

Dallas Independent School District

197 Bishop Arts Steam Academy

2026-2027 Campus Improvement Plan

Accountability Rating: C



Mission Statement

At Bishop Arts STEAM Academy, our mission is to provide a safe and conducive environment where all students are respected and empowered to become literate, critical-thinking problem solvers, and lifelong learners.

Vision

At Bishop Arts STEAM Academy, we seek to be the premier STEAM Elementary school in the Dallas Independent School District

Value Statement

Motto: I can, I am, and I will

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	20
Comprehensive Needs Assessment Data Documentation	22
Goals	23
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.	23
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.	28
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.	33
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.	34
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.	35
Campus Funding Summary	46

Comprehensive Needs Assessment

Demographics

Demographics Summary

Bishop Arts STEAM Academy has been a Dallas ISD Choice School for the last 8 years, with STEAM activities and experiences integrated. The School provides a One-Way Dual Language program and free Pre-K for three and four-year-olds. The school serves students in Pre-K3 through the 5th grade (including inclusion SpEd) and three Special Education Units (Early Childhood Special Education - ECSE Pre-K3, Pre-K4, and Kinder). Starting the 26-27 school year, the ECSE Kinder Unit will be discontinued and replaced with a Functional Living Skills Unit (FLS).

We are currently projected to have 328 students for the 26-27 school year, which is an overall decrease of 5.2%. During the 25-26 school year, we experienced a 2.2% decrease from the previous year. Our latest demographic information is as follows: 91% Hispanic, 5% African American, 4% White, and 1% Multi-Race. 96% of our students are economically disadvantaged with 19.7% Special Education, 35.3% TAG, and 86% EB populations.

Our teacher demographics were: 37% White, 15% Black, 48% Hispanic, with 26% male and 74% female.

Our attendance decreased slightly by 0.1%, with the lowest average in Quarter 3.

In reviewing our Campus Discipline, we had a 50% decrease in the number of students referred to the office, from 4 (24-25) to 2 in SY 25-26.

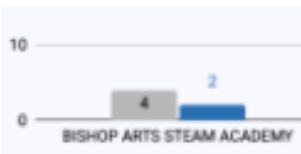
School	GOAL	2026 Current Cumulative ADA	2025 Cumulative ADA	Gain/loss
Lassiter	97%	96.9%	96.3%	0.6%
Adamson	95%	90.6%	87.4%	3.2%
Garcia	95%	94.3%	95.0%	-0.7%
Bishop Arts	97%	95.4%	95.5%	-0.1%
Botello	97%	94.8%	95.0%	-0.2%
Bowie	97%	94.7%	94.1%	0.6%
Hogg	97%	94.0%	94.0%	0.0%
Peeler	97%	93.4%	92.6%	0.8%
Vertical Team	95%	93.9%	93.4%	0.5%

Student Attendance

2026 Preliminary ADA

Preliminary uncorrected ADA calculated from daily enrollment and absentee reports provided by EdTech

School	Q1 ADA	Q2 ADA	Q3 ADA	Q4 ADA	Prelim ADA
LASSITER, W.L. JR.	97.9	97.3	96.4	95.4	96.9
BISHOP ARTS STEAM ACADEMY	96	95.7	94.3	95.5	95.4
BOTELLO, FELIX G.	95.9	93.8	94.3	95.1	94.8
BOWIE, JAMES	95.7	94.7	93.4	94.9	94.7
GARCIA, HECTOR P.	94.8	95	93.2	94.2	94.3
HOGG, JAMES S.	94.4	94.2	93.7	93.8	94
VERTICAL TEAM TOTAL	94.7	93.6	92.5	92.5	93.4
PEELER, JOHN	93.7	93.2	92.4	94.5	93.4
ADAMSON, W.H.	93.3	91.3	89.5	87.6	90.6



Demographics Strengths

- Bishop Arts STEAM Academy maintains a high percentage of Average Daily Attendance, with a 95.4% average
- Bishop Arts STEAM Academy experienced a decrease in student discipline compared to SY 24-25.
- Bishop Arts STEAM Academy includes a consistent interest in transfer enrollments.
- 35.3% of Bishop Arts STEAM Academy students are identified as gifted and talented.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Bishop Arts STEAM Academy reported only 2 incidents during the 25-26 school year; however, the Student Experience survey indicated that 12% of students reported that the behavior of other students hurts their learning a little to a lot.

Root Cause: There is a lack of clarity regarding behavioral expectations and what constitutes an office referral by stakeholders (students, teachers, and administrators).

Problem Statement 2: Bishop Arts STEAM Academy experienced a 5% decrease in enrollment from SY 24-25 to 25-26.

Root Cause: There may be a decrease in interest due to newer buildings being constructed and new charters opening up in the surrounding areas.

Problem Statement 3: Bishop Arts STEAM Academy experienced a 0.1% decrease in student attendance during the 25-26 school year.

Root Cause: There is a need for consistent incentives and recognition for good student attendance.

Student Learning

Student Learning Summary

DOMAIN 1 Achievement Preliminary*

Domain 1					
STAAR Goal	Letter Grade	Domain 1	Approaches	Meets	Masters
	A	60	90	60	30
	B	53	85	55	19
My 2025-26 Domain 1 Goal	80 B	53 (272 + 40 Science - 312 total tests)	80% (250 tests)	55% (172 tests)	25% (78 tests)
Actual	69 D (-11)	40 (-13)	64% (-16)	38% (-17)	18% (-7)

Grade	Total Tests	DNM	% DNM	APPROACHES	% Approaches	MEETS	%Meets	MASTERS	%Masters	Domain 1 Raw	Domain 1 Scaled	Domain 2B Scaled	Grade
Reading													
3rd	55	13	23.64%	17	76.36%	12	45.45%	13	23.64%	48.48%	77	C	B
4th	40	10	25.00%	9	75.00%	9	52.50%	12	30.00%	52.50%	80	B	A
5th	41	12	29.27%	12	70.73%	6	41.46%	11	26.83%	46.34%	74	C	B
Reading Total	136	35	25.74%	38	74.26%	27	46.32%	36	26.47%	49.02%	77	C	B
Math													
3rd Math	55	24	43.64%	9	56.36%	13	40.00%	9	16.36%	37.58%	65	D	C
4th Math	40	11	27.50%	6	72.50%	14	57.50%	9	22.50%	50.83%	78	C	B
5th Math	41	21	51.22%	9	48.78%	9	26.83%	2	4.88%	26.83%	53	F	F
Math Total	136	56	41.18%	24	58.82%	36	41.18%	20	14.71%	38.24%	65	D	C
Science													
5th Science (12+ ZOU)	41	23	56.10%	18	43.90%	0	0.00%	0	0.00%	14.63%	43	F	F
All Tested													
BASA Campus Totals	313	114	36.42%	80	63.58%	63	38.02%	56	17.89%	39.83%	69	D	C
BASA 25-26	313	114	36%	199	64%	119	38%	56	18%	40	69	D	C
BASA 24-25	282	96	34%	186	66%	117	41%	54	19%	42	71	C	C

DOMAIN 2A Growth

				Current Year	24-25 SY	Current Grade	24-25 SY
2025-2026 Reading Growth	Eligible	79		39.24	75%	51 F	85 B
	Met growth	30					
	Partial Growth	2					
	Total Point Earned	31					
2025-2026 Math Growth	Eligible	79		40.51	66%	52 F	74 C
	Met growth	29					
	Partial Growth	6					
	Total Point Earned	32					

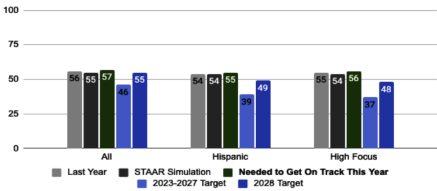
DOMAIN 3 (Meets and Growth/Gr. 4th & 5th)

Implied Estimated Current Year Domain Scores if Expected Progress toward Next Interim Targets is Made:

	Domain 1: Achievement Raw	Domain 1: Achievement Scaled	Domain 2B: Relative Performance	Domain 2A: Academic Growth Scaled	Domain 3: Closing the Gaps Raw	Domain 3: Closing the Gaps Scaled
	43	72 C	80 B	79 C	66	84 B
Preliminary STAAR 25-26	40	69 D	76 C	57 F	Min 10 for an overall C *7	56 F *48 F

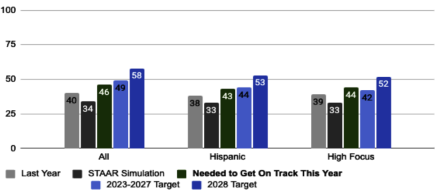
Overall Grade
*67.6% - 68 D
If we do not pass
TELPAS

Achievement (30%): Percent of Reading Tests at Meets+



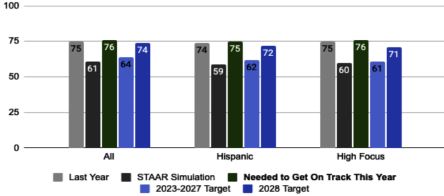
46% 3 of 12

Achievement (30%): Percent of Math Tests at Meets+



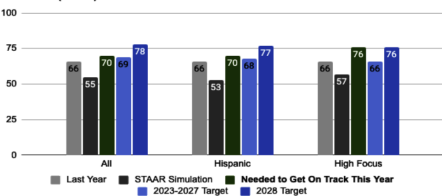
41% 3 of 12

Growth (50%): Percent of Points Earned in Reading

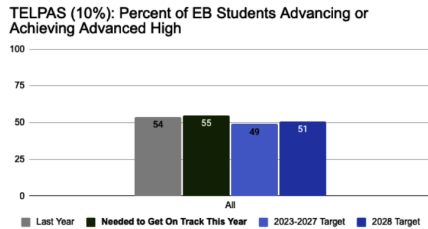


39% 0 of 12

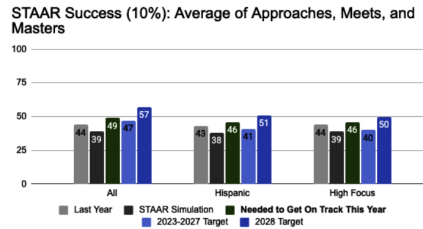
Growth (50%): Percent of Points Earned in Math



41% 0 of 12



??% ? of 12



40% 1 of 12

Domain 3 Totals	
Reading Meets+ = 3 pts of 12	Math Meets+ = 3 pts of 12
Reading Growth = 0 pts of 12	Math Growth = 0 pts of 12
TELPAS = _____ of 3	Overall Achievement = 1 of 12
Totals 7 / 10 out of 48 = 48 F / 56 F	

Domain I:

Local assessments (SMC1, 2, and 3) showed a trend of improvement from one assessment to the next. When comparing results from the previous year (24-25), local assessment results showed consistent improvement with the exception of a few grade levels and subjects (i.e., 5th grade Science - SMC #3). Overall, STAAR results show a drop in performance when comparing SY 24-25 to 25-26. Preliminary data indicates a drop in Domain 1 (achievement) from a 42, which is a 71 C; to a 40, which is a 69 D.

Domain II:

Student growth from SY 2024-2025 to SY 25-26 saw some significant declines in both Reading and Math, when using their previous STAAR performance. During the 25-26 school year, BASA had 79 students (4th and 5th grade) that qualified for this measure. For Reading, there was a 36% decrease in the number of students (28 fewer) meeting their growth when compared to SY 24-25. For Math, there was a 25% decrease in the number of students (20 fewer) meeting their STAAR growth goals.

Domain III:

During the 24-25 school year, Bishop Arts STEAM Academy earned a Domain III scale score of 84 (66 raw), which is B. At the time of this analysis, official STAAR results were not available. Preliminary projections indicate that for the 25-26 school year, we earned 6 of 24 points for achievement at Meets+, 0 of 24 points for Reading growth, 1 of 12 points for STAAR Success (Masters+Meets+Approachs divided by 3), and TELPAS unknown. Early results indicate that our Domain III rating would drop from an 84 B, to a 47 F (56-58 if we get our TELPAS points). That is a 26 - 37 point decrease from year to year.

Overall, Preliminary STAAR data indicates an overall school report card drop, from an 83 (B) for SY 24-25, to a 68-70 D/C, which is an overall drop of 13-15 points.

- For Domain 1, we averaged 18% Masters (-12% from goal), 38% Meets (-22% from goal), and 64% at Approaches -26% from goal). Our Domain I raw score of 40 was 13 points short of our end of year goal of 53.

- For Domain 2, we averaged a growth percentage of roughly 40%, which is 30% less than the previous year.
- For Domain 3, there was a 26 - 37 point decrease from year to year.

Student Learning Strengths

- + During the 25-26 school year, Bishop Arts STEAM Academy demonstrated a positive trend for District common assessments when comparing SMC1, SMC2, and SMC3 from the previous year.
- + Bishop Arts STEAM Academy improved its Domain III Math scoring across all comparison groups when compared to the previous year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There was a 36% decrease in the number of students demonstrating growth in Reading compared to the 24-25 school year.

Root Cause: There is a need for students, teachers, and administrators to monitor, track, and support students' reading growth throughout the school year.

Problem Statement 2 (Prioritized): There was a 25% decrease in the number of students demonstrating growth in Math compared to the 24-25 school year. This includes targeted instruction and enrichment during class, lab time, and after school.

Root Cause: There is a need for students, teachers, and administrators to monitor, track, and support students' math growth throughout the school year. This includes targeted instruction and enrichment during class, lab time, and after school.

Problem Statement 3: There was a 2-point drop in the Domain I scale score when comparing STAAR achievement from SY 25-26 to SY 24-25, from a 69 D to a 71 C for the previous year.

Root Cause: There is a need for students, teachers, and administrators to monitor, track, and support students' achievement in reading and math throughout the school year. This includes targeted instruction and enrichment during class, lab time, and after school.

School Processes & Programs

School Processes & Programs Summary

At Bishop Arts STEAM Academy, processes and programs are in place to ensure that all decisions align with the campus vision, mission, and desired outcomes for the school year. During the 25-26 school year, the theme was that excellence is part of our DNA. The following was in place to help guide the work:

A. Curriculum and Instruction

- A Team Meetings were held on Fridays of each week to discuss upcoming PLCs, PD, and other activities.
- The Assistant principal and principal met daily to discuss observational patterns and trends.

B. Professional Development

- Staff Development was held as needed on Wednesdays from 3:30 - 5:00 PM. Topics ranged from required operations to other topics as identified by the Campus Instructional Leadership Team (CILT). CILT members often lead PD sessions for other teachers and staff.

C. Communication

- The Principal sent out weekly Smore Newsletters, entitled the STEAMRAMber to communicate weekly expectations, schedules, and upcoming events. Emails were utilized for individual messages and audience-specific tasks.

D. Organization and Context

- Due to the small size of the campus, there was mixed organization by grade level depending on teacher preference and skillset. Some grade levels were self-contained while others were bilingual pairs OR mixed Departmentalized.

E. Extracurricular Activities

- All staff members were encouraged to sponsor / co-sponsor a club, organization, or activity to ensure all students are provided enrich opportunities. Additionally, each grade level planned and conducted at least one field trip.

F. STEAM Programming

- Weekly Ballet classes for 4th and 5th grade students with the Texas Ballet Theater
- Theater Club performances in the Winter and Spring in collaboration with the Adamson High School Theater Department
- Dallas Opera Performance and Learning experience for students 2nd-5th
- Art Ambassador Program and field trip experiences
- School Gardening Club
- 5th-grade NASA Field Trip.

The school offered multiple opportunities for family engagement and participation, such as the Fall and Cinco de Mayo Festivals (in partnership with the PTA and the Sunshine Club, respectively). Additionally, the campus provided supplemental activities with partnership programs, such as the Boy Scouts and Good News Club. The school also supported the PTA with a variety of school and community activities.

Other important data points:

- 69% of students participated in extracurricular activities (a 24% decline from 93% last year)
- 78% of teachers participated in sponsoring an extracurricular activity (a 22% decline from 100% last year)

School Processes & Programs Strengths

- 100% of all grade levels planned and executed a field trip for their classes

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 78% of teachers participated in sponsoring an extracurricular activity (a 22% decline from 100% last year)

Root Cause: There was a decrease in the number of staff members who sponsored or co-sponsored an extracurricular activity.

Problem Statement 2: 69% of students participated in extracurricular activities (a 24% decline from 93% last year)

Root Cause: There was a decrease in the number of staff members who sponsored or co-sponsored an extracurricular activity, which negatively affected student participation.

Perceptions

Perceptions Summary

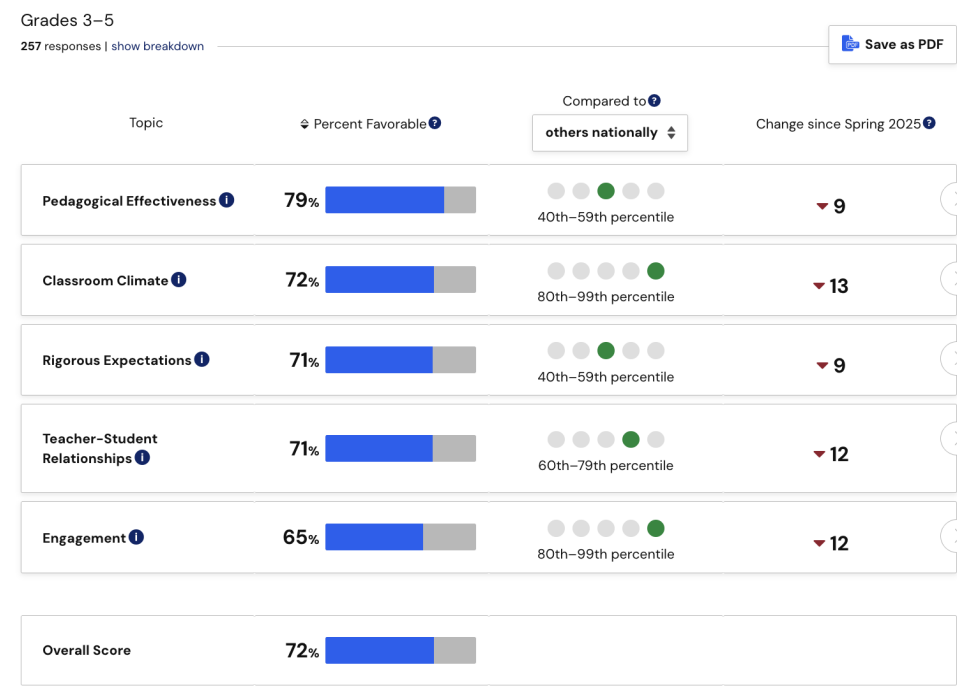
Campus Climate Survey - Spring 2026 compared to Spring 2025

School: Bishop Arts STEAM Academy		TEA: 197			
Survey Category/Item	Responses	Campus Percent Positive (\$2025)	Campus Percent Positive (\$2026)	Growth (Gain/Loss)	
Beliefs and Priorities		94.4	88.6	-5.8	
The key actions my school is working on this year are focused on what is best for students.	43	94.7	85.7	-9	
I understand my role in implementing the school's key actions.	43	94.7	91.4	-3.3	
I have the support I need from campus leadership to do my job well.	43	92.1	88.6	-3.5	
My campus leadership helps me understand recent changes in the school's focus.	43	94.7	85.7	-9	
My campus currently bases its actions on the Dallas ISD Student Outcome Goals.	43	92.1	91.4	-0.7	
My campus priorities are aligned with the district's priorities.	43	94.7	88.6	-6.1	
Campus leadership makes decisions that support the district's mission statement: "Education is the heart of our community."	43	97.4	88.6	-8.8	
District leadership makes decisions that support the district's mission statement: "Education is the heart of our community."	43	86.8	82.9	-3.9	
Positive Culture and Environment		90	74.3	-15.7	
I would recommend this school to others to work here.	43	89.5	80	-9.5	
I usually look forward to working each day at this school.	43	94.7	77.1	-17.6	
I believe I work in an environment of support and respect.	43	86.8	68.6	-18.2	
Discipline is enforced consistently and effectively at my campus.	43	86.8	74.3	-12.5	
Unruly students are not permitted to disrupt the learning environment.	43	84.2	80	-4.2	
The campus I work in is clean, safe and free of physical hazards.	43	92.1	80	-12.1	
If I were offered a comparable position with similar pay and benefits at another district, I would leave.	43	94.7	74.3	-20.4	
I am satisfied with the recognition I receive for doing a good job.	43	89.5	71.4	-18.1	
Morale at my school is strong.	43	86.8	57.1	-29.7	
I would recommend this school to parents seeking a place for their child.	43	94.7	80	-14.7	
Culture of Feedback and Support		94.7	80.7	-14	
My campus leadership helps me improve the quality of my instruction.	27	95.5	78.9	-16.6	
The instructional feedback I get helps me improve the quality of my instruction.	27	95.5	84.2	-11.3	
I have sufficient opportunities and encouragement to develop my leadership potential.	27	90.9	84.2	-6.7	
The PD sessions at my school this year helped me improve instruction.	27	90.9	78.9	-12	
My team experiences with colleagues this year helped me improve instruction.	27	100	73.7	-26.3	
My school has an effective instructional leadership team.	27	95.5	84.2	-11.3	
College-Going Culture		97.3	89.9	-7.4	
Teachers expect most students in this school to go to college.	36	100	85.7	-14.3	
Instruction in this school is focused on helping students get ready for college.	36	96.8	89.3	-7.5	
Teachers in this school feel that it is a part of their job to prepare students to succeed in college.	36	90.3	85.7	-4.6	
Teachers at this school accept nothing less from students than their full effort.	36	96.8	92.9	-3.9	
Teachers at this school do not let students give up when their class work becomes challenging.	36	100	92.9	-7.1	

Teachers at this school give students feedback to help them understand how to improve	36	100	92.9	-7.1
Teacher-Teacher Trust		88.6	61.8	-26.8
Teachers in this school trust each other	27	86.4	42.1	-44.3
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	27	95.5	47.4	-48.1
Teachers respect other teachers who take the lead in school improvement efforts.	27	90.9	78.9	-12
Teachers at this school respect those colleagues who are experts at their craft.	27	81.8	78.9	-2.9
Teacher-Principal Trust		91.6	83.5	-8.1
The principal has confidence in the expertise of the teachers.	27	90.9	94.7	3.8
I trust the principal at his or her word.	27	86.4	73.7	-12.7
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	27	90.9	89.5	-1.4
The principal takes a personal interest in the professional development of teachers.	27	90.9	78.9	-12
The principal looks out for the personal welfare of the faculty members.	27	90.9	78.9	-12
The principal places the needs of children ahead of personal and political interests.	27	95.5	89.5	-6
The principal at this school is an effective manager who makes the school run smoothly	27	95.5	78.9	-16.6
*Item not used in calculation of scale scores.		92.6	80.4	-12.2
Group Rank: Rank within Secondary Schools (55), Elementary Schools (136), or Choice Schools (47) group.				

School: Bishop Arts STEAM Academy		TEA: 197				
Survey Category/Item	Responses	Campus Percent Positive (S2026)	District Scale Score (Mean)	District Scale Score (Nile)	District Quintile Score	Group Rank
Beliefs and Priorities		88.6	4.33	49	3	90
The key actions my school is working on this year are focused on what is	35	85.7				
I understand my role in implementing the school's key actions.	35	91.4				
I have the support I need from campus leadership to do my job well.	35	88.6				
My campus leadership helps me understand recent changes in the school.	35	85.7				
My campus currently bases its actions on the Dallas ISD Student Outcome	35	91.4				
My campus priorities are aligned with the district's priorities.	35	88.6				
Campus leadership makes decisions that support the district's mission state	35	88.6				
District leadership makes decisions that support the district's mission state	35	82.9				
Positive Culture and Environment		74.3	3.9	35	2	106
I would recommend this school to others to work here.	35	80				
I usually look forward to working each day at this school.	35	77.1				
I believe I work in an environment of support and respect.	35	68.6				
Discipline is enforced consistently and effectively at my campus.	35	74.3				
Unruly students are not permitted to disrupt the learning environment.	35	80				
The campus I work in is clean, safe and free of physical hazards.	35	80				
If I were offered a comparable position with similar pay and benefits at another	35	74.3				
I am satisfied with the recognition I receive for doing a good job.	35	71.4				
Morale at my school is strong.	35	57.1				
I would recommend this school to parents seeking a place for their child.	35	80				
Culture of Feedback and Support		80.7	4.13	48	3	91
My campus leadership helps me improve the quality of my instruction.	19	78.9				
The instructional feedback I get helps me improve the quality of my instruction	19	84.2				
I have sufficient opportunities and encouragement to develop my leadership	19	84.2				
The PD sessions at my school this year helped me improve instruction.	19	78.9				
My team experiences with colleagues this year helped me improve instruction	19	73.7				
My school has an effective instructional leadership team.	19	84.2				
College-Going Culture		89.9	4.39	48	3	94
Staff expect most students in this school to go to college.	28	85.7				
Instruction in this school is focused on helping students get ready for college	28	89.3				
Staff in this school feel that it is a part of their job to prepare students to succeed	28	85.7				
Staff at this school accept nothing less from students than their full effort.	28	92.9				
Staff at this school do not let students give up when their class work becomes	28	92.9				
Staff at this school give students feedback to help them understand how to improve	28	92.9				
Teacher-Teacher Trust		61.8	3.64	5	1	132
Teachers in this school trust each other	19	42.1				
It's OK in this school to discuss feelings, worries, and frustrations with other	19	47.4				
Teachers respect other teachers who take the lead in school improvement efforts	19	78.9				
Teachers at this school respect those colleagues who are experts at their craft	19	78.9				
Teacher-Principal Trust		83.5	4.2	47	3	89
The principal has confidence in the expertise of the teachers.	19	94.7				
I trust the principal at his or her word.	19	73.7				
It's OK in this school to discuss feelings, worries, and frustrations with the	19	89.5				
The principal takes a personal interest in the professional development of	19	78.9				
The principal looks out for the personal welfare of the faculty members.	19	78.9				
The principal places the needs of children ahead of personal and political	19	89.5				
The principal at this school is an effective manager who makes the school run	19	78.9				
*Item not used in calculation of scale scores.		80				
Group Rank: Rank within Secondary Schools (54), Elementary Schools (135), or Choice Schools (47) group.						

Student Experience Survey Results - Spring 2026

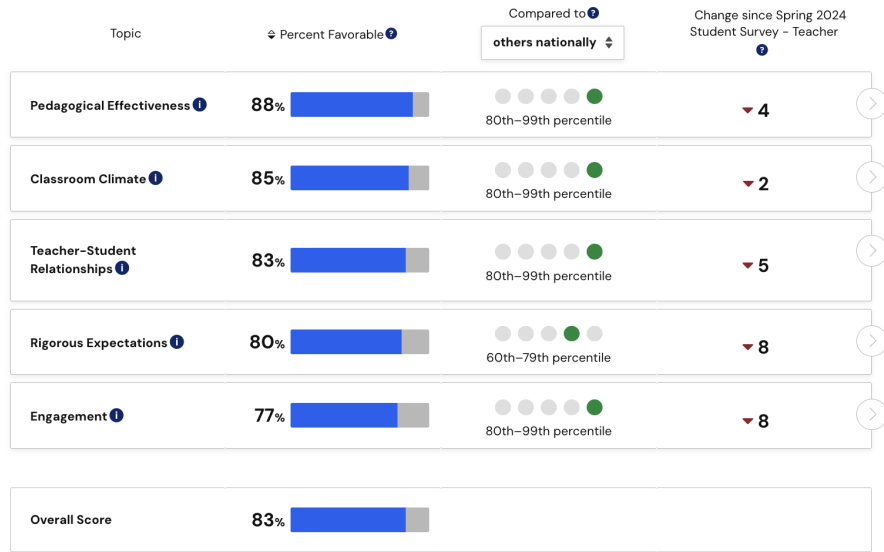


Spring Student Experience Survey 2025

Grades 3-5

227 responses | [show breakdown](#)

Save as PDF

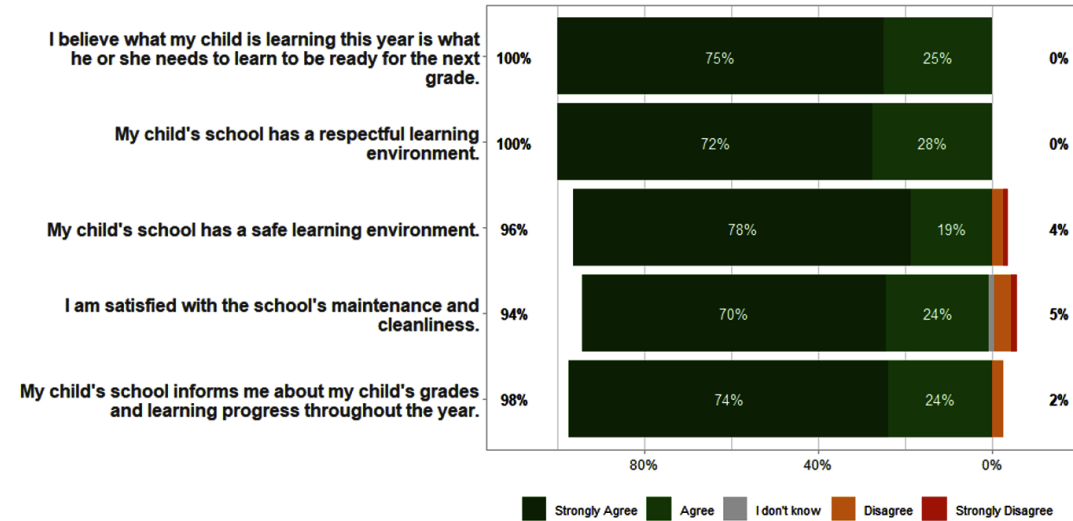


School Year 25-26 - Parent Survey

Results for Bishop Arts STEAM Academy

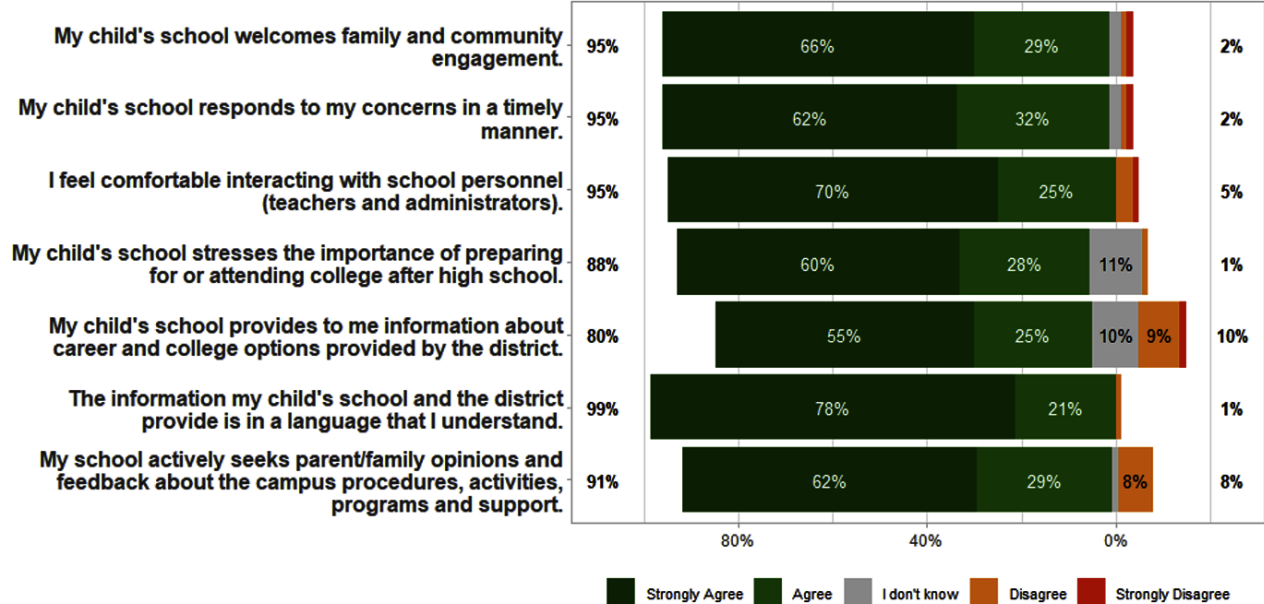
1. Overall Experience: Learning Environment

Please rate your level of agreement with the following statements:



2. Overall Experience: Engagement

Please rate your level of agreement with the following statements:



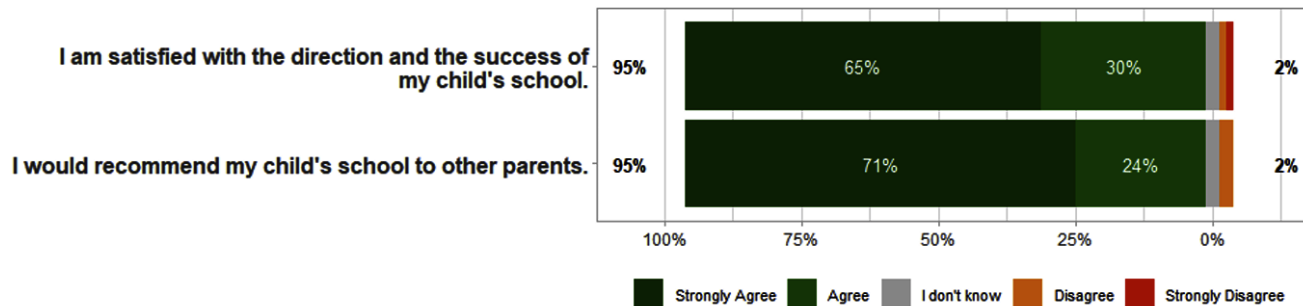
3. Participation

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	0	0	1	1	1	1	4	5	7	11	49	
Percent	0.0	0.0	1.3	1.3	1.3	1.3	5.0	6.3	8.8	13.8	61.3	

4. Satisfaction

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



Perceptions Strengths

According to the 25-26 Parent Survey, 100% of respondents reported that their children are getting what they need to prepare them for the next grade level AND are learning in a respectful environment.

According to the 25-26 Parent Survey, 99% of respondents receive information about their child's school in a language they can understand.

According to the 25-26 Parent Survey, 98% of respondents receive information about their child's grades and learning progress throughout the school year.

According to the 25-26 Parent Survey, 12 of the 14 areas assessed report a 90% or better Strongly Agree to Agree that they are having a positive experience at Bishop Arts STEAM Academy.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the Spring 2026 Climate Survey, there was a 27% decrease in Teacher-to-Teacher trust, with an average of 62%, ranking 132 of 135 elementary schools.

Root Cause: There have been incidents on campus that have negatively affected teacher-to-teacher relationships.

Problem Statement 2 (Prioritized): According to the 2026 Spring Student Experience Survey, there was a 12% drop (when compared to Spring 2025) in the engagement category, with an overall score of 65%.

Root Cause: Based on the responses from students, they are not talking about the content outside of class (36%+) and are not excited to participate (67%). This may be due to a lack of explicit connections to the real world or to engagement strategies that are not popular among students.

Problem Statement 3 (Prioritized): According to the Spring 2026 Climate Survey, there was a 14% decrease in the Culture of Feedback and Support, with the school ranking 91st out of 135 elementary schools.

Root Cause: The coaching and feedback teachers have received from administrators were not as helpful and/or supportive as in the previous year.

Problem Statement 4: There was an 11% drop in overall score from the Student Experience Survey Spring 2025 (83%) to Spring 2026 (72%)

Root Cause: New staff members and or / attendance beyond their control

Problem Statement 5: According to the Spring 2026 Climate Survey, there was a 9% decrease in Teacher-to-Principal Trust, with the school ranking 89th out of 135 elementary schools.

Root Cause: The principal made decisions that caused people to distrust his word and did not effectively manage the school to run smoothly.

Priority Problem Statements

Problem Statement 1: 78% of teachers participated in sponsoring an extracurricular activity (a 22% decline from 100% last year)

Root Cause 1: There was a decrease in the number of staff members who sponsored or co-sponsored an extracurricular activity.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Bishop Arts STEAM Academy reported only 2 incidents during the 25-26 school year; however, the Student Experience survey indicated that 12% of students reported that the behavior of other students hurts their learning a little to a lot.

Root Cause 2: There is a lack of clarity regarding behavioral expectations and what constitutes an office referral by stakeholders (students, teachers, and administrators).

Problem Statement 2 Areas: Demographics

Problem Statement 3: There was a 36% decrease in the number of students demonstrating growth in Reading compared to the 24-25 school year.

Root Cause 3: There is a need for students, teachers, and administrators to monitor, track, and support students' reading growth throughout the school year.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There was a 25% decrease in the number of students demonstrating growth in Math compared to the 24-25 school year. This includes targeted instruction and enrichment during class, lab time, and after school.

Root Cause 4: There is a need for students, teachers, and administrators to monitor, track, and support students' math growth throughout the school year. This includes targeted instruction and enrichment during class, lab time, and after school.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: According to the Spring 2026 Climate Survey, there was a 27% decrease in Teacher-to-Teacher trust, with an average of 62%, ranking 132 of 135 elementary schools.

Root Cause 5: There have been incidents on campus that have negatively affected teacher-to-teacher relationships.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: According to the 2026 Spring Student Experience Survey, there was a 12% drop (when compared to Spring 2025) in the engagement category, with an overall score of 65%.

Root Cause 6: Based on the responses from students, they are not talking about the content outside of class (36%+) and are not excited to participate (67%). This may be due to a lack of explicit connections to the real world or to engagement strategies that are not popular among students.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: According to the Spring 2026 Climate Survey, there was a 14% decrease in the Culture of Feedback and Support, with the school ranking 91st out of 135 elementary schools.

Root Cause 7: The coaching and feedback teachers have received from administrators were not as helpful and/or supportive as in the previous year.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Other
 - iReady Diagnostic Reading
 - iReady Diagnostic Mathematics (BOY, MOY, EOY)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

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: All students in grades K-5 will increase their achievement in Reading; Kinder-2nd grade, as measured by iReady EOY, with 55% or more students scoring at the Early on, Mid, to advanced grade level; Third-to fifth-grade, as measured by Domain 1 (Approaches, Meets, and Masters Combined / 3), will increase from 49 to 53 by June 2027 (with targets of 30% Masters, 55% Meets, and 75% Approaches as measured by District common and State assessments).

High Priority

Evaluation Data Sources: iReady Diagnostic EOY report (K-2), Standards Mastery Checks 1-3 (3-5)

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Teachers will implement daily aligned instruction using teacher-made exemplars, STAAR-aligned questions (grades 3-5), clearly posted and articulated lesson objectives and success criteria; in the moment feedback, anchor charts as a scaffold for learning. Strategy's Expected Result/Impact: Students will meet their grade-level interim goal for students scoring at the Meets level or better (e.g., 55% for Kinder students will score at Early Kinder at the BOY period on all their TEK-aligned curriculum assessments). Staff Responsible for Monitoring: Administrators and teachers 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 Funding Sources: Teacher - 211 - Title I, Part A - 211-13-6119-WX-197-2-30 - \$42,172.50			

Strategy 2 Details		Reviews		
Strategy 2: All grade-level teachers will track and review student reading performance (using a campus-wide tracker template) on all TEKS-aligned and curriculum assessments as they relate to their previous STAAR performance (grades 4-5) and i-Ready assessment results (grades K-2) at least once per quarter, as it relates to the interim goal of 55%. *Special attention and tracking are extended to African American students not scoring at or above the 50th percentile. Strategy's Expected Result/Impact: Students will meet their grade-level interim goal for students scoring at the Meets level or better (e.g., 55% for Kinder students will score at Early Kinder at the BOY period on all their TEKS-aligned curriculum assessments). Staff Responsible for Monitoring: Administrators, teachers, interventionists 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 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 - Perceptions 2		Formative		Summative
		Oct	Feb	Apr
Strategy 3 Details		Reviews		
Strategy 3: All grade-level teachers will provide small-group intervention/support during the scheduled Reading lab time, after-school tutorials (when 90-minute contractual time has not been used), and Saturday school. for students scoring below the Meets grade level, as measured by their i-Ready assessment band and TEKS-Aligned curriculum assessment performance. *Special attention and tracking are extended to African American students not scoring at or above the 50th percentile. Strategy's Expected Result/Impact: Students will meet their grade level interim goal for students scoring at the Meets level or better (e.g. 55% for Kinder students will score at Early Kinder at the BOY period on all their TEKaligned curriculum assessments). Staff Responsible for Monitoring: Administrators, teachers, interventionists 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, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 - Perceptions 2 Funding Sources: - 211 - Title I, Part A - 211-13-6119-WX-197-2-30 - \$3,000		Formative		Summative
		Oct	Feb	Apr

Strategy 4 Details		Reviews		
Strategy 4: All grade-level teachers will participate in Reading weekly Professional Learning Communities (PLC) to collaboratively unpack upcoming instruction (Look Forward) and analyze data from a recent TEKS-Aligned curriculum assessment to monitor student progress and plan targeted intervention. Pre-work shall be conducted by teachers and administrators before each PLC. Strategy's Expected Result/Impact: Students will meet their grade-level interim goal for students scoring at the Meets level or better (e.g., 55% for Kinder students will score at Early Kinder at the BOY period on all their TEK-aligned curriculum assessments). Staff Responsible for Monitoring: Administrators, teachers, interventionists 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: Student Learning 1 - Perceptions 1, 2, 3		Formative		Summative
		Oct	Feb	Apr
Strategy 5 Details		Reviews		
Strategy 5: All grade 3-5 teachers will implement writing across the curriculum with structured progress monitoring. Students will engage in daily writing opportunities across content areas, including: bell ringers (constructed responses), exit tickets aligned of the TEKS, and weekly ECR with rubric-based feedback. Strategy's Expected Result/Impact: Students will meet their grade-level interim goal for students scoring at the Meets level or better (e.g., 55% for Kinder students will score at Early Kinder at the BOY period on all their TEK-aligned curriculum assessments). Staff Responsible for Monitoring: Administrators and teachers 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 - Perceptions 2		Formative		Summative
		Oct	Feb	Apr

Strategy 6 Details		Reviews		
Strategy 6: All kindergarten-2nd-grade teachers will collaboratively develop and implement writing-skill continuums (by grade) that build each student's foundation for constructed responses. Writing samples will be collected and analyzed during each 9-week grading cycle. Strategy's Expected Result/Impact: Students will meet their grade-level interim goal for students scoring at the Meets level or better (e.g., 55% for Kinder students will score at Early Kinder at the BOY period on all their TEK-aligned curriculum assessments). Staff Responsible for Monitoring: K-2 teachers, 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 - Perceptions 2		Formative		Summative
		Oct	Feb	Apr
Strategy 7 Details		Reviews		
Strategy 7: All students in grades K-5 will track their progress using a variety of digital and paper-based portfolio trackers and will be provided with grade-level goal-setting expectations. Each student should know and be able to articulate their reading goals. Funding for Folder supplies and materials. Strategy's Expected Result/Impact: Students will meet their grade-level interim goal for students scoring at the Meets level or better (e.g., 55% for Kinder students will score at Early Kinder at the BOY period on all their TEK-aligned curriculum assessments). Staff Responsible for Monitoring: Counselor, grade-level teachers. 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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 - Perceptions 2 Funding Sources: Folder and poster supplies and materials. Service, maintain, and supply poster maker machine. Including lamination film, copy paper, butcher pape, ink pen, pencils, tape markers, batteries for timers, scissors, and other office supplies. - 211 - Title I, Part A - 211-11-6399-2R-197-2-30 - \$3,893		Formative		Summative
		Oct	Feb	Apr

Strategy 8 Details		Reviews		
Strategy 8: Increase parent awareness and support in Reading and Writing by hosting literacy nights that improve parents' knowledge of how to support students' reading and writing skills at home, using a variety of resources (including iReady and other curricular materials). Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Students will meet their grade-level interim goal for students scoring at the Meets level or better (e.g., 55% for Kinder students will score at Early Kinder at the BOY period on all their TEK-aligned curriculum assessments). Staff Responsible for Monitoring: Grade level teachers, Parent Support 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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 Funding Sources: Parent Support Specialist - 211 - Title I, Part A - 211-61-6129-00-197-2-30 - \$30,724, Office supplies and materials for parent education activities. E.g. Folder and poster supplies and materials. Service, maintain, and supply poster maker machine. Including lamination film, copy paper, butcher pape, ink pen, pencils, tape markers, batteries for timers, scissors, and other office supplies. - 211 - Title I, Part A - 211-11-6399-2R-197-2-30 - \$1,968		Formative		Summative
		Oct	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There was a 36% decrease in the number of students demonstrating growth in Reading compared to the 24-25 school year. Root Cause: There is a need for students, teachers, and administrators to monitor, track, and support students' reading growth throughout the school year.
Perceptions
Problem Statement 1: According to the Spring 2026 Climate Survey, there was a 27% decrease in Teacher-to-Teacher trust, with an average of 62%, ranking 132 of 135 elementary schools. Root Cause: There have been incidents on campus that have negatively affected teacher-to-teacher relationships. Problem Statement 2: According to the 2026 Spring Student Experience Survey, there was a 12% drop (when compared to Spring 2025) in the engagement category, with an overall score of 65%. Root Cause: Based on the responses from students, they are not talking about the content outside of class (36%+) and are not excited to participate (67%). This may be due to a lack of explicit connections to the real world or to engagement strategies that are not popular among students. Problem Statement 3: According to the Spring 2026 Climate Survey, there was a 14% decrease in the Culture of Feedback and Support, with the school ranking 91st out of 135 elementary schools. Root Cause: The coaching and feedback teachers have received from administrators were not as helpful and/or supportive as in the previous year.

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: All students in grades K-5 will increase their achievement in Mathematics; Kinder-2nd grade, as measured by iReady EOY, with 55% or more students scoring at the Early on, Mid, to advanced grade level; Third-to fifth-grade, as measured by Domain 1 (Approaches, Meets, and Masters Combined / 3), will increase from 41 to 52 by June 2027 (with targets of 30% Masters, 55% Meets, and 75% Approaches as measured by District common and State assessments).

High Priority

Evaluation Data Sources: iReady Diagnostic EOY report (K-2), Standards Mastery Checks 1-3 (3-5)

Strategy 1 Details	Reviews		
Strategy 1: Teachers will implement daily aligned instruction using teacher-made exemplars, STAAR-aligned questions (grades 3-5), clearly posted and articulated lesson objectives and success criteria, modeling and implementation of the Read Draw Write Strategy, in-the-moment feedback, and anchor charts as a scaffold for learning. Strategy's Expected Result/Impact: Students will meet their grade-level Math interim goal for students scoring at the Meets level or better (e.g., 53% for Kinder students will score at Early Kinder at the BOY period on all their TEK-aligned curriculum assessments). Staff Responsible for Monitoring: Grade level teachers, 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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 2 - Perceptions 2 Funding Sources: Teacher - 211 - Title I, Part A - 211-13-6119-WX-197-2-30 - \$42,172.50	Formative		Summative
	Oct	Feb	Apr

Strategy 2 Details		Reviews		
Strategy 2: All grade-level teachers will track and review student Math performance (using a campus-wide tracker template) on all TEKS-aligned and curriculum assessments as they relate to their previous STAAR performance (grades 4-5) and i-Ready assessment results (grades K-2) at least once per quarter, as it relates to the interim goal of 55%. *Special attention and tracking are extended to African American students not scoring at or above the 50th percentile. Strategy's Expected Result/Impact: Students will meet their grade-level Math interim goal for students scoring at the Meets level or better (e.g., 53% for Kinder students will score at Early Kinder at the BOY period on all their TEK-aligned curriculum assessments). Staff Responsible for Monitoring: Administrators, teachers, interventionists 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 2 - Perceptions 2		Formative		Summative
		Oct	Feb	Apr
Strategy 3 Details		Reviews		
Strategy 3: All grade-level teachers will provide small-group intervention/support during the scheduled Math lab time, after-school tutorials (when 90-minute contractual time has not been used), and Saturday school for students scoring below the Meets grade level, as measured by their i-Ready assessment band and TEKS-Aligned curriculum assessment performance as they relate to their previous STAAR performance (grades 4-5). *Special attention and tracking are extended to African American students not scoring at or above the 50th percentile. Strategy's Expected Result/Impact: Students will meet their grade-level Math interim goal for students scoring at the Meets level or better (e.g., 53% for Kinder students will score at Early Kinder at the BOY period on all their TEK-aligned curriculum assessments). Staff Responsible for Monitoring: Administrators, teachers, interventionists 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 2 - Perceptions 2 Funding Sources: - 211 - Title I, Part A - 211-13-6119-WX-197-2-30 - \$3,000		Formative		Summative
		Oct	Feb	Apr

Strategy 4 Details		Reviews		
Strategy 4: All grade-level teachers will participate in Math weekly Professional Learning Communities (PLCs) to collaboratively unpack upcoming instruction (Look Forward) or analyze data from a recent TEKS-Aligned curriculum assessment to monitor student progress and plan targeted interventions. Pre-work shall be conducted by teachers and administrators before each PLC. Strategy's Expected Result/Impact: Students will meet their grade-level Math interim goal for students scoring at the Meets level or better (e.g., 53% for Kinder students will score at Early Kinder at the BOY period on all their TEK-aligned curriculum assessments). Staff Responsible for Monitoring: Administrators, teachers, interventionists 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 2 - Perceptions 2, 3		Formative		Summative
		Oct	Feb	Apr
Strategy 5 Details		Reviews		
Strategy 5: All kindergarten-2nd-grade teachers will collaboratively develop and implement fluency facts and Read-Draw-Write continuums (by grade) that build each student's foundation for the upper grade levels. Work samples will be collected and analyzed during each 9-week grading cycle. Strategy's Expected Result/Impact: Students will meet their grade-level Math interim goal for students scoring at the Meets level or better (e.g., 53% for Kinder students will score at Early Kinder at the BOY period on all their TEK-aligned curriculum assessments). 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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 2 - Perceptions 2, 3		Formative		Summative
		Oct	Feb	Apr

Strategy 6 Details		Reviews		
Strategy 6: All students in grades K-5 will track their progress using a variety of digital and paper-based portfolio trackers and will receive grade-level goal-setting expectations. Each student should know and be able to articulate their math goals. Funding for supplies, materials, and manipulatives as needed. Strategy's Expected Result/Impact: Students will meet their grade-level Math interim goal for students scoring at the Meets level or better (e.g., 53% for Kinder students will score at Early Kinder at the BOY period on all their TEK-aligned curriculum assessments). Staff Responsible for Monitoring: Counselor, Grade-level teachers 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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 2 - Perceptions 2 Funding Sources: Folder and poster supplies and materials. Service, maintain, and supply poster maker machine. Including lamination film, copy paper, butcher pape, ink pen, pencils, tape markers, batteries for timers, scissors, and other office supplies. - 211 - Title I, Part A - 211-11-6399-2R-197-2-30 - \$3,893		Formative		Summative
		Oct	Feb	Apr
Strategy 7 Details		Reviews		
Strategy 7: Increase parent awareness and support in mathematics by hosting Math nights that improve parents' knowledge of how to support students' math skills at home, using a variety of resources (including iReady and other curricular materials). Strategy's Expected Result/Impact: Students will meet their grade-level Math interim goal for students scoring at the Meets level or better (e.g., 53% for Kinder students will score at Early Kinder at the BOY period on all their TEK-aligned curriculum assessments). Staff Responsible for Monitoring: Parent Support Specialist, Administrators, grade-level teachers 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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 2 - Perceptions 2 Funding Sources: Parent Support Specialist - 211 - Title I, Part A - 211-61-6129-00-197-2-30 - \$30,724		Formative		Summative
		Oct	Feb	Apr



No Progress



Accomplished



Continue/Modify



Discontinue

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

Problem Statement 2: There was a 25% decrease in the number of students demonstrating growth in Math compared to the 24-25 school year. This includes targeted instruction and enrichment during class, lab time, and after school. **Root Cause:** There is a need for students, teachers, and administrators to monitor, track, and support students' math growth throughout the school year. This includes targeted instruction and enrichment during class, lab time, and after school.

Perceptions

Problem Statement 2: According to the 2026 Spring Student Experience Survey, there was a 12% drop (when compared to Spring 2025) in the engagement category, with an overall score of 65%. **Root Cause:** Based on the responses from students, they are not talking about the content outside of class (36%+) and are not excited to participate (67%). This may be due to a lack of explicit connections to the real world or to engagement strategies that are not popular among students.

Problem Statement 3: According to the Spring 2026 Climate Survey, there was a 14% decrease in the Culture of Feedback and Support, with the school ranking 91st out of 135 elementary schools. **Root Cause:** The coaching and feedback teachers have received from administrators were not as helpful and/or supportive as in the previous year.

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.

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.

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: GPM 5.1 The percent of college and career-ready Bishop Arts STEAM Students from grades 3-5, as defined by scoring at the Meets+ level on Standardized testing, will increase from 38% to 48% by June 2027 by following school-wide structures and processes.

High Priority

Evaluation Data Sources: Standards-Mastery Checks 1-3, STAAR Assessment results

Strategy 1 Details		Reviews		
Strategy 1: Students will experience Education Go Get It Week, with college posters and literature throughout campus to encourage them to attend college. Strategy's Expected Result/Impact: 95% or more positive responses from College-Going Culture (Climate survey results) Staff Responsible for Monitoring: Counselor 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: Perceptions 2		Formative		Summative
		Oct	Feb	Apr
Strategy 2 Details		Reviews		
Strategy 2: Students will engage in transition activities between critical grade levels, such as PK to K and 5th to middle school. Both activities will take place in the spring of 2027. Strategy's Expected Result/Impact: 95% or more positive responses from College-Going Culture (Climate survey results) Staff Responsible for Monitoring: Counselor Title I: 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Problem Statements: Perceptions 2		Formative		Summative
		Oct	Feb	Apr

Strategy 3 Details		Reviews		
Strategy 3: Grade-level teachers will provide targeted support for 5th-grade students who are not scoring at Meets+ in Science, as measured by District standards mastery checks. Strategy's Expected Result/Impact: Increase of students scoring at the Meets+ level in Science by 10%. Staff Responsible for Monitoring: 5th grade teachers, administrators 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, 2 - Perceptions 2		Formative		Summative
		Oct	Feb	Apr

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There was a 36% decrease in the number of students demonstrating growth in Reading compared to the 24-25 school year. Root Cause: There is a need for students, teachers, and administrators to monitor, track, and support students' reading growth throughout the school year.
Problem Statement 2: There was a 25% decrease in the number of students demonstrating growth in Math compared to the 24-25 school year. This includes targeted instruction and enrichment during class, lab time, and after school. Root Cause: There is a need for students, teachers, and administrators to monitor, track, and support students' math growth throughout the school year. This includes targeted instruction and enrichment during class, lab time, and after school.
Perceptions
Problem Statement 2: According to the 2026 Spring Student Experience Survey, there was a 12% drop (when compared to Spring 2025) in the engagement category, with an overall score of 65%. Root Cause: Based on the responses from students, they are not talking about the content outside of class (36%+) and are not excited to participate (67%). This may be due to a lack of explicit connections to the real world or to engagement strategies that are not popular among students.

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: The percent of students reporting positive Teacher - Student Relationships in the Spring Student Survey shall increase by at least 5% (25-26, 71%, 24-25, 83%).

Evaluation Data Sources: Counselor Connection, Counselor Log, Student Experience Survey

Strategy 1 Details		Reviews		
Strategy 1: Social-emotional routines will be practiced daily, such as warm welcome, optimistic closure, morning circles, and cool-down areas. Respect agreements are collaboratively developed and consistently implemented. Strategy's Expected Result/Impact: Increase of Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 1		Formative		Summative
		Oct	Feb	Apr
Strategy 2 Details		Reviews		
Strategy 2: The school counselor will offer a comprehensive school counseling program to fully prepare students to become successful, productive members of society. *Counseling topics to include suicide prevention, conflict resolution, bullying prevention, violence prevention, and referrals to needed services. The counselor will also facilitate sessions on the prevention of child abuse and awareness of human/sex trafficking. Parent support to include Pan Dulce with the Counselor, the Monthly Counselor Newsletter, and Grade Level Meetings Strategy's Expected Result/Impact: 95% or more positive responses from College-Going Culture (Climate survey results) Staff Responsible for Monitoring: Counselor, Parent Support Specialist Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 1 - Perceptions 2		Formative		Summative
		Oct	Feb	Apr



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Bishop Arts STEAM Academy reported only 2 incidents during the 25-26 school year; however, the Student Experience survey indicated that 12% of students reported that the behavior of other students hurts their learning a little to a lot. **Root Cause:** There is a lack of clarity regarding behavioral expectations and what constitutes an office referral by stakeholders (students, teachers, and administrators).

Perceptions

Problem Statement 2: According to the 2026 Spring Student Experience Survey, there was a 12% drop (when compared to Spring 2025) in the engagement category, with an overall score of 65%. **Root Cause:** Based on the responses from students, they are not talking about the content outside of class (36%+) and are not excited to participate (67%). This may be due to a lack of explicit connections to the real world or to engagement strategies that are not popular among students.

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: The percent of students reporting positive Engagement in the Spring Student Survey shall increase by at least 10% (25-26, 65%, 24-25, 77%).

Evaluation Data Sources: 26-27 - Fall and Spring Student Surveys

Strategy 1 Details		Reviews		
Strategy 1: Classroom Engagement - all teachers will implement four pre-selected engagement strategies (one per quarter) and embed them in their lesson slides, based on a campus-wide book study. Resources utilized: Teacher Like a Champion 3.0 (Lemov), Explicit Instruction (Archer & Hughes) Strategy's Expected Result/Impact: 75% or better reporting on the Student Experience Survey for Engagement. Staff Responsible for Monitoring: Assistant principal, A Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Perceptions 2, 3		Formative		Summative
		Oct	Feb	Apr
Strategy 2 Details		Reviews		
Strategy 2: The Campus Instructional Leadership Team will analyze administrative observation data to identify monthly professional development needs and plan effective differentiated PD for teachers. Focus on TEI Domains 2.2 Student Mastery and 2.3 Delivery. Strategy's Expected Result/Impact: 75% or better reporting on the Student Experience Survey for Engagement. Staff Responsible for Monitoring: Principal, CILT Representative Title I: 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building		Formative		Summative
		Oct	Feb	Apr



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 2: According to the 2026 Spring Student Experience Survey, there was a 12% drop (when compared to Spring 2025) in the engagement category, with an overall score of 65%. **Root Cause:** Based on the responses from students, they are not talking about the content outside of class (36%+) and are not excited to participate (67%). This may be due to a lack of explicit connections to the real world or to engagement strategies that are not popular among students.

Problem Statement 3: According to the Spring 2026 Climate Survey, there was a 14% decrease in the Culture of Feedback and Support, with the school ranking 91st out of 135 elementary schools. **Root Cause:** The coaching and feedback teachers have received from administrators were not as helpful and/or supportive as in the previous year.

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 4: The percent of parents reporting that they agree or strongly agree that the school provides information to me about career and college options provided by the District (80%) shall increase by 10%, according to the 2027 Parent Survey.

Evaluation Data Sources: SY 25-26 Parent Survey

Strategy 1 Details		Reviews		
Strategy 1: Conduct a weekly Teams call with the PTA Board to ensure that the campus effectively communicates and plans activities (such as college and career promotion, campus culture, teacher appreciation, parent education, etc) for the upcoming weeks. Problem Statements: Perceptions 1, 3		Formative		Summative
		Oct	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: According to the Spring 2026 Climate Survey, there was a 27% decrease in Teacher-to-Teacher trust, with an average of 62%, ranking 132 of 135 elementary schools. Root Cause: There have been incidents on campus that have negatively affected teacher-to-teacher relationships.
Problem Statement 3: According to the Spring 2026 Climate Survey, there was a 14% decrease in the Culture of Feedback and Support, with the school ranking 91st out of 135 elementary schools. Root Cause: The coaching and feedback teachers have received from administrators were not as helpful and/or supportive as in the previous year.

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 5: The percent of Staff members reporting positively regarding Teacher-to-Teacher Trust shall increase by at least 19%, according to the Spring 2027, School Climate Survey

High Priority

Evaluation Data Sources: 2026 Spring Climate Survey

Strategy 1 Details	Reviews		
Strategy 1: The Campus will appoint a Campus Culture Committee to collaborate on and discuss campus rules, regulations, and procedures to support the administration and SBDM (including the Development of Norms for Collaboration, review of campus complaint processes, and conflict management). Strategy's Expected Result/Impact: 19% increase in Teacher-to-Teacher Trust and 10% in Teacher-to-Principal Trust. Staff Responsible for Monitoring: Principal and Campus Culture Committee Chair TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Perceptions 1	Formative		Summative
	Oct	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: The Campus Activity Coordinator will create an annual activity calendar (listing the clubs and extracurricular activities offered) and conduct a quarterly review of staff club sponsorships to engage students and actively support the campus STEAM Model. Strategy's Expected Result/Impact: At least a 12% increase in staff members participating in Student Activities (90% or more) Staff Responsible for Monitoring: Principal, Campus Activity Coordinator. ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: School Processes & Programs 1	Formative		Summative
	Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: 78% of teachers participated in sponsoring an extracurricular activity (a 22% decline from 100% last year) Root Cause: There was a decrease in the number of staff members who sponsored or co-sponsored an extracurricular activity.
Perceptions
Problem Statement 1: According to the Spring 2026 Climate Survey, there was a 27% decrease in Teacher-to-Teacher trust, with an average of 62%, ranking 132 of 135 elementary schools. Root Cause: There have been incidents on campus that have negatively affected teacher-to-teacher relationships.

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 6: The percent of Staff members reporting positively regarding Teacher-Principal Trust shall increase by at least 12%, according to the Spring 2027 School Climate Survey.

High Priority

Evaluation Data Sources: Spring 2026 Climate Survey

Strategy 1 Details	Reviews		
Strategy 1: The principal shall conduct BOY stay conversations to support staff members in developing individual profiles that address career aspirations, goals, and evaluations. Strategy's Expected Result/Impact: 95% reported positive Teacher-Principal Trust for the Spring 2027 Climate Survey. Staff Responsible for Monitoring: Principal, School Climate Committee Chair TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Perceptions 3	Formative		Summative
	Oct	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: The principal shall meet with the Campus Culture Committee monthly to collaborate and include staff members on important campus decisions as well as discuss trends and areas of opportunity. Strategy's Expected Result/Impact: 95% reported positive Teacher-Principal Trust for the Spring 2027 Climate Survey. Staff Responsible for Monitoring: Principal, School Climate Committee Chair TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Perceptions 3	Formative		Summative
	Oct	Feb	Apr

Strategy 3 Details	Reviews		
Strategy 3: The principal shall conduct a book study to focus on the development of a positive culture (for life, work, and team dynamics), which will be used as part of the monthly meeting and discussion. Strategy's Expected Result/Impact: 95% reported positive Teacher-Principal Trust for the Spring 2027 Climate Survey. Staff Responsible for Monitoring: Principal, School Climate Committee Chair TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Perceptions 3	Formative		Summative
	Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 6 Problem Statements:

Perceptions
Problem Statement 3: According to the Spring 2026 Climate Survey, there was a 14% decrease in the Culture of Feedback and Support, with the school ranking 91st out of 135 elementary schools. Root Cause: The coaching and feedback teachers have received from administrators were not as helpful and/or supportive as in the previous year.

Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher	211-13-6119-WX-197-2-30	\$42,172.50
1	1	3		211-13-6119-WX-197-2-30	\$3,000.00
1	1	7	Folder and poster supplies and materials. Service, maintain, and supply poster maker machine. Including lamination film, copy paper, butcher pape, ink pen, pencils, tape markers, batteries for timers, scissors, and other office supplies.	211-11-6399-2R-197-2-30	\$3,893.00
1	1	8	Parent Support Specialist	211-61-6129-00-197-2-30	\$30,724.00
1	1	8	Office supplies and materials for parent education activities. E.g. Folder and poster supplies and materials. Service, maintain, and supply poster maker machine. Including lamination film, copy paper, butcher pape, ink pen, pencils, tape markers, batteries for timers, scissors, and other office supplies.	211-11-6399-2R-197-2-30	\$1,968.00
2	1	1	Teacher	211-13-6119-WX-197-2-30	\$42,172.50
2	1	3		211-13-6119-WX-197-2-30	\$3,000.00
2	1	6	Folder and poster supplies and materials. Service, maintain, and supply poster maker machine. Including lamination film, copy paper, butcher pape, ink pen, pencils, tape markers, batteries for timers, scissors, and other office supplies.	211-11-6399-2R-197-2-30	\$3,893.00
2	1	7	Parent Support Specialist	211-61-6129-00-197-2-30	\$30,724.00
Sub-Total					\$161,547.00
Budgeted Fund Source Amount					\$13,786.00
+/- Difference					-\$147,761.00
Grand Total Budgeted					\$13,786.00
Grand Total Spent					\$161,547.00
+/- Difference					-\$147,761.00