MET	MST	TOTAL	% APP	% MET	% MST	Raw	Scale	Letter
TOTAL	75%	85	142	246	149	622	86%	64%	24%	58	88	A
Reading	70%	38	68	101	55	262	85%	60%	21%	55	83	A
Math	75%	42	63	105	67	277	85%	62%	24%	57	86	A
Science	88%	5	11	40	27	83	94%	81%	33%	69	92	A

SMC 2 Domain 1

Met Dallas										D1	D1	D2B
	Goal	DNM	APP	MET	MST	TESTS	% APP	% MET	% MST	Raw	Scale	Letter
3rd Reading English	94%	3	14	26	20	63	95%	73%	32%	67	92	A
3rd Reading Spanish	80%	3	5	6	10	24	88%	67%	42%	65	91	A
4th Reading English	68%	7	33	32	14	86	92%	53%	16%	54	82	A
4th Reading Spanish	33%	6	2	5	9	22	73%	64%	41%	59	89	A
5th Reading English	80%	4	5	22	29	60	93%	85%	48%	76	94	A
5th Reading Spanish	55%	2	3	8	7	20	90%	75%	35%	67	92	A
3rd Math English	77%	25	21	23	21	90	72%	49%	23%	48	76	B
3rd Math Spanish	100%	0	0	0	0	0						
4th Math English	52%	24	29	33	14	100	76%	47%	14%	46	74	B
4th Math Spanish	0%	1	0	1	0	2	50%	50%	0%	33	58	D
5th Math English	48%	11	32	21	10	74	85%	42%	14%	47	75	B
5th Math Spanish	83%	1	3	1	1	6	83%	33%	17%	44	72	B
5th Science	84%	7	25	21	29	82	91%	61%	35%	63	91	A
										D1	D1	D2B
		DNM	APP	MET	MST	TOTAL	% APP	% MET	% MST	Raw	Scale	Letter
TOTAL	70%	94	172	199	164	629	85%	58%	26%	56	85	A
Reading	75%	25	62	99	89	275	91%	68%	32%	64	91	A
Math	60%	62	85	79	46	272	77%	46%	17%	47	75	B
Science	84%	7	25	21	29	82	91%	61%	35%	63	91	A

SMC 3 Domain 1

Met Dallas										D1	D1	D2B
	Goal	DNM	APP	MET	MST	TESTS	% APP	% MET	% MST	Raw	Scale	Letter
3rd Reading English	76%	14	19	25	6	64	78%	48%	9%	45	73	B
3rd Reading Spanish	62%	8	9	4	4	25	68%	32%	16%	39	67	C
4th Reading English	58%	14	32	30	6	82	83%	44%	7%	45	73	B
4th Reading Spanish	28%	5	3	2	9	19	74%	58%	47%	60	90	A
5th Reading English	46%	13	16	23	8	60	78%	52%	13%	48	76	B
5th Reading Spanish	59%	4	2	10	5	21	81%	71%	24%	59	89	A
3rd Math English	61%	38	32	19	2	91	58%	23%	2%	28	54	F
3rd Math Spanish		0	0	0	0	0						
4th Math English	19%	63	20	18	7	108	42%	23%	6%	24	50	F
4th Math Spanish	0%	2	0	0	0	2	0%	0%	0%	0	30	F
5th Math English	46%	24	26	14	12	76	68%	34%	16%	39	67	C
5th Math Spanish	83%	1	3	2	0	6	83%	33%	0%	39	67	C
5th Science	64%	21	28	14	18	81	74%	40%	22%	45	73	B
										D1	D1	D2B
		DNM	APP	MET	MST	TOTAL	% APP	% MET	% MST	Raw	Scale	Letter
TOTAL	51%	207	190	161	77	635	67%	37%	12%	39	67	C
Reading	58%	58	81	94	38	271	79%	49%	14%	47	75	B
Math	41%	128	81	53	21	283	55%	26%	7%	29	55	F
Science	64%	21	28	14	18	81	74%	40%	22%	45	73	B

STAAR 2025-2026 Results (Preliminary Data)

Subject	Tested	DNM	APP+	Meets+	Masters	% DNM	% APP+	% Meets+	% Masters	Raw
3rd Reading English	67	23	44	17	2	34%	66%	25%	3%	38
3rd Reading Spanish	23	5	18	11	8	22%	78%	48%	35%	58
3rd Math English	91	39	52	33	11	42%	58%	36%	13%	35.6

Subject	Tested	DNM	APP+	Meets+	Masters	% DNM	% APP+	% Meets+	% Masters	Raw
4th Reading English	95	47	48	23	5	49%	51%	24%	5%	33.6
4th Reading Spanish	22	6	16	15	9	27%	73%	68%	41%	47.6
4th Math English	113	59	54	34	15	52%	48%	30%	13%	31.66
4th Math Spanish	3	1	2	0	0	33%	67%	0%	0%	22.22
5th Reading English	60	21	39	25	11	35%	65%	42%	18%	42
5th Reading Spanish	21	5	16	12	5	24%	76%	57%	24%	52
5th Math English	75	23	52	33	13	31%	69%	44%	17%	43
5th Math Spanish	7	0	7	4	2	0%	100%	57%	29%	62

2026-2027 SMC 1 Domain 1 Goals

Subject	Approaches	Meets	Masters	Raw
3rd Gr. Reading English	70%	40%	10%	40
3rd Gr. Reading Spanish	70%	40%	10%	40
4th Gr. Reading English	75%	45%	15%	45
4th Gr. Reading Spanish	75%	45%	15%	45
5th Gr. Reading English	75%	45%	15%	45
5th Gr. Reading Spanish	80%	50%	20%	50
3rd Gr. Math English	60%	30%	10%	33
3rd Gr. Math Spanish	75%	40%	10%	42
4th Gr. Math English	60%	30%	10%	33
4th Gr. Math Spanish	75%	40%	10%	42
5th Gr. Math English	60%	30%	10%	33
5th Gr. Math Spanish	60%	30%	10%	33
5th Gr. Science	80%	45%	20%	48
ELAR	74%	44%	14%	44
Math	65%	33%	10%	36
Science	80%	45%	20%	48

2026-2027 SMC 2 Domain 1

Goals

Subject	Approaches	Meets	Masters	Raw
3rd Gr. Reading English	80%	50%	20%	50
3rd Gr. Reading Spanish	80%	50%	20%	50
4th Gr. Reading English	80%	50%	20%	50
4th Gr. Reading Spanish	80%	50%	20%	50
5th Gr. Reading English	80%	50%	20%	50
5th Gr. Reading Spanish	85%	55%	25%	55
3rd Gr. Math English	70%	40%	20%	43
3rd Gr. Math Spanish	80%	50%	20%	50
4th Gr. Math English	70%	40%	20%	43
4th Gr. Math Spanish	85%	50%	20%	51
5th Gr. Math English	70%	40%	20%	43
5th Gr. Math Spanish	70%	40%	20%	43
5th Gr. Science	85%	50%	25%	53
ELAR	81%	51%	21%	51
Math	65%	33%	10%	45
Science	85%	50%	25%	53

2026-2027 SMC 3 Domain 1

Goals

Subject	Approaches	Meets	Masters	Raw
3rd Gr. Reading English	90%	60%	30%	60
3rd Gr. Reading Spanish	90%	60%	30%	60
4th Gr. Reading English	90%	60%	30%	60
4th Gr. Reading Spanish	90%	60%	30%	60
5th Gr. Reading English	90%	60%	30%	60
5th Gr. Reading Spanish	90%	60%	30%	60
3rd Gr. Math English	80%	50%	25%	51
3rd Gr. Math Spanish	90%	60%	30%	60
4th Gr. Math English	80%	50%	25%	51
4th Gr. Math Spanish	90%	60%	30%	60
5th Gr. Math English	80%	50%	25%	51
5th Gr. Math Spanish	80%	50%	25%	51
5th Gr. Science	90%	60%	30%	60
ELAR	90%	60%	30%	60
Math	83%	53%	26%	54
Science	90%	60%	30%	60

2026 Evaluator Data

Evaluator Name	Number of Teachers	Spot Avg	D2 Spot Avg	D3 Spot Avg	Number of STAAR/EOC Test Subjects	Number of Tested Students	Avg D1 Raw Score	Avg D1 Scale Score	Avg % Met DISD Goal	% Teachers Progressing III & Below	% Teachers Proficient I & Above
STAFFORD, ASHLEY	14	2.2	2.1	2.4	7	547	37	64	34%	36%	64%
LEWIS, CHARLMAINE	18	1.8	1.7	2.1	0	0				67%	33%
TILLIS, DANIELLE	14	2.3	2.0	2.5	2	178	37	64	73%	57%	43%
STENCER, TORIAN	3	1.6	1.5	1.8	1	38	29	55	61%	67%	33%

Data Sources: MyDataPortal, STAAR

Simulator, Cornerstone, IReady

Student Learning Strengths

Albert C. Black Jr. STEAM Academy continues to strengthen student achievement through intentional instructional practices, targeted intervention systems,

and a commitment to meeting the needs of all learners.

- A growing number of students are demonstrating academic growth in Reading and Mathematics as evidenced by i-Ready and STAAR performance data across multiple grade levels.
- Spanish Reading programs continue to be a campus strength, with students in Grades 3–5 consistently outperforming their English Reading peers in Meets and Masters performance levels on STAAR.
- Kindergarten students demonstrated strong foundational skills in Reading and Mathematics, with the majority of students performing Early On Grade Level or Mid/Above Grade Level on i-Ready assessments.
- Small-group instruction is implemented consistently across grade levels and content areas to provide targeted support based on student performance data.
- Teachers regularly utilize formative assessment data, progress monitoring tools, and PLC structures to identify student needs and adjust instruction accordingly.
- MTSS implementation continues to strengthen Tier II and Tier III intervention systems, ensuring students receive targeted academic support based on individual learning needs.
- Students are provided opportunities to engage in rigorous learning experiences through the integration of reading, writing, mathematics, science, and technology across content areas.
- Mathematics achievement in Grade 5 demonstrated strong performance, with 69% of English learners and 100% of Spanish learners achieving Approaches Grade Level or higher on STAAR.
- Bilingual and Emergent Bilingual students continue to demonstrate strong achievement in Reading, particularly in Spanish Reading, where multiple grade levels exceeded campus averages in Meets and Masters performance.
- Technology integration, student goal-setting, and progress-monitoring practices support student ownership of learning and contribute to increased academic engagement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student performance on local and State assessments did not meet the campus benchmark goals (50/65/70/85) for each quarter in all subjects assessed.

Root Cause: We need to shift our focus to absolute academic achievement rather than growth metrics and align instruction to ensure students are successful at the intended targets.

Problem Statement 2 (Prioritized): Scheduling for students needing special services changed throughout the school year which resulted in inconsistency of delivered instruction and assessment.

Root Cause: We started the school year not having all documentation on students from parents or prior campuses to know if students qualified for special services which resulted in students remaining in General Education until they have been progress monitored for a minimum of six (6) weeks OR until paperwork was received.

Problem Statement 3 (Prioritized): Student performance was lower in mathematics than in English Language Arts & Reading.

Root Cause: District-provided curriculum resources and assessments did not mirror the revised STAAR assessment and I-Ready assessments so that students had enough practice with test formatting. In addition, there is an opportunity for teachers to study and practice math content to the depth needed to make connections for students.

Problem Statement 4 (Prioritized): Intentional STEM-embedded practices are not evident across all grade levels and content areas (in preparation for the opening of the new school building).

Root Cause: Current systems are not anchored in STEM-embedded practices and should be revisited to leverage STEM as part of the real-world connections and learning for students.

Problem Statement 5 (Prioritized): Students across multiple grade levels struggle with writing stamina and coherence due to limited early exposure to scaffolded, vertically aligned writing instruction.

Root Cause: There is an absence of a comprehensive, campus-wide writing framework that ensures progression from early sentence construction in primary grades to genre-based writing in upper grades.

Problem Statement 6 (Prioritized): Mathematics performance lags behind reading in Grades 2-5, with students showing difficulty in problem-solving, reasoning, and understanding multiple representations.

Root Cause: Insufficient focus on math discourse, limited exposure to STAAR-aligned question types early in the year, and underutilization of manipulatives in small groups contribute to shallow conceptual understanding.

Problem Statement 7 (Prioritized): Students identified as "out-of-place" academically are not consistently identified or supported early in the school year.

Root Cause: Gaps in data analysis and early intervention systems delay appropriate instructional supports and intervention scheduling.

Problem Statement 8 (Prioritized): As a D-rated campus, inconsistent implementation of rigorous, standards-aligned Tier I instruction has contributed to student performance outcomes. Strengthening Tier I instruction is a priority within our Local Improvement Plan (LIP) to increase student achievement and growth.

Root Cause: Tier I instruction has lacked consistency in TEKS alignment, explicit modeling, rigorous exemplars, checks for understanding, and data-driven adjustments. Systems for instructional feedback, coaching, and follow-up also need greater consistency across classrooms.

Problem Statement 9 (Prioritized): As part of our LIP, inconsistent use of student data has limited our ability to quickly identify learning gaps and adjust instruction to improve student outcomes.

Root Cause: Data has not been consistently collected, analyzed, and used to drive timely reteach, intervention, and instructional adjustments across classrooms.

Problem Statement 10 (Prioritized): As part of our LIP, too many students are not demonstrating sufficient academic growth or progressing toward grade-level performance.

Root Cause: Intervention, small-group instruction, tutoring, and progress monitoring have not been implemented consistently enough to address individual student learning gaps.

Problem Statement 11 (Prioritized): As part of our LIP, inconsistent monitoring and follow-up have contributed to variation in the quality and implementation of Tier I instruction across classrooms.

Root Cause: Leadership systems for classroom observations, actionable feedback, coaching, and follow-up have not been consistently implemented to ensure instructional expectations translate into improved teacher practice and student outcomes.

School Processes & Programs

School Processes & Programs Summary

School Programs and Initiatives

We firmly believe that the presence of an effective teacher in the classroom is paramount. As an ACE Graduate campus, our strategic staffing approach, supplemented with financial incentives, is meticulously designed to attract the most effective educators. We prioritize the recruitment of teachers who have achieved a rating of Proficient I or higher and who have demonstrated proven results in their teaching practice. These teachers participate in a comprehensive interview process with school members and are selected based on their performance in the interviews.

Campus Instructional Leadership Team

Our staff members are actively encouraged to engage in leadership development, participate in committees, and lead teams comprising both students and staff. The leadership opportunities available to our staff include roles in the Campus Instructional Leadership Team (CILT), serving as Team Captains, and leading student clubs or activities. These roles and responsibilities are clearly delineated in our campus organizational chart.

Professional Development and Planning

Staff members are expected to participate in various professional meetings, scheduled on Mondays after school and on Tuesdays and Wednesdays during Professional Learning Communities (PLCs). These meetings are designed to foster professional growth and development, focusing on research-based practices essential for high-performing schools. Key activities during these meetings include discussions on practical challenges, classroom observations, analysis of student work and assessments, and alignment and development of lesson plans. The insights and information gathered from these meetings are shared among colleagues to ensure consistent and effective practices across classrooms.

The meeting schedule is structured as follows:

- ****Monday:**** District-required professional development sessions.
- ****Tuesday/Wednesday rotation:**** Focused on lesson planning and practice during PLC meetings, which include the study of student work, development of demonstration of learning (DOL) tasks, creation of exemplar lesson plans, and detailed lesson planning.

This strategic approach ensures that our staff members are continually learning and growing, thereby enhancing the overall effectiveness and performance of our educational institution.

1. **Data:** Teachers gather and study accurate assessments to guide instruction and intervention. Assessments are used in goal setting for students and parents. An analysis of study products is paired with data. Exit tickets and Demonstration of Learnings (DOLs) are directly related to the learning goal and success criteria and we work with students to clearly articulate how they will demonstrate what they are expected to learn. Data is used to guide instruction, goal being to increase the number of students performing at the 'Meets' and 'Masters' level as determined by State guidelines.
2. **Small Group:** Teachers work to implement small, flexible, differentiated learning groups (meeting daily with students in "tier 3" for additional time). Small groups help clarify, fine-tune, and reinforce learning for reading, as well as math, writing, and science.
3. **Model Rooms:** Teachers work to foster excellence of learning for students through the use of:
 - a. Centers/small group rotations

- b. Profiling (students will know their skills strengths and deficits for goal setting)
 - c. Portfolios (organized file folders with meaningful work samples)
 - d. Accessible Learning Tools: Language to Literacy charts, Criteria charts, rubrics, word walls, work samples
 - e. Student-led conferences, 2nd – 5th grade
 - f. Well-managed technology will be utilized for personalized instruction
4. **Feedback:** Teachers maximize instructional impact with the use of high yield strategies. Feedback is the HIGHEST yield instructional strategy when applied correctly. Feedback is positive, specific, limited to one or 2 items, and include next steps for learning.
 5. **Aggressive Monitoring:** we give daily feedback through the aggressive monitoring technique. Using “Similarities and Differences” (2nd highest gains) means that all new concepts and vocabulary should be “hooked” to prior knowledge by showing how new ideas are like or unlike things already known. This is effectively achieved with metaphors, analogies, visuals, hands-on experience, and graphic organizers. Summarization (3rd highest gains) requires students to develop critical thinking, like interpretation, inference, synthesis, and often evaluation (verbal & written). Think, pair, share and quick writes should be regular classroom practices.
 6. **Time:** Teachers work to make the best use of instructional time. Transitions are quick and organized. Every minute counts!
 7. **Engagement:** Teachers aim for equity in engagement and participation with purposefully designed questioning methods to maximize involvement by employing research based engagement techniques, including Multiple Response Strategies (MRS). Teachers employ purposeful questioning techniques that avoid only calling on volunteers.
 8. **Alignment:** Teachers post standards and learning objectives daily. Learning objectives are tied to the TEKS – and most importantly, students know and understand the learning goals. Essential and guiding questions are also posted. There is a targeted focus on closing the achievement gap in reading with balanced literacy across all grade levels.

Data Sources: Master Schedule, Staff handbook/Playbook, ACE PD & data, TIP Web data

School Processes & Programs Strengths

Programs and Processes at Albert C. Black Jr. STEAM Academy

Albert C. Black Jr. STEAM Academy prides itself on a comprehensive array of programs and processes designed to ensure academic excellence, personal growth, and community engagement. These initiatives are structured to provide a well-rounded education, support diverse learning needs, and foster a positive and inclusive school culture.

Educational Programs

1. STEM Integration

- STEAM Curriculum: The academy integrates Science, Technology, Engineering, Arts, and Mathematics (STEAM) into its curriculum, promoting an

entrepreneurial mindset and problem-solving skills.

- National STEM Certification: Many staff members are National STEM certified, ensuring high-quality STEM education.

2. Special Education

- Individualized Support: Tailored educational plans and resources are provided for students in special education, ensuring they receive the necessary support to succeed academically.

3. Gifted and Talented (TAG) Program

4. Emergent Bilingual Program

5. Early Childhood Education

- Full-Day Pre-K: The school offers a full-day Pre-K program for qualifying 3- and 4-year-old students, providing a strong foundation for early learning.

6. Small Group Instruction

7. Enrichment Activities

- Extracurricular Programs**: Students have opportunities to participate in various enrichment activities, including tutoring, National Elementary Honor Society, and other clubs.

8. Technology Integration

- Digital Classrooms: Each classroom is equipped with the latest technology, including interactive screens and personal learning devices, to enhance the educational experience.

Professional Development and Teacher Support

1. Teacher Excellence Initiative (TEI)
2. Leadership Development
3. Professional Learning Communities (PLCs)
4. Tailored Professional Development

Student Support Systems

1. Multi-Tiered System of Supports (MTSS)
2. Social and Emotional Learning (SEL)
3. Discipline and Behavior Management

4. Community and Parental Engagement

Data-Driven Instruction

1. Accurate Assessments- Goal Setting: Teachers use accurate assessments to guide instruction and intervention, helping to set and achieve academic goals for students.
2. Data Analysis- Instructional Improvement: Regular analysis of student performance data to inform instructional strategies and improve student outcomes.
3. Feedback and Monitoring- Aggressive Monitoring: Daily feedback through aggressive monitoring techniques to ensure students understand and meet learning objectives.

Technology Strength Statement:

A key strength of our campus technology program is that all students have access to a 1:1 device while on campus, ensuring equitable access to digital learning resources, instructional tools, and personalized learning opportunities. This access supports student engagement, technology integration, and the development of essential digital literacy skills needed for academic success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Access to professional learning for staff is needed to strengthen core content understandings and SEL supports within the classrooms.

Root Cause: In surveying our novice/new teachers we recognize that alternative certifications provide the support needed for passing the teacher certification exams but not as much attention and support are given to pedagogy and professional responsibility. More assistance at the campus-level is requested and needed.

Problem Statement 2 (Prioritized): Positive culture and climate on the climate survey has 74% favorable responses which is a decline from previous years.

Root Cause: Staff and student increase has fostered disconnection between staff members. Partnerships are unwilling to support staff initiatives in the way that they are willing to support student initiatives.

Problem Statement 3: While each student has a device to use for instruction, we are limited in the technology accessories needed to accompany instruction for easier use and maintenance (e.g., additional charging stations, headphones, privacy screens)

Root Cause: With the large number of students on campus and limited space, it is challenging to spread students in order to maintain testing accountability and security.

Problem Statement 4: STEAM integration is not consistent across all grade levels, limiting the impact of interdisciplinary learning experiences.

Root Cause: Teachers require additional professional development and planning time to design lessons that embed STEAM practices beyond project-based activities and into core instruction.

Problem Statement 5 (Prioritized): Novice teachers and teaching assistants lack structured, job-embedded support aligned to classroom management, small group instruction, and TEKS-based lesson planning.

Root Cause: Existing onboarding and coaching systems do not fully address instructional pedagogy and tiered intervention practices for early career educators.

Problem Statement 6: Although data platforms like i-Ready and iStation are used campus-wide, teachers report challenges in interpreting and responding to the data effectively during PLCs.

Root Cause: More structured protocols and coaching are needed to strengthen data literacy and instructional planning during weekly collaborative planning sessions.

Problem Statement 7: Although all students have access to a 1:1 device, maintaining consistent access to technology can be challenging when student devices are damaged and replacements are not immediately available, resulting in interruptions to instruction and learning.

Root Cause: The district's device replacement process can require significant time to complete, and some students damage devices due to challenges with emotional regulation and other social-emotional factors, creating delays in restoring access to technology.

Perceptions

Perceptions Summary

Fall and Spring Climate Survey 2025-2026

Survey Category/Item	Responses	Campus Percent Positive (F2025)	District Scale Score (Mean)	District Scale Score (%ile)	District Quintile Score	Group Rank	Vertical Team Percent Positive	Choice Percent Positive	District Percent Positive	Campus Percent Positive (S2025)
Beliefs and Priorities		85.5	4.21	43	3	96	85.3	84.4	83.7	7
The key actions my school is working on this year are focused on what is best for students.	58	87.9					84.9	84.6	82.6	7
I understand my role in implementing the school's key actions.	58	93.1					91.4	90.6	90.7	8
I have the support I need from campus leadership to do my job well.	58	72.4					77.5	77.3	77.2	6
My campus leadership helps me understand recent changes in the school's focus.	58	82.8					82.4	80.5	79.9	6
My campus currently bases its actions on the Dallas ISD Student Outcome Goals.	58	91.4					88.4	87.3	86.2	7
My campus priorities are aligned with the district's priorities.	58	87.9					87.5	85.8	86.0	8
Campus leadership makes decisions that support the district's mission statement: "Educating all students for success."	58	82.8					84.7	84.2	83.3	6
District leadership makes decisions that support the district's mission statement: "Educating all students for success."*	58	82.8					83.1	78.0	78.1	6
Positive Culture and Environment		63.1	3.64	22	2	113	71.7	76.6	73.8	5
I would recommend this school to others to work here.	58	53.4					69.1	78.5	74.2	5
I usually look forward to working each day at this school.	58	67.2					73.5	78.9	76.7	6
I believe I work in an environment of support and respect.	58	72.4					73.8	78.5	77.3	6
Discipline is enforced consistently and effectively at my campus.	58	53.4					66.8	71.6	70.0	5
Unruly students are not permitted to disrupt the learning environment.	58	62.1					69.1	73.0	70.7	5
The campus I work in is clean, safe and free of physical hazards.	58	58.6					80.5	86.0	83.3	7
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	58	67.2					70.5	70.1	69.1	5
I am satisfied with the recognition I receive for doing a good job.	58	72.4					73.1	74.1	71.7	6
Morale at my school is strong.	58	60.3					68.4	72.0	69.8	5
I would recommend this school to parents seeking a place for their child.	58	63.8					72.2	82.9	75.7	5
Culture of Feedback and Support		65.8	3.75	25	2	111	78.5	77.2	77.0	6
My campus leadership helps me improve the quality of my instruction.	38	57.9					73.6	76.6	75.9	5
The instructional feedback I get helps me improve the quality of my instruction.	38	65.8					80.5	77.3	78.2	6
I have sufficient opportunities and encouragement to develop my leadership potential.	38	71.1					80.5	77.6	76.4	6
The PD sessions at my school this year helped me improve instruction.	38	55.3					72.2	72.0	71.7	5
My team experiences with colleagues this year helped me improve instruction.	38	88.8					85.9	83.4	83.6	8
My school has an effective instructional leadership team.	38	57.9					78.3	76.1	76.1	5
College-Going Culture		87.6	4.23	32	2	110	87.2	90.2	87.1	8
Staff expect most students in this school to go to college.	47	89.4					84.5	89.6	83.7	7
Instruction in this school is focused on helping students get ready for college.	47	78.7					84.7	87.9	85.4	7
Staff in this school feel that it is a part of their job to prepare students to succeed in college.	47	87.2					87.0	90.9	87.9	7
Staff at this school accept nothing less from students than their full effort.	47	85.1					87.6	89.1	86.3	8
Staff at this school do not let students give up when their class work becomes challenging.	47	93.6					88.4	90.9	88.2	8
Staff at this school give students feedback to help them understand how to improve.	47	91.5					91.2	92.8	91.0	8
Teacher-Teacher Trust		77.0	4.05	31	2	113	81.1	84.0	82.3	NA
Teachers in this school trust each other	38	60.5					75.7	79.5	78.0	NA
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	38	73.7					76.8	81.3	78.9	NA
Teachers respect other teachers who take the lead in school improvement efforts.	38	84.2					84.8	86.7	85.9	NA
Teachers at this school respect those colleagues who are experts at their craft.	38	89.5					87.0	88.5	86.7	NA
Teacher-Principal Trust		80.8	4.15	49	3	90	81.0	78.2	78.3	NA
The principal has confidence in the expertise of the teachers.	38	89.5					88.6	81.1	80.4	NA
I trust the principal at his or her word.	38	78.9					78.6	76.9	77.3	NA
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	38	81.6					76.1	76.2	74.8	NA
The principal takes a personal interest in the professional development of teachers.	38	78.9					83.7	78.9	79.2	NA
The principal looks out for the personal welfare of the faculty members.	38	81.6					80.8	76.8	77.8	NA
The principal places the needs of children ahead of personal and political interests.	38	81.6					81.9	81.7	81.8	NA
The principal at this school is an effective manager who makes the school run smoothly	38	73.7					79.3	75.9	77.2	NA

*Item not used in calculation of scale scores.

Group Rank: Rank within Secondary Schools (54), Elementary Schools (135), or Choice Schools (47) group.

1	School: Albert C. Black ES	TEA: 118										
	Survey Category/Item	Responses	Campus Percent Positive (S2026)	District Scale Score (Mean)	District Scale Score (%ile)	District Quintile Score	Group Rank	Vertical Team Percent Positive	Choice Percent Positive	District Percent Positive	Campus Percent Positive (F2025)	Campus Percent Positive (S2025)
2	Beliefs and Priorities		89.9	4.29	45	3	97	87.2	86.3	85.7	85.5	73.2
3	The key actions my school is working on this year are focused on what is best for students.	62	88.7					86.3	85.3	84.6	87.9	75.0
4	I understand my role in implementing the school's key actions.	62	93.5					93.1	92.0	91.7	93.1	87.5
5	I have the support I need from campus leadership to do my job well.	62	82.3					80.5	81.0	80.3	72.4	62.5
6	My campus leadership helps me understand recent changes in the school's focus.	62	87.1					83.1	82.7	82.4	82.8	67.5
7	My campus currently bases its actions on the Dallas ISD Student Outcome Goals.	62	93.5					90.5	89.2	87.9	91.4	75.0
8	My campus priorities are aligned with the district's priorities.	62	91.9					89.4	88.7	88.0	87.9	80.0
9	Campus leadership makes decisions that support the district's mission statement: "Educating all students for success."	62	91.9					87.4	85.6	85.0	82.8	65.0
10	District leadership makes decisions that support the district's mission statement: "Educating all students for success."	62	85.5					84.6	80.3	81.0	82.8	67.5
11	Positive Culture and Environment		68.5	3.74	22	2	114	74.6	77.3	75.8	63.1	57.5
12	I would recommend this school to others to work here.	62	64.5					72.6	80.0	77.5	53.4	52.5
13	I usually look forward to working each day at this school.	62	71.0					77.0	82.1	80.2	67.2	62.5
14	I believe I work in an environment of support and respect.	62	75.8					76.8	79.9	79.3	72.4	62.5
15	Discipline is enforced consistently and effectively at my campus.	62	59.7					68.7	67.4	68.8	53.4	52.5
16	Unruly students are not permitted to disrupt the learning environment.	62	58.1					70.0	71.1	70.4	62.1	52.5
17	The campus I work in is clean, safe and free of physical hazards.	62	67.7					85.7	85.2	84.2	58.6	70.0
18	If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	62	72.6					74.8	74.6	74.5	67.2	57.5
19	I am satisfied with the recognition I receive for doing a good job.	62	82.3					74.1	75.9	74.6	72.4	62.5
20	Morale at my school is strong.	62	71.0					70.8	72.2	71.4	60.3	52.5
21	I would recommend this school to parents seeking a place for their child.	62	62.9					75.2	84.5	77.8	63.8	50.0
22	Culture of Feedback and Support		77.4	4.02	38	2	102	79.1	78.9	79.2	65.8	64.9
23	My campus leadership helps me improve the quality of my instruction.	39	74.4					77.4	78.0	78.6	57.9	57.1
24	The instructional feedback I get helps me improve the quality of my instruction.	39	76.9					79.2	79.8	81.0	65.8	64.3
25	I have sufficient opportunities and encouragement to develop my leadership potential.	39	79.5					78.1	82.0	78.5	71.1	67.9
26	The PD sessions at my school this year helped me improve instruction.	39	74.4					75.3	72.5	73.5	55.3	57.1
27	My team experiences with colleagues this year helped me improve instruction.	39	84.6					85.5	84.3	85.3	86.8	85.7
28	My school has an effective instructional leadership team.	39	74.4					79.2	77.1	78.4	57.9	57.1
29	College-Going Culture		85.3	4.22	29	2	113	87.0	89.4	87.2	87.6	81.3
30	Staff expect most students in this school to go to college.	52	84.6					80.8	89.1	83.8	89.4	78.1
31	Instruction in this school is focused on helping students get ready for college.	52	82.7					86.7	88.1	85.6	78.7	78.1
32	Staff in this school feel that it is a part of their job to prepare students to succeed in college.	52	84.6					88.9	90.6	88.1	87.2	78.1
33	Staff at this school accept nothing less from students than their full effort.	52	82.7					86.7	87.0	86.4	85.1	87.5
34	Staff at this school do not let students give up when their class work becomes challenging.	52	84.6					87.3	89.1	88.2	93.6	81.3
35	Staff at this school give students feedback to help them understand how to improve.	52	92.3					91.6	92.4	91.1	91.5	84.4
36	Teacher-Teacher Trust		78.8	4.13	37	2	107	80.6	83.2	83.0	77.0	73.2
37	Teachers in this school trust each other	39	74.4					74.2	78.2	78.4	60.5	67.9
38	It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	39	71.8					76.3	80.4	79.5	73.7	67.9
39	Teachers respect other teachers who take the lead in school improvement efforts.	39	84.6					84.8	86.6	86.6	84.2	71.4
40	Teachers at this school respect those colleagues who are experts at their craft.	39	84.6					86.9	87.8	87.6	89.5	85.7
41	Teacher-Principal Trust		84.6	4.27	53	3	81	82.4	81.3	80.7	80.8	59.2
42	The principal has confidence in the expertise of the teachers.	39	92.3					86.9	84.2	82.9	89.5	60.7
43	I trust the principal at his or her word.	39	87.2					81.3	80.6	79.4	78.9	53.6
44	It's OK in this school to discuss feelings, worries, and frustrations with the principal.	39	87.2					80.2	78.3	77.6	81.6	57.1
45	The principal takes a personal interest in the professional development of teachers.	39	82.1					80.9	81.0	80.2	78.9	64.3
46	The principal looks out for the personal welfare of the faculty members.	39	79.5					82.7	81.3	80.7	81.6	57.1
47	The principal places the needs of children ahead of personal and political interests.	39	87.2					84.5	84.8	83.9	81.6	64.3
48	The principal at this school is an effective manager who makes the school run smoothly	39	76.9					80.6	78.9	79.9	73.7	57.1

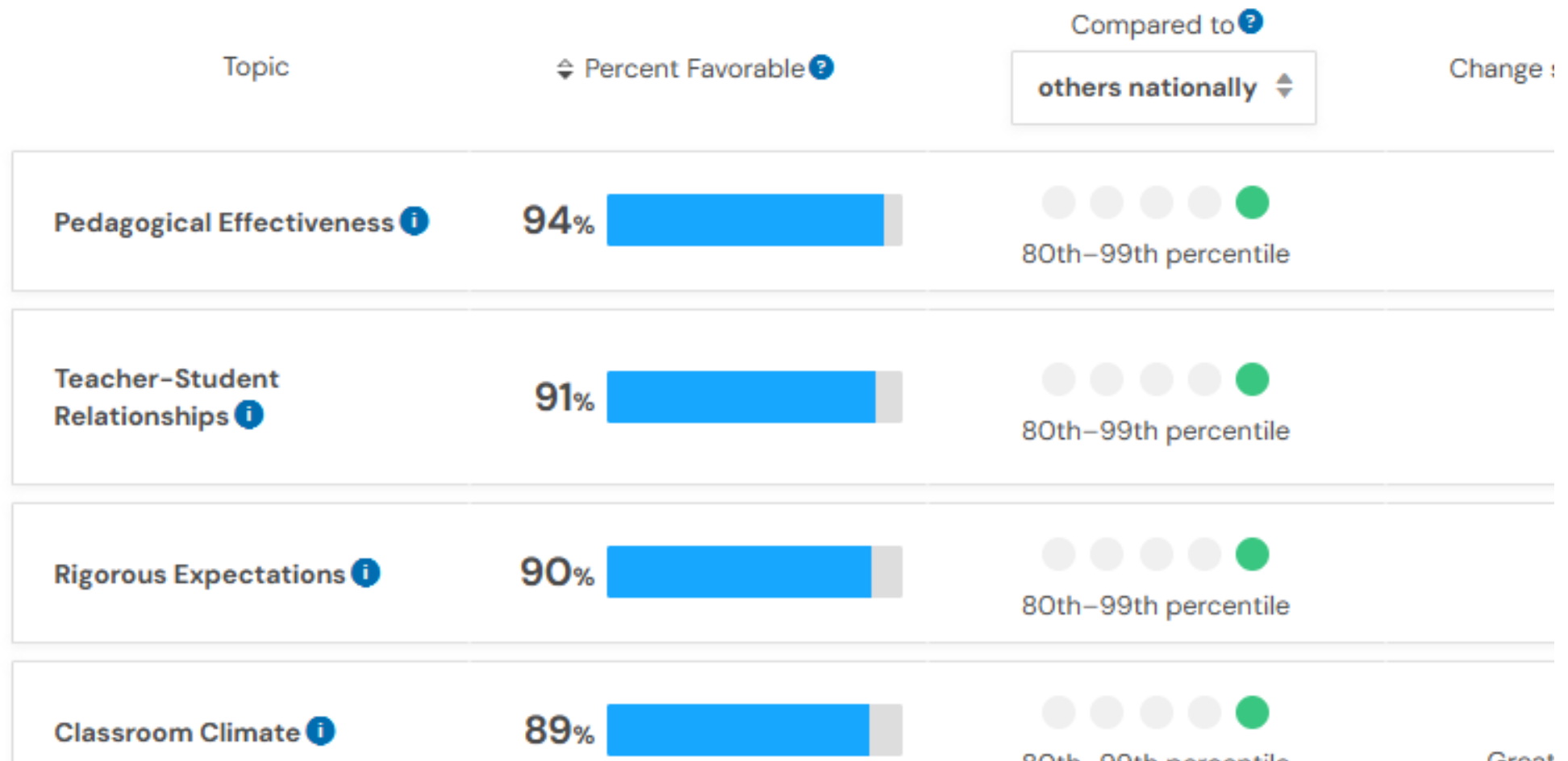


Student Survey – Teacher

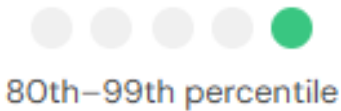
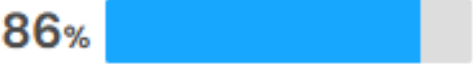
What feedback did students have about their experience in class?

Grades 3–5

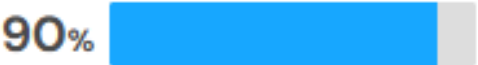
457 responses | [show breakdown](#)



Engagement 



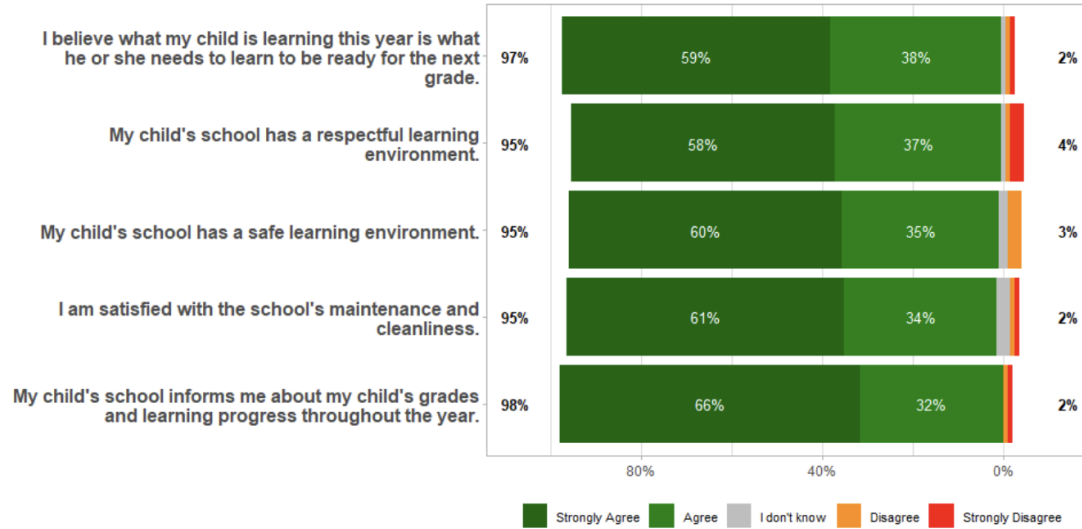
Overall Score



Results for Albert C. Black, Jr. STEAM Academy

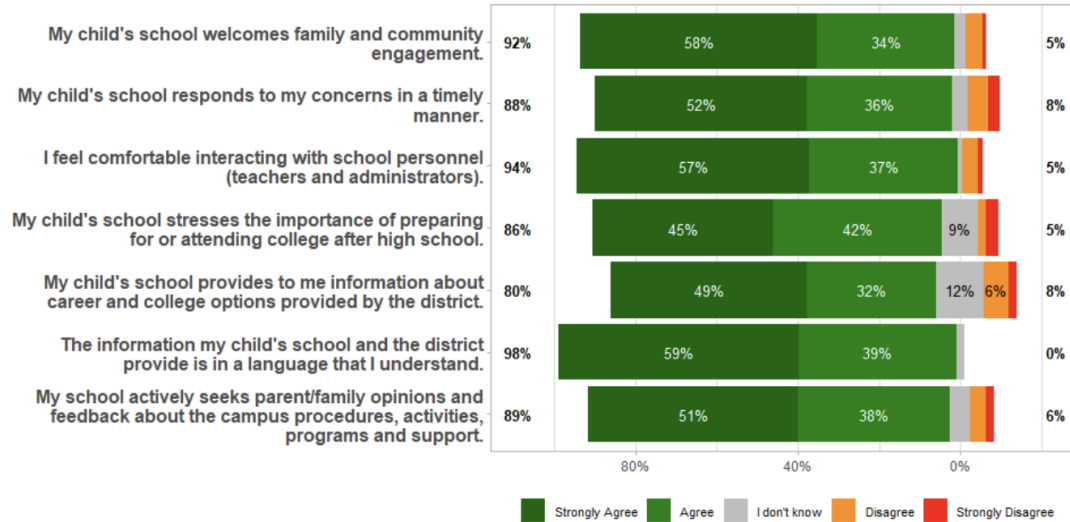
1. Overall Experience: Learning Environment

Please rate your level of agreement with the following statements:



2. Overall Experience: Engagement

Please rate your level of agreement with the following statements:



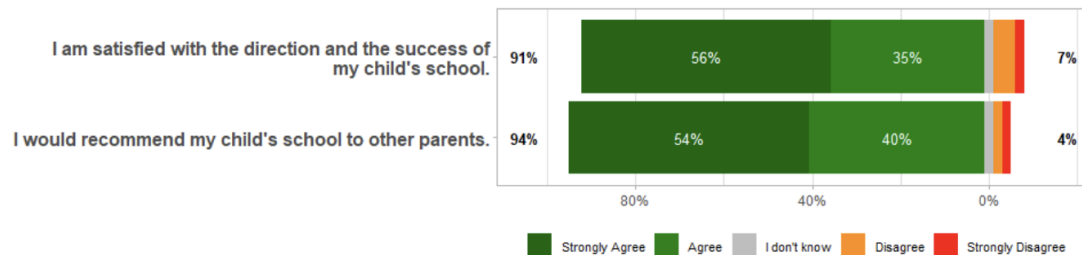
3. Participation

Overall, how easy does your campus make it for you to participate in activities or events?

Rating	Not easy at all					Extremely Easy					
	0	1	2	3	4	5	6	7	8	9	10
Count	1	0	2	0	2	10	1	7	16	19	40
Percent	1.0	0.0	2.0	0.0	2.0	10.2	1.0	7.1	16.3	19.4	40.8

4. Satisfaction

Please rate your level of agreement with the following sentences about your satisfaction with your campus:



At Albert C. Black Jr. STEAM Academy, we cultivate excellence in a safe, innovative, and inclusive environment, preparing lifelong learners to lead with confidence, creativity, and purpose.

Albert C. Black Jr. STEAM Academy takes pride in its systematic and comprehensive approach to conducting business. Our commitment to excellence is reflected in how we gather feedback, engage with our community, maintain a positive school culture, and ensure effective communication and staff retention. Here is an overview of how well we conduct our business operations:

We employ a variety of methods to collect valuable insights from our stakeholders:

- **Parent Surveys:** Conducted regularly to gauge parent satisfaction and gather feedback on school programs and initiatives. Our parent surveys consistently show over 92% positive responses, indicating a strong endorsement of our school's performance and environment.
- **Staff Surveys:** Administered to assess teacher and staff satisfaction, identify areas for improvement, and gather input on professional development needs. Recent surveys indicated a 79% favorable response on school climate, highlighting areas for growth in fostering a positive work environment.
- **Student Surveys:** Used to understand student experiences and gather feedback on instructional quality, school safety, and extracurricular activities. An 90%

favorable response rate reflects our students' positive perception of their school experience.

- Focus Groups and Interviews: Conducted with specific groups such as parents, teachers, and community members to dive deeper into particular issues and gather detailed qualitative data.

Parent engagement is a cornerstone of our school's success:

- Participation Levels: We see high levels of parent participation in school events, monthly community coffee meetings, and volunteer opportunities. Attendance at these events averages at least 10 parents per meeting.
- Feedback: Parents provide feedback through surveys, direct communication, and participation in school committees. This feedback is crucial for continuous improvement and ensuring that our programs meet the needs of our families.

Our school's culture and climate are built on a foundation of core values:

- Vision: At Albert C. Black Jr. STEAM Academy, we cultivate excellence in a safe, innovative, and inclusive environment, preparing lifelong learners to lead with confidence, creativity, and purpose.
- Core Values: "Inspiring Trust, Teaching Excellence, Transforming Lives" are not just slogans but principles that guide our daily operations and interactions.
- Positive Climate: We prioritize creating a supportive and inclusive environment for all students and staff. Efforts include the implementation of the RCA House System, which promotes student engagement and positive behavior.

Community Partnerships and Volunteer Data

We actively cultivate partnerships with community organizations to enhance our educational offerings:

- Partnerships- We collaborate with over 15 community organizations that provide resources, support, and enrichment opportunities for our students and staff.
- Volunteers- Community volunteers play a significant role in our school, assisting with events, tutoring, and other activities that contribute to our students' success.

Communication

Staff feedback is integral to our improvement processes:

- Professional Development- Feedback from staff surveys informs our professional development programs, ensuring they are relevant and effective.
- Climate Surveys- Regular climate surveys help us understand the staff's perspectives on the work environment and identify areas where we can enhance support and engagement.

Student voices are crucial in shaping our educational practices:

- Surveys and Focus Groups: Students provide feedback on their learning experiences, extracurricular activities, and overall satisfaction with the school environment. This feedback is used to make adjustments and improvements to our programs.

We use multiple communication channels, including newsletters, emails, social media, and the school website, to keep parents and the community informed.

Parents and staff have various avenues to provide feedback, including surveys, direct communication with school leaders, and suggestion boxes.

Support Systems -New teachers receive mentorship and support through structured induction programs, helping them integrate into the school community and thrive in their roles.

Other Considerations

Innovation and Adaptability: Our ability to adapt to changing needs and implement innovative solutions is a strength. For instance, the integration of technology in classrooms has enhanced learning experiences and operational efficiency.

Data Sources: Parent surveys, student surveys, focus groups, interviews, climate survey

Perceptions Strengths

1. Positive School Climate and Culture

- **High Parent Satisfaction:** Survey data indicates that over 92% of parents have positive perceptions of the school. This high level of satisfaction reflects the effectiveness of our educational programs, community engagement efforts, and supportive environment.
- **Student Satisfaction:** Student survey results show an 90% favorable response rate, indicating that students feel positively about their experiences at the school. This satisfaction is crucial for student engagement and academic success.
- **Staff Morale:** Despite some areas for improvement, 79% of staff members report favorable perceptions of the school climate. This reflects a generally positive work environment where teachers and staff feel supported and valued.

2. Strong Community Partnerships and Engagement

- **Active Community Involvement:** We have partnerships with over 15 community organizations that support our students and staff. These partnerships enhance the educational experience and provide additional resources and opportunities for our school community.
- **Volunteer Participation:** High levels of community involvement reflect strong community support and engagement. Volunteers assist with various school activities, contributing to a rich educational environment.

3. Effective Communication and Feedback Mechanisms

- **Open Communication Channels:** The school maintains multiple communication channels, including newsletters, emails, social media, and the school website, ensuring that parents and the community are well-informed about school events and developments.
- **Responsive Feedback Systems:** Mechanisms for parents and staff to provide feedback are well-established and effective. Regular surveys, focus groups, and direct communication opportunities allow stakeholders to voice their opinions and contribute to school improvements.

4. Commitment to Professional Development

- **Ongoing Teacher Development:** Professional development is tailored to the needs of teachers and based on student data and school initiatives. This focus on continuous improvement helps maintain high teaching standards and effective instructional practices.
- **Leadership Opportunities for Staff:** The school is working to establish more opportunities for various leadership roles and professional growth for staff, fostering a culture of development and collaboration.

5. Inclusivity and Support for Diverse Learners

- **Special Education and Bilingual Programs:** The school provides strong support for special education and emergent bilingual students, ensuring that all students have access

to the resources and assistance they need to succeed.

- **Early Childhood Education:** The full-day Pre-K program for qualifying 3- and 4-year-old students is a significant strength, providing early educational opportunities that set a strong foundation for future learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parental support with regard to academics, discipline, and participation is absent.

Root Cause: There is a disconnect between what is needed and what parents deem necessary which negatively impacts the overall success for students. Our norms are contradictory to their norms.

Problem Statement 2 (Prioritized): Staff celebrations and schoolwide recognition systems are unevenly implemented, leading to a decline in morale as reflected in climate survey results.

Root Cause: Rapid staff growth and increased demands on teacher time have disrupted the frequency and consistency of culture-building activities that previously contributed to staff engagement.

Problem Statement 3: Student perception of how discipline is handled on campus is currently 52% positive on the climate survey. The campus aims to increase this measure to 59% by implementing more consistent, supportive, and restorative discipline practices.

Root Cause: Many students experience challenges related to poverty, including trauma, housing and food insecurity, and limited access to healthcare and medication, which can impact behavior and self-regulation. Additionally, inconsistent implementation of behavior supports and restorative practices may contribute to negative perceptions of campus discipline.

Priority Problem Statements

Problem Statement 1: There is currently not enough human capital, training, or resources to accommodate our growing Emergent Bilingual population. We have allocations for Bilingual positions at every grade level with no consistent instructional support to teachers.

Root Cause 1: There remains a District-wide shortage of certified and qualified individuals to support the increasing demographic of Emergent Bilinguals, which includes our Refugee students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Significant student absences and the mobility rate presents a concern of instability for students with regard to mental health, academic growth, and social development.

Root Cause 2: Living conditions in surrounding apartments and homes are sub par, resulting in families consistently relocating. Many families take residency with the intent of staying temporarily until they can find more suitable living conditions. There is a lack of motivation (positive or negative) when it comes to the requirements for parents to have children at school on time daily.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students are on the waiting list (or have not been identified) to determine qualification for Special Education services as a result of the SST process and/or parent requests and have not been assessed for learning disabilities.

Root Cause 3: Although an educational diagnostician has been assigned to our campus, they are also servicing students at other campuses within the District which causes a delay in testing. We have also found that parents hold up the process when they do not complete the required parent forms or submit physician's documents as required.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students have experienced traumatic situations as a result of living in the surrounding area (i.e., high poverty and crime) and/or students have counseling services noted in their IEP or IAP, but there is not a full-time certified individual assigned to our campus exclusively to offer wraparound support beyond what our school counselors can provide.

Root Cause 4: While we have a licensed social worker or counselor to service students assigned, they are only able to come 1-2 days per week because they are assigned to serve multiple campuses

Problem Statement 4 Areas: Demographics

Problem Statement 5: Student performance on local and State assessments did not meet the campus benchmark goals (50/65/70/85) for each quarter in all subjects assessed.

Root Cause 5: We need to shift our focus to absolute academic achievement rather than growth metrics and align instruction to ensure students are successful at the intended targets.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Scheduling for students needing special services changed throughout the school year which resulted in inconsistency of delivered instruction and assessment.

Root Cause 6: We started the school year not having all documentation on students from parents or prior campuses to know if students qualified for special services which resulted in students remaining in General Education until they have been progress monitored for a minimum of six (6) weeks OR until paperwork was received.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Student performance was lower in mathematics than in English Language Arts & Reading.

Root Cause 7: District-provided curriculum resources and assessments did not mirror the revised STAAR assessment and I-Ready assessments so that students had enough practice with test formatting. In addition, there is an opportunity for teachers to study and practice math content to the depth needed to make connections for students.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Intentional STEM-embedded practices are not evident across all grade levels and content areas (in preparation for the opening of the new school building).

Root Cause 8: Current systems are not anchored in STEM-embedded practices and should be revisited to leverage STEM as part of the real-world connections and learning for students.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Students across multiple grade levels struggle with writing stamina and coherence due to limited early exposure to scaffolded, vertically aligned writing instruction.

Root Cause 9: There is an absence of a comprehensive, campus-wide writing framework that ensures progression from early sentence construction in primary grades to genre-based writing in upper grades.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Mathematics performance lags behind reading in Grades 2-5, with students showing difficulty in problem-solving, reasoning, and understanding multiple representations.

Root Cause 10: Insufficient focus on math discourse, limited exposure to STAAR-aligned question types early in the year, and underutilization of manipulatives in small groups contribute to shallow conceptual understanding.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Students identified as "out-of-place" academically are not consistently identified or supported early in the school year.

Root Cause 11: Gaps in data analysis and early intervention systems delay appropriate instructional supports and intervention scheduling.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Positive culture and climate on the climate survey has 74% favorable responses which is a decline from previous years.

Root Cause 12: Staff and student increase has fostered disconnection between staff members. Partnerships are unwilling to support staff initiatives in the way that they are willing to support student initiatives.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Novice teachers and teaching assistants lack structured, job-embedded support aligned to classroom management, small group instruction, and TEKS-based lesson planning.

Root Cause 13: Existing onboarding and coaching systems do not fully address instructional pedagogy and tiered intervention practices for early career educators.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Staff celebrations and schoolwide recognition systems are unevenly implemented, leading to a decline in morale as reflected in climate survey results.

Root Cause 14: Rapid staff growth and increased demands on teacher time have disrupted the frequency and consistency of culture-building activities that previously contributed to staff engagement.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: Parental support with regard to academics, discipline, and participation is absent.

Root Cause 15: There is a disconnect between what is needed and what parents deem necessary which negatively impacts the overall success for students. Our norms are contradictory to their norms.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: As a D-rated campus, inconsistent implementation of rigorous, standards-aligned Tier I instruction has contributed to student performance outcomes. Strengthening Tier I instruction is a priority within our Local Improvement Plan (LIP) to increase student achievement and growth.

Root Cause 16: Tier I instruction has lacked consistency in TEKS alignment, explicit modeling, rigorous exemplars, checks for understanding, and data-driven adjustments. Systems for instructional feedback, coaching, and follow-up also need greater consistency across classrooms.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: As part of our LIP, inconsistent use of student data has limited our ability to quickly identify learning gaps and adjust instruction to improve student outcomes.

Root Cause 17: Data has not been consistently collected, analyzed, and used to drive timely reteach, intervention, and instructional adjustments across classrooms.

Problem Statement 17 Areas: Student Learning

Problem Statement 18: As part of our LIP, too many students are not demonstrating sufficient academic growth or progressing toward grade-level performance.

Root Cause 18: Intervention, small-group instruction, tutoring, and progress monitoring have not been implemented consistently enough to address individual student learning gaps.

Problem Statement 18 Areas: Student Learning

Problem Statement 19: As part of our LIP, inconsistent monitoring and follow-up have contributed to variation in the quality and implementation of Tier I instruction across classrooms.

Root Cause 19: Leadership systems for classroom observations, actionable feedback, coaching, and follow-up have not been consistently implemented to ensure instructional expectations translate into improved teacher practice and student outcomes.

Problem Statement 19 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 1: GPM 1.1 Kindergarten student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from 37% to 45% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: I-Ready EOY diagnostics, teacher-created benchmarks

Strategy 1 Details		Reviews		
Strategy 1: Implement daily small groups using leveled texts aligned to students' instructional reading levels; Focus is on emergent literacy: phonological awareness, print concepts, letter-sound correspondence, basic decoding, and listening comprehension. Strategy's Expected Result/Impact: Improved decoding, fluency, and comprehension Staff Responsible for Monitoring: Teachers (including SpEd, TAG, and Specials), Teacher Assistants (TAs), Literacy Acceleration Specialists (LAS), Counselors, Administrators, Media Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 3 - Student Learning 1 - School Processes & Programs 5		Formative		Summative
		Oct	Feb	Apr

Strategy 2 Details	Reviews		
Strategy 2: Provide early literacy intervention using decodable readers, phonics routines, and cross-linguistic strategies for bilingual learners. Strategy's Expected Result/Impact: Increased foundational literacy skills for EB students Staff Responsible for Monitoring: Teachers (including SpEd, TAG, and Specials), Teacher Assistants (TAs), Literacy Acceleration Specialists (LAS), Counselors, Administrators, Media Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3	Formative		Summative
	Oct	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Use TX-KEA or CIRCLE assessment data to guide individualized phonological awareness instruction. Strategy's Expected Result/Impact: Early identification of skill gaps to support accelerated learning Staff Responsible for Monitoring: Teachers (including SpEd, TAG, and Specials), Teacher Assistants (TAs), Literacy Acceleration Specialists (LAS), Counselors, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 2, 4	Formative		Summative
	Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is currently not enough human capital, training, or resources to accommodate our growing Emergent Bilingual population. We have allocations for Bilingual positions at every grade level with no consistent instructional support to teachers. Root Cause: There remains a District-wide shortage of certified and qualified individuals to support the increasing demographic of Emergent Bilinguals, which includes our Refugee students.

Demographics

Problem Statement 2: Significant student absences and the mobility rate presents a concern of instability for students with regard to mental health, academic growth, and social development. **Root Cause:** Living conditions in surrounding apartments and homes are sub par, resulting in families consistently relocating. Many families take residency with the intent of staying temporarily until they can find more suitable living conditions. There is a lack of motivation (positive or negative) when it comes to the requirements for parents to have children at school on time daily.

Problem Statement 3: Students are on the waiting list (or have not been identified) to determine qualification for Special Education services as a result of the SST process and/or parent requests and have not been assessed for learning disabilities. **Root Cause:** Although an educational diagnostician has been assigned to our campus, they are also servicing students at other campuses within the District which causes a delay in testing. We have also found that parents hold up the process when they do not complete the required parent forms or submit physician's documents as required.

Problem Statement 4: Students have experienced traumatic situations as a result of living in the surrounding area (i.e., high poverty and crime) and/or students have counseling services noted in their IEP or IAP, but there is not a full-time certified individual assigned to our campus exclusively to offer wraparound support beyond what our school counselors can provide. **Root Cause:** While we have a licensed social worker or counselor to service students assigned, they are only able to come 1-2 days per week because they are assigned to serve multiple campuses

Student Learning

Problem Statement 1: Student performance on local and State assessments did not meet the campus benchmark goals (50/65/70/85) for each quarter in all subjects assessed. **Root Cause:** We need to shift our focus to absolute academic achievement rather than growth metrics and align instruction to ensure students are successful at the intended targets.

Problem Statement 2: Scheduling for students needing special services changed throughout the school year which resulted in inconsistency of delivered instruction and assessment. **Root Cause:** We started the school year not having all documentation on students from parents or prior campuses to know if students qualified for special services which resulted in students remaining in General Education until they have been progress monitored for a minimum of six (6) weeks OR until paperwork was received.

Problem Statement 3: Student performance was lower in mathematics than in English Language Arts & Reading. **Root Cause:** District-provided curriculum resources and assessments did not mirror the revised STAAR assessment and I-Ready assessments so that students had enough practice with test formatting. In addition, there is an opportunity for teachers to study and practice math content to the depth needed to make connections for students.

School Processes & Programs

Problem Statement 5: Novice teachers and teaching assistants lack structured, job-embedded support aligned to classroom management, small group instruction, and TEKS-based lesson planning. **Root Cause:** Existing onboarding and coaching systems do not fully address instructional pedagogy and tiered intervention practices for early career educators.

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 2: GPM 1.2 Grades 1 and 2 student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from 20% to 30% for Grade 1 and 11% to 22% for Grade 2 by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: I-Ready, formative assessments, including teacher made assessments

Strategy 1 Details		Reviews		
Strategy 1: Expand guided reading and phonics instruction with embedded cross-linguistic strategies for bilingual classrooms; leverage decodable texts and TEKS-aligned digital libraries and deliver small-group reading instruction 4-5 times weekly, focusing on fluency and comprehension. Strategy's Expected Result/Impact: Accelerated literacy gains through targeted support, improve performance on local and state assessment Staff Responsible for Monitoring: Teachers (including SpEd, TAG, and Specials), Teacher Assistants (TAs), Literacy Acceleration Specialists (LAS),Media Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3		Formative		Summative
		Oct	Feb	Apr

Strategy 2 Details	Reviews		
Strategy 2: Launch an Accelerated Literacy Lab that provides structured interventions for students two or more grade levels below in reading using I-Ready diagnostics and flexible scheduling and embeds grammar and writing mini-lessons to build coherence and stamina in sentence and paragraph construction. Strategy's Expected Result/Impact: Improved writing structure and communication skills, enhanced ability to produce structured and quality writing in fulfillment of local and state requirements Staff Responsible for Monitoring: Teachers (including SpEd, TAG, and Specials), Teacher Assistants (TAs), Literacy Acceleration Specialists (LAS), Counselors, Administrators, Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I, Part A - \$1,500	Formative		Summative
	Oct	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Adopt a campus-wide, vertically aligned writing framework that includes genre-based instruction, writing routines, and grammar progression across all grade levels. Strategy's Expected Result/Impact: Increased coherence in writing instruction, progression in stamina and structure, and improved STAAR writing response quality Staff Responsible for Monitoring: Teachers (including SpEd, TAG, and Specials), Teacher Assistants (TAs), Literacy Acceleration Specialists (LAS), Counselors, Administrators, Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1	Formative		Summative
	Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: There is currently not enough human capital, training, or resources to accommodate our growing Emergent Bilingual population. We have allocations for Bilingual positions at every grade level with no consistent instructional support to teachers. **Root Cause:** There remains a District-wide shortage of certified and qualified individuals to support the increasing demographic of Emergent Bilinguals, which includes our Refugee students.

Problem Statement 2: Significant student absences and the mobility rate presents a concern of instability for students with regard to mental health, academic growth, and social development. **Root Cause:** Living conditions in surrounding apartments and homes are sub par, resulting in families consistently relocating. Many families take residency with the intent of staying temporarily until they can find more suitable living conditions. There is a lack of motivation (positive or negative) when it comes to the requirements for parents to have children at school on time daily.

Student Learning

Problem Statement 1: Student performance on local and State assessments did not meet the campus benchmark goals (50/65/70/85) for each quarter in all subjects assessed. **Root Cause:** We need to shift our focus to absolute academic achievement rather than growth metrics and align instruction to ensure students are successful at the intended targets.

Problem Statement 2: Scheduling for students needing special services changed throughout the school year which resulted in inconsistency of delivered instruction and assessment.

Root Cause: We started the school year not having all documentation on students from parents or prior campuses to know if students qualified for special services which resulted in students remaining in General Education until they have been progress monitored for a minimum of six (6) weeks OR until paperwork was received.

Problem Statement 3: Student performance was lower in mathematics than in English Language Arts & Reading. **Root Cause:** District-provided curriculum resources and assessments did not mirror the revised STAAR assessment and I-Ready assessments so that students had enough practice with test formatting. In addition, there is an opportunity for teachers to study and practice math content to the depth needed to make connections for students.

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 3: GPM 1.3 Grade 2 African American student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from 10% to 25% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: I-Ready, disaggregated student group performance reports

Strategy 1 Details	Reviews		
Strategy 1: Launch tiered reading groups with targeted coaching and culturally responsive texts; Transition to fluent decoding, increased emphasis on comprehension, vocabulary development, and written expression. Strategy's Expected Result/Impact: Increased engagement and achievement among African American students Staff Responsible for Monitoring: Teachers (including SpEd, TAG, and Specials), Teacher Assistants (TAs), Literacy Acceleration Specialists (LAS), Counselors, Administrators, Media Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1	Formative		Summative
	Oct	Feb	Apr

Strategy 2 Details		Reviews		
Strategy 2: Provide professional development on decoding and comprehension strategies that are culturally responsive in supporting with African-American student achievement; Increasing structure, with a blend of direct instruction, guided practice, and collaborative learning tasks. Centers are more academic and aligned to learning targets. Strategy's Expected Result/Impact: Enhanced teacher capacity and equity-based instruction Staff Responsible for Monitoring: Enhanced teacher capacity and equity-based instruction Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 3 - School Processes & Programs 5		Formative		Summative
		Oct	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Student performance on local and State assessments did not meet the campus benchmark goals (50/65/70/85) for each quarter in all subjects assessed. Root Cause: We need to shift our focus to absolute academic achievement rather than growth metrics and align instruction to ensure students are successful at the intended targets.
Problem Statement 3: Student performance was lower in mathematics than in English Language Arts & Reading. Root Cause: District-provided curriculum resources and assessments did not mirror the revised STAAR assessment and I-Ready assessments so that students had enough practice with test formatting. In addition, there is an opportunity for teachers to study and practice math content to the depth needed to make connections for students.
School Processes & Programs
Problem Statement 5: Novice teachers and teaching assistants lack structured, job-embedded support aligned to classroom management, small group instruction, and TEKS-based lesson planning. Root Cause: Existing onboarding and coaching systems do not fully address instructional pedagogy and tiered intervention practices for early career educators.

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 4: By May 2027, Albert C. Black Jr. STEAM Academy will improve the consistent implementation of rigorous, TEKS-aligned Tier I instruction, resulting in at least 75% Approaches, 40% Meets, and 20% Masters on STAAR.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR Data, SMC and Exit Ticket Data

Strategy 1 Details		Reviews		
Strategy 1: Implement a consistent instructional framework focused on TEKS alignment, explicit I Do/teacher modeling, rigorous exemplars, checks for understanding, conceptual development, and data-driven instructional adjustments. Teachers will receive ongoing support through PLCs, CLTs, professional development, coaching, and actionable feedback. Strategy's Expected Result/Impact: Resulting in at least 75% Approaches, 40% Meets, and 20% Masters on STAAR. Staff Responsible for Monitoring: Teachers and Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials Problem Statements: Student Learning 8		Formative		Summative
		Oct	Feb	Apr

 No Progress

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 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 8: As a D-rated campus, inconsistent implementation of rigorous, standards-aligned Tier I instruction has contributed to student performance outcomes. Strengthening Tier I instruction is a priority within our Local Improvement Plan (LIP) to increase student achievement and growth. Root Cause: Tier I instruction has lacked consistency in TEKS alignment, explicit modeling, rigorous exemplars, checks for understanding, and data-driven adjustments. Systems for instructional feedback, coaching, and follow-up also need greater consistency across classrooms.

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 5: By May 2027, the percentage of students meeting or exceeding expected academic growth will increase from the 2026 baseline, with targeted acceleration for students performing below grade level.

High Priority
HB3 Goal
Evaluation Data Sources: IReady, STAAR and Regional Data Tracker

Strategy 1 Details	Reviews		
Strategy 1: Provide targeted small-group instruction, intervention, and tutoring based on individual student needs, with frequent progress monitoring and adjustments to support students in reaching their academic goals. Strategy's Expected Result/Impact: Growth goal of 70% of students meeting goals on STAAR test. Staff Responsible for Monitoring: Teachers, Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials Problem Statements: Student Learning 10	Formative		Summative
	Oct	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 10: As part of our LIP, too many students are not demonstrating sufficient academic growth or progressing toward grade-level performance. Root Cause: Intervention, small-group instruction, tutoring, and progress monitoring have not been implemented consistently enough to address individual student learning gaps.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Performance Objective 1: GPM 2.1 Kindergarten student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from 46% to 56% by June 2027.

High Priority
HB3 Goal
Evaluation Data Sources: I-Ready EOY diagnostics, teacher-created math tasks

Strategy 1 Details		Reviews		
Strategy 1: Incorporate number sense routines (e.g., math songs, count-around, manipulatives, fluency practice) in daily lessons. Strategy's Expected Result/Impact: Strengthened early math fluency and conceptual understanding with emphasis on foundational number sense (counting, one-to-one correspondence, subitizing), shape recognition, and simple addition/subtraction using concrete objects. Staff Responsible for Monitoring: Teachers (including SpEd, TAG, and Specials), Teacher Assistants (TAs), Counselors, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials Problem Statements: Demographics 2 - Student Learning 1, 4, 7		Formative		Summative
		Oct	Feb	Apr

Strategy 2 Details		Reviews		
Strategy 2: Use hands-on centers focused on shape recognition, one-to-one correspondence, and cardinality. Strategy's Expected Result/Impact: Increased engagement and concept mastery for young learners Staff Responsible for Monitoring: Teachers (including SpEd, TAG, and Specials), Teacher Assistants (TAs), Counselors, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials Problem Statements: Student Learning 1, 4, 7		Formative		Summative
		Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Significant student absences and the mobility rate presents a concern of instability for students with regard to mental health, academic growth, and social development. Root Cause: Living conditions in surrounding apartments and homes are sub par, resulting in families consistently relocating. Many families take residency with the intent of staying temporarily until they can find more suitable living conditions. There is a lack of motivation (positive or negative) when it comes to the requirements for parents to have children at school on time daily.
Student Learning
Problem Statement 1: Student performance on local and State assessments did not meet the campus benchmark goals (50/65/70/85) for each quarter in all subjects assessed. Root Cause: We need to shift our focus to absolute academic achievement rather than growth metrics and align instruction to ensure students are successful at the intended targets. Problem Statement 4: Intentional STEM-embedded practices are not evident across all grade levels and content areas (in preparation for the opening of the new school building). Root Cause: Current systems are not anchored in STEM-embedded practices and should be revisited to leverage STEM as part of the real-world connections and learning for students. Problem Statement 7: Students identified as "out-of-place" academically are not consistently identified or supported early in the school year. Root Cause: Gaps in data analysis and early intervention systems delay appropriate instructional supports and intervention scheduling.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Performance Objective 2: GPM 2.2 Grades 1 and 2 student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from 21% to 31% for Grade 1 and 14% to 24% for Grade 2 by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: I-Ready, classroom formative tasks and assessments

Strategy 1 Details	Reviews		
Strategy 1: Implement data-informed math intervention cycles using small-group lessons stations, rotations, and digital platforms to move toward operational fluency, understanding place value, two-digit operations, and abstract problem-solving. Strategy's Expected Result/Impact: Address unfinished learning and close math gaps Staff Responsible for Monitoring: Teachers (including SpEd, TAG, and Specials), Teacher Assistants (TAs), Counselors, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 4, 7 Funding Sources: - 211 - Title I, Part A - \$1,000	Formative		Summative
	Oct	Feb	Apr

Strategy 2 Details		Reviews		
Strategy 2: Strengthen math discourse and use of visual models (e.g., number lines, arrays, and area models) during Tier I instruction and small group work.; use math anchor charts, open number lines, and pictorial models to support math problem solving. Strategy's Expected Result/Impact: Improved multi-representational understanding and STAAR-readiness Staff Responsible for Monitoring: Teachers (including SpEd, TAG, and Specials), Teacher Assistants (TAs), Counselors, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 4, 7 Funding Sources: - 211 - Title I, Part A - \$1,000		Formative		Summative
		Oct	Feb	Apr

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Student performance on local and State assessments did not meet the campus benchmark goals (50/65/70/85) for each quarter in all subjects assessed. Root Cause: We need to shift our focus to absolute academic achievement rather than growth metrics and align instruction to ensure students are successful at the intended targets.
Problem Statement 4: Intentional STEM-embedded practices are not evident across all grade levels and content areas (in preparation for the opening of the new school building). Root Cause: Current systems are not anchored in STEM-embedded practices and should be revisited to leverage STEM as part of the real-world connections and learning for students.
Problem Statement 7: Students identified as "out-of-place" academically are not consistently identified or supported early in the school year. Root Cause: Gaps in data analysis and early intervention systems delay appropriate instructional supports and intervention scheduling.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Performance Objective 3: GPM 2.3 Grade 2 African American student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from 13% to 23% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: I-Ready disaggregated data, classroom formative tasks and assessments

Strategy 1 Details		Reviews		
Strategy 1: Deliver targeted math interventions focused on problem-solving and math language development that emphasize academic growth across skills with explicit progress tracking toward mastery and growth goals Strategy's Expected Result/Impact: Improved performance on local and state assessment, increased student engagement, evidence of conceptual understanding in contextual and story problems Staff Responsible for Monitoring: Teachers (including SpEd, TAG, and Specials), Teacher Assistants (TAs), Counselors, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 4, 7 - School Processes & Programs 5		Formative		Summative
		Oct	Feb	Apr

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Student performance on local and State assessments did not meet the campus benchmark goals (50/65/70/85) for each quarter in all subjects assessed. Root Cause: We need to shift our focus to absolute academic achievement rather than growth metrics and align instruction to ensure students are successful at the intended targets.

Student Learning

Problem Statement 4: Intentional STEM-embedded practices are not evident across all grade levels and content areas (in preparation for the opening of the new school building).
Root Cause: Current systems are not anchored in STEM-embedded practices and should be revisited to leverage STEM as part of the real-world connections and learning for students.

Problem Statement 7: Students identified as "out-of-place" academically are not consistently identified or supported early in the school year. **Root Cause:** Gaps in data analysis and early intervention systems delay appropriate instructional supports and intervention scheduling.

School Processes & Programs

Problem Statement 5: Novice teachers and teaching assistants lack structured, job-embedded support aligned to classroom management, small group instruction, and TEKS-based lesson planning. **Root Cause:** Existing onboarding and coaching systems do not fully address instructional pedagogy and tiered intervention practices for early career educators.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Performance Objective 4: By May 2027, teachers will consistently collect, analyze, and respond to student data, contributing to campus STAAR performance of at least 75% Approaches, 40% Meets, and 20% Masters.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR, Regional Data Tracker and IReady

Strategy 1 Details		Reviews		
Strategy 1: Implement a consistent weekly data cycle through PLCs using common assessments, DOLs, and district assessments to identify gaps, plan targeted reteach, and monitor student mastery. Strategy's Expected Result/Impact: Increase STAAR performance to at least 75% Approaches, 40% Meets, and 20% Masters. Staff Responsible for Monitoring: Teachers and Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership Problem Statements: Student Learning 9		Formative		Summative
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No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 9: As part of our LIP, inconsistent use of student data has limited our ability to quickly identify learning gaps and adjust instruction to improve student outcomes. Root Cause: Data has not been consistently collected, analyzed, and used to drive timely reteach, intervention, and instructional adjustments across classrooms.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Performance Objective 5: By May 2027, 100% of teachers will receive consistent instructional monitoring, actionable feedback, and follow-up designed to strengthen Tier I instruction and improve student outcomes.

High Priority
HB3 Goal
Evaluation Data Sources: Cornerstone System

Strategy 1 Details		Reviews		
Strategy 1: Implement a consistent leadership monitoring cycle that includes classroom sweeps, a minimum of six spot observations per administrator each week, actionable feedback, coaching, and follow-up to monitor implementation and instructional growth. Strategy's Expected Result/Impact: Increase in the level of proficiency level of teacher in domain 2 and domain 3 of TEI Staff Responsible for Monitoring: Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 11		Formative		Summative
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No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 11: As part of our LIP, inconsistent monitoring and follow-up have contributed to variation in the quality and implementation of Tier I instruction across classrooms. Root Cause: Leadership systems for classroom observations, actionable feedback, coaching, and follow-up have not been consistently implemented to ensure instructional expectations translate into improved teacher practice and student outcomes.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 51 to 58 by June 2030.

Performance Objective 1: Expand writing proficiency expectations and instructional coherence across Grades 3-5, with alignment to STAAR writing constructs, constructed responses, and cross-curricular expectations so that 60% of students in grades K-5 will meet or exceed mid-grade level performance in writing and reading comprehension as measured by I-Ready, STAAR, and campus-based writing rubrics.

High Priority

HB3 Goal

Evaluation Data Sources: I-Ready BOY, MOY, EOY (Grades K-5), STAAR 3-5 ELAR (constructed response and editing/mechanics subscores), Student writing portfolios with calibrated rubrics, District writing performance tasks and formative rubrics

Strategy 1 Details	Reviews		
Strategy 1: Provide weekly coaching cycles and feedback using a campus-developed "Writing Look-For" rubric based on TEKS and STAAR writing dimensions. Strategy's Expected Result/Impact: More consistent delivery of writing instruction, stronger alignment to grade-level expectations, increased teacher self-efficacy, increase ratings on TEI rubric Staff Responsible for Monitoring: Administration and Teacher leaders Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 6	Formative		Summative
	Oct	Feb	Apr

Strategy 2 Details		Reviews		
Strategy 2: Integrate writing tasks across all content areas--including science, math, and social studies--through short constructed responses, journals, and claim-evidence-reasoning tasks. Strategy's Expected Result/Impact: Increased student ability to express content understanding through writing, deeper comprehension of academic language Staff Responsible for Monitoring: Teachers (including SpEd, TAG, and Specials), Teacher Assistants (TAs), Literacy Acceleration Specialists (LAS), Counselors, Administrators, Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 5 Funding Sources: - 211 - Title I, Part A - \$1,500		Formative		Summative
		Oct	Feb	Apr
Strategy 3 Details		Reviews		
Strategy 3: Use student writing portfolios (K-5) to track progress over time, guide writing conferences, and support student-led data tracking and goal setting. Strategy's Expected Result/Impact: Improved metacognition and reflection; students take ownership of growth and revise work with greater precision Staff Responsible for Monitoring: Teachers (including SpEd, TAG, and Specials), Teacher Assistants (TAs), Literacy Acceleration Specialists (LAS), Counselors, Administrators, Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 6, 7 Funding Sources: - 211 - Title I, Part A - \$500		Formative		Summative
		Oct	Feb	Apr

Strategy 4 Details		Reviews		
Strategy 4: Conduct quarterly vertical alignment and calibration sessions across grade levels to review student writing, TEKS progression, and utilize data from I-Ready, writing samples, and rubric-aligned quick writes to inform Tier 2 and Tier 3 writing interventions. Strategy's Expected Result/Impact: Greater consistency in scoring, expectation clarity, and seamless writing progression K-5 and earlier identification of writing gaps and differentiated support for struggling students Staff Responsible for Monitoring: Teachers (including SpEd, TAG, and Specials), Teacher Assistants (TAs), Literacy Acceleration Specialists (LAS), Counselors, Administrators; MTSS Team, Grade Level PLCs Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 6, 7		Formative		Summative
		Oct	Feb	Apr
Strategy 5 Details		Reviews		
Strategy 5: All classrooms will receive general supplies to ensure effective management aligned to instructional planning (i.e., copy paper, folders, spirals, dry erase markers, markers, highlighters, erasers, pencils, glue sticks, chart paper, pencil sharpeners, composition notebooks, binders, sheet protectors, cardstock, timers, clipboards, tape, etc.) Strategy's Expected Result/Impact: Improved achievement and engagement Staff Responsible for Monitoring: Administrative Team, Instructional Coaches, Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 3, 5, 6 Funding Sources: - 211 - Title I, Part A - \$3,500		Formative		Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Student performance on local and State assessments did not meet the campus benchmark goals (50/65/70/85) for each quarter in all subjects assessed. **Root Cause:** We need to shift our focus to absolute academic achievement rather than growth metrics and align instruction to ensure students are successful at the intended targets.

Problem Statement 3: Student performance was lower in mathematics than in English Language Arts & Reading. **Root Cause:** District-provided curriculum resources and assessments did not mirror the revised STAAR assessment and I-Ready assessments so that students had enough practice with test formatting. In addition, there is an opportunity for teachers to study and practice math content to the depth needed to make connections for students.

Problem Statement 5: Students across multiple grade levels struggle with writing stamina and coherence due to limited early exposure to scaffolded, vertically aligned writing instruction. **Root Cause:** There is an absence of a comprehensive, campus-wide writing framework that ensures progression from early sentence construction in primary grades to genre-based writing in upper grades.

Problem Statement 6: Mathematics performance lags behind reading in Grades 2-5, with students showing difficulty in problem-solving, reasoning, and understanding multiple representations. **Root Cause:** Insufficient focus on math discourse, limited exposure to STAAR-aligned question types early in the year, and underutilization of manipulatives in small groups contribute to shallow conceptual understanding.

Problem Statement 7: Students identified as "out-of-place" academically are not consistently identified or supported early in the school year. **Root Cause:** Gaps in data analysis and early intervention systems delay appropriate instructional supports and intervention scheduling.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49 to 53 by June 2030.

Performance Objective 1: (CULTURE & CLIMATE) Rebuild and sustain a positive, professional, and joyful campus culture and climate such that the school vision is reinforced, learning is innovative, and families intentionally choose us for schooling their children; we are looking to fall in the 4th or 5th quintile as measured by the District climate survey

High Priority

Evaluation Data Sources: District and campus climate surveys, parent feedback forms

Strategy 1 Details	Reviews		
Strategy 1: Facilitate monthly team-building activities and wellness initiatives (e.g., potlucks, gratitude walls, walking clubs, social-emotional check-ins) to strengthen relationships. Strategy's Expected Result/Impact: Stronger interpersonal bonds, reduction in workplace tension, increased trust and staff morale Staff Responsible for Monitoring: Administrators, Counselors, Faculty Advisory Committee (FAC), and CILT Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 1 - School Processes & Programs 2, 5 - Perceptions 2 Funding Sources: - 211 - Title I, Part A - \$500	Formative		Summative
	Oct	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Co-develop a shared set of campus-wide "Staff Norms & Core Beliefs" around professionalism, kindness, and solution-oriented communication. Revisit quarterly. Strategy's Expected Result/Impact: Increased consistency in behavior expectations; reduced workplace conflicts; shared ownership of culture Staff Responsible for Monitoring: Instructional Leadership Team, Admin Team ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 1 - School Processes & Programs 2, 5 - Perceptions 2	Formative		Summative
	Oct	Feb	Apr

Strategy 3 Details	Reviews		
Strategy 3: Implement daily morning meetings in all classrooms (PK-5), focused on building community, SEL skills, and respectful interactions. Strategy's Expected Result/Impact: Increased sense of belonging among students; improved transitions and tone for daily learning Staff Responsible for Monitoring: Classroom Teachers, Counselor, Wellness Team Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 1 - School Processes & Programs 2, 5 - Perceptions 2	Formative		Summative
	Oct	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Establish a campus-wide system for positive discipline, including restorative conversations, reset spaces, and clear escalation protocols aligned to the campus wellness framework. Strategy's Expected Result/Impact: Reduction in office referrals and reactive discipline; increased student accountability and self-regulation Staff Responsible for Monitoring: Administrators, Counselors, Grade-Level Teams, FAC, CILT Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 1 - School Processes & Programs 2, 5 - Perceptions 1, 2	Formative		Summative
	Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is currently not enough human capital, training, or resources to accommodate our growing Emergent Bilingual population. We have allocations for Bilingual positions at every grade level with no consistent instructional support to teachers. Root Cause: There remains a District-wide shortage of certified and qualified individuals to support the increasing demographic of Emergent Bilinguals, which includes our Refugee students.

School Processes & Programs

Problem Statement 2: Positive culture and climate on the climate survey has 74% favorable responses which is a decline from previous years. **Root Cause:** Staff and student increase has fostered disconnection between staff members. Partnerships are unwilling to support staff initiatives in the way that they are willing to support student initiatives.

Problem Statement 5: Novice teachers and teaching assistants lack structured, job-embedded support aligned to classroom management, small group instruction, and TEKS-based lesson planning. **Root Cause:** Existing onboarding and coaching systems do not fully address instructional pedagogy and tiered intervention practices for early career educators.

Perceptions

Problem Statement 1: Parental support with regard to academics, discipline, and participation is absent. **Root Cause:** There is a disconnect between what is needed and what parents deem necessary which negatively impacts the overall success for students. Our norms are contradictory to their norms.

Problem Statement 2: Staff celebrations and schoolwide recognition systems are unevenly implemented, leading to a decline in morale as reflected in climate survey results. **Root Cause:** Rapid staff growth and increased demands on teacher time have disrupted the frequency and consistency of culture-building activities that previously contributed to staff engagement.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49 to 53 by June 2030.

Performance Objective 2: (STEM INITIATIVES) Strengthen STEM Integration and achievement across 100% of PK-5 classrooms to build foundational problem-solving, critical thinking, and real-world application skills as evidenced by lesson plans, student work, and walkthrough data.

High Priority

Evaluation Data Sources: Lesson plans, teacher self-assessments, walkthrough/observation data, student portfolios

Strategy 1 Details	Reviews		
Strategy 1: Launch a schoolwide interdisciplinary STEM project calendar that includes at least one grade-level project per quarter tied to real-world challenges (e.g., engineering challenges, environmental studies, architectural models). Strategy's Expected Result/Impact: Greater relevance and application of content; increased student ownership of learning and critical thinking Staff Responsible for Monitoring: Activities Coordinator, Team Leads, Administrators, Counselors, Teachers, Teacher Assistants (TAs) Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Student Learning 4, 5 - School Processes & Programs 2	Formative		Summative
	Oct	Feb	Apr

Strategy 2 Details		Reviews		
Strategy 2: Provide field trips and outdoor learning experiences (e.g., botanical gardens, STEM museums, nature preserves, coding labs) to reinforce STEM concepts in authentic settings. Strategy's Expected Result/Impact: Increased background knowledge, vocabulary, and application of scientific/mathematical principles in real life Staff Responsible for Monitoring: Team Leads, Administration, Activities Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Student Learning 4, 5 - School Processes & Programs 2 Funding Sources: - 211 - Title I, Part A - \$2,500		Formative		Summative
		Oct	Feb	Apr
Strategy 3 Details		Reviews		
Strategy 3: Schedule quarterly hands-on experiments in science tied to TEKS-aligned units in grades PK-5 (e.g., force and motion, weather, soil, circuits), with supply kits provided to all classrooms and host annual STEM competitions to increase interest and provide structured opportunities to advance thinking. Strategy's Expected Result/Impact: Increased engagement among TAG and general population students; elevated student discourse and performance Staff Responsible for Monitoring: Counselors, Administrators, Teachers/Club Sponsors Title I: 2.52, 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Student Learning 4, 5 - School Processes & Programs 2 Funding Sources: - 211 - Title I, Part A - \$1,000		Formative		Summative
		Oct	Feb	Apr

Strategy 4 Details	Reviews		
Strategy 4: Complete National STEM Certification by compiling instructional artifacts, facilitating site visits, and ensuring all grade levels contribute to evidence portfolios. Strategy's Expected Result/Impact: Recognition of instructional excellence, clearer STEM implementation benchmarks, increased staff accountability Staff Responsible for Monitoring: Principal, STEM Certification Team, Administrative Designee Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Student Learning 4, 5 - School Processes & Programs 2	Formative		Summative
	Oct	Feb	Apr

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: Intentional STEM-embedded practices are not evident across all grade levels and content areas (in preparation for the opening of the new school building). Root Cause: Current systems are not anchored in STEM-embedded practices and should be revisited to leverage STEM as part of the real-world connections and learning for students.
Problem Statement 5: Students across multiple grade levels struggle with writing stamina and coherence due to limited early exposure to scaffolded, vertically aligned writing instruction. Root Cause: There is an absence of a comprehensive, campus-wide writing framework that ensures progression from early sentence construction in primary grades to genre-based writing in upper grades.
School Processes & Programs
Problem Statement 2: Positive culture and climate on the climate survey has 74% favorable responses which is a decline from previous years. Root Cause: Staff and student increase has fostered disconnection between staff members. Partnerships are unwilling to support staff initiatives in the way that they are willing to support student initiatives.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Performance Objective 1: (ATTENDANCE PRIORITIES) By June 2027, the campus average daily attendance rate will improve from 90% to 96%, with a 50% reduction in chronic absenteeism among identified Tier 2 and Tier 3 students.

High Priority

Evaluation Data Sources: PowerSchool attendance reports, MTSS dashboards, family engagement logs

Strategy 1 Details	Reviews		
Strategy 1: Establish an Attendance Intervention Task Force that meets biweekly to analyze trends, conduct outreach, and coordinate with the social worker and housing partners. Strategy's Expected Result/Impact: Reduction in chronic absenteeism; improved wraparound service delivery for mobile or at-risk students Staff Responsible for Monitoring: Assistant Principals, Counselor, Social Worker, CRC, Teachers & TAs Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 2, 3, 4	Formative		Summative
	Oct	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Launch a monthly "Attendance Champions" recognition program with classroom, individual, and grade-level incentives (e.g., perfect attendance parties, certificates, family shout-outs). Strategy's Expected Result/Impact: Reinforced student accountability and increased on-time, daily attendance rates Staff Responsible for Monitoring: CRC, Grade-Level Teams, Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 2, 3, 4 Funding Sources: - 211 - Title I, Part A - \$500	Formative		Summative
	Oct	Feb	Apr



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Significant student absences and the mobility rate presents a concern of instability for students with regard to mental health, academic growth, and social development. **Root Cause:** Living conditions in surrounding apartments and homes are sub par, resulting in families consistently relocating. Many families take residency with the intent of staying temporarily until they can find more suitable living conditions. There is a lack of motivation (positive or negative) when it comes to the requirements for parents to have children at school on time daily.

Problem Statement 3: Students are on the waiting list (or have not been identified) to determine qualification for Special Education services as a result of the SST process and/or parent requests and have not been assessed for learning disabilities. **Root Cause:** Although an educational diagnostician has been assigned to our campus, they are also servicing students at other campuses within the District which causes a delay in testing. We have also found that parents hold up the process when they do not complete the required parent forms or submit physician's documents as required.

Problem Statement 4: Students have experienced traumatic situations as a result of living in the surrounding area (i.e., high poverty and crime) and/or students have counseling services noted in their IEP or IAP, but there is not a full-time certified individual assigned to our campus exclusively to offer wraparound support beyond what our school counselors can provide. **Root Cause:** While we have a licensed social worker or counselor to service students assigned, they are only able to come 1-2 days per week because they are assigned to serve multiple campuses

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Performance Objective 2: (COLLEGE & CAREER FOCUS) By June 2027, 100% of students in Grades PK-5 will participate in at least two career and college exposure activities (e.g., Career Day, College & Family Night, classroom guest speakers)

High Priority

Evaluation Data Sources: Event sign-in sheets, student exit slips, counselor logs, teacher reflections

Strategy 1 Details		Reviews		
Strategy 1: Host biannual College & Career Family Nights that include interactive stations (e.g., career dress-up, job roleplays, alumni panels, financial literacy games). Strategy's Expected Result/Impact: Broader exposure to postsecondary pathways and family engagement in educational planning Staff Responsible for Monitoring: Counselor, AP, CILT, Event Planning Committee Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Problem Statements: School Processes & Programs 2		Formative		Summative
		Oct	Feb	Apr
Strategy 2 Details		Reviews		
Strategy 2: Organize an annual Career Week with guest speakers, classroom career projects, and a culminating Career Day that includes community, business, and college representatives. Strategy's Expected Result/Impact: Increased student awareness of future careers, workplace skills, and relevance of school to life goals Staff Responsible for Monitoring: Counselors, Media Specialist, TAG/STEM Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: School Processes & Programs 2		Formative		Summative
		Oct	Feb	Apr

Strategy 3 Details		Reviews		
Strategy 3: Expand STEM Family Nights and student exhibitions to include entrepreneurship showcases, invention conventions, and digital portfolios highlighting community impact. Strategy's Expected Result/Impact: Increased real-world application of learning, parent engagement in STEM fields, and early career exploration Staff Responsible for Monitoring: TAG, Activities Coordinator, Admin Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Student Learning 5 - School Processes & Programs 2		Formative		Summative
		Oct	Feb	Apr

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: Students across multiple grade levels struggle with writing stamina and coherence due to limited early exposure to scaffolded, vertically aligned writing instruction. Root Cause: There is an absence of a comprehensive, campus-wide writing framework that ensures progression from early sentence construction in primary grades to genre-based writing in upper grades.
School Processes & Programs
Problem Statement 2: Positive culture and climate on the climate survey has 74% favorable responses which is a decline from previous years. Root Cause: Staff and student increase has fostered disconnection between staff members. Partnerships are unwilling to support staff initiatives in the way that they are willing to support student initiatives.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Performance Objective 3: (CAMPUS CELEBRATIONS) By June 2027, 100% of classrooms will implement a monthly academic celebration system for achievement, attendance, effort, and growth to increase student motivation and reduce disengagement.

High Priority

Evaluation Data Sources: Classroom celebration trackers, attendance incentive logs, student surveys

Strategy 1 Details		Reviews		
Strategy 1: Implement a classroom-based goal setting and celebration system that tracks academic growth, effort, and SEL goals, with a campus-wide awards system at each grading period. Strategy's Expected Result/Impact: Increased student self-efficacy, recognition of all forms of achievement, and improved behavior and task persistence Staff Responsible for Monitoring: Teachers, Team Leads, CILT, Counselors Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: School Processes & Programs 2		Formative		Summative
		Oct	Feb	Apr
Strategy 2 Details		Reviews		
Strategy 2: Leverage SEL curriculum to connect identity, purpose, and goal-setting with long-term career and college readiness. Include journaling, self-assessments, and career interest surveys in Grades 3-5. Strategy's Expected Result/Impact: Increased metacognition and student visioning of future roles; improved academic behaviors Staff Responsible for Monitoring: Counselor, Teachers, MTSS Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 2, 3, 4 - Student Learning 6 - School Processes & Programs 2		Formative		Summative
		Oct	Feb	Apr



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:**Demographics**

Problem Statement 2: Significant student absences and the mobility rate presents a concern of instability for students with regard to mental health, academic growth, and social development. **Root Cause:** Living conditions in surrounding apartments and homes are sub par, resulting in families consistently relocating. Many families take residency with the intent of staying temporarily until they can find more suitable living conditions. There is a lack of motivation (positive or negative) when it comes to the requirements for parents to have children at school on time daily.

Problem Statement 3: Students are on the waiting list (or have not been identified) to determine qualification for Special Education services as a result of the SST process and/or parent requests and have not been assessed for learning disabilities. **Root Cause:** Although an educational diagnostician has been assigned to our campus, they are also servicing students at other campuses within the District which causes a delay in testing. We have also found that parents hold up the process when they do not complete the required parent forms or submit physician's documents as required.

Problem Statement 4: Students have experienced traumatic situations as a result of living in the surrounding area (i.e., high poverty and crime) and/or students have counseling services noted in their IEP or IAP, but there is not a full-time certified individual assigned to our campus exclusively to offer wraparound support beyond what our school counselors can provide. **Root Cause:** While we have a licensed social worker or counselor to service students assigned, they are only able to come 1-2 days per week because they are assigned to serve multiple campuses

Student Learning

Problem Statement 6: Mathematics performance lags behind reading in Grades 2-5, with students showing difficulty in problem-solving, reasoning, and understanding multiple representations. **Root Cause:** Insufficient focus on math discourse, limited exposure to STAAR-aligned question types early in the year, and underutilization of manipulatives in small groups contribute to shallow conceptual understanding.

School Processes & Programs

Problem Statement 2: Positive culture and climate on the climate survey has 74% favorable responses which is a decline from previous years. **Root Cause:** Staff and student increase has fostered disconnection between staff members. Partnerships are unwilling to support staff initiatives in the way that they are willing to support student initiatives.

Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$1,500.00
2	2	1			\$1,000.00
2	2	2			\$1,000.00
3	1	2			\$1,500.00
3	1	3			\$500.00
3	1	5			\$3,500.00
4	1	1			\$500.00
4	2	2			\$2,500.00
4	2	3			\$1,000.00
5	1	2			\$500.00
Sub-Total					\$13,500.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					-\$3,500.00
28M - Urban Agriculture					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$9,999.00
+/- Difference					\$9,999.00
Grand Total Budgeted					\$19,999.00
Grand Total Spent					\$13,500.00
+/- Difference					\$6,499.00