Birdville Independent School District

Academy at C. F. Thomas

2026-2027 Initial Plan

Mission Statement

Academy at Carrie Frances Thomas empowers learners to become responsible citizens and use their passions to reach goals and maximize their potential.

Vision

Transform education to ensure learning for ALL!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

ACFT is a Title I campus that served 540 students in grades EE through fifth grade for the 2025-2026 school year.

Students

Our student demographics as of 2025-26 school year were made up of 50.37% (272 Students) Hispanic, 2.59% (14 Students) Asian, 12.96% (70 Students) White, 24.81% (134 Students) African American. .93 (5 students) Pacific Islander and 8.15% (44 Students) other races. The percentage of students served by special education was 23.15% (125 Students) and 3.89% (21 Students) were served by gifted and talented services. 78.52% (424 Students) of students were considered At-risk and 78.89% (426 Students) were considered Economically Disadvantaged. The campus served 23.15% (125 Students) of students in the Bilingual Program and 41.48% (224 Students) were identified as EB.

Teachers

A total of 43 teachers served ACFT during the 2025-26 school year. The majority of our teachers have more than 5 years of experience.

Demographics Strengths

- 23.15% (125 Students) are currently enrolled in bilingual classes, which provide them the opportunity to be bi-literate.
- 78.89% (426 Students) are Economically Disadvantaged which provides free and reduced lunch and federal funding for additional resources and personnel to meet students' needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Continuously Enrolled student population performed 5 percentage points below the targeted performance measurement goal in RLA and 8 percentage points below the targeted performance measurement goal in mathematics during the 2025-2026 school year. These gaps indicate a need to strengthen instructional practices and targeted supports to ensure continuously enrolled students are meeting expected
Root Cause: Tier 1 instruction needs to be strengthened and consistently monitored to ensure students receive high-quality, standards-aligned instruction that addresses their academic needs in RLA and mathematics.

Problem Statement 2 (Prioritized): Our White student population performed 9 percentage points below the targeted performance measurement goal in RLA and 10 percentage points below the targeted performance measurement goal in mathematics during the 2025-2026 school year. These gaps indicate a need to examine instructional practices, student engagement, and support systems to ensure all students are meeting expected performance stand
Root Cause: Students have not consistently received timely, targeted academic support based on identified areas of need in RLA and mathematics.

Student Learning

Student Learning Summary

STAAR

Our campus showed several areas of academic growth, especially in Spanish STAAR assessments across all subjects and in fourth grade RLA and Math, during the 2025–2026 school year. Fourth grade RLA and Math showed growth across Approaches, Meets, and Masters. In fifth grade, both RLA and Math showed increases at the Approaches level. Spanish RLA, Math, and Science also demonstrated gains across Approaches, Meets, and Masters, with the exception of fourth grade Math at the Approaches level.

2026 Results Third Grade

RLA- Approaches 73%, Meets 40% and Masters 13%

RLA Spanish- Approaches 50%, Meets 14% and Masters 7%

Math-Approaches 43%, Meets 25% and Masters 7%

Math Spanish-Approaches 45%, Meets 25% and Masters 10%

2026 Results Fourth Grade

RLA- Approaches 77%, Meets 36% and Masters 12%

RLA Spanish- Approaches 57%, Meets 57% and Masters 14%

Math-Approaches 54%, Meets 34% and Masters 10%

Math Spanish-Approaches 71%, Meets 43% and Masters 14%

2026 Results Fifth Grade

RLA- Approaches 83%, Meets 45% and Masters 20%

RLA Spanish- Approaches 86%, Meets 43% and Masters 21%

Math-Approaches 78%, Meets 37% and Masters 14%

Math Spanish-Approaches 92%, Meets 54% and Masters 8%

Science- Approaches 55%, Meets 18% and Masters 5%

Science Spanish- Approaches 86%, Meets 43% and Masters 21%

Student Learning Strengths

- Third grade Spanish RLA had an increase of 50% in approaches, 14% meets and 7% in masters.
- Third grade Spanish Math had an increase of 12% in approaches, 25% in meets and 10% in masters.
- Fourth grade RLA had an increase of 2% in approaches, 13% meets and 8% in masters.
- Fourth grade Math had an increase of 1% in approaches, 10% meets and 4% in masters.
- Fourth grade Spanish RLA had an increase of 7% in approaches, 28% meets and 7% in masters.
- Fourth grade Spanish Math had an increase of 10% in meets and 6% in masters.
- Fifth grade RLA had an increase of 6% in approaches.
- Fifth grade Math had an increase of 5% in approaches.
- Fifth grade Spanish RLA had an increase of 53% in approaches, 32% in meets and 21% in masters.
- Fifth grade Spanish Math had an increase of 54% in approaches, 29% in meets and 8% in masters.
- Fifth grade Spanish Science had an increase of 48% in approaches, 18% meets and 21% masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): During the 2025-2026 school year, third grade performance decreased in both Math and RLA. Math showed a 23-point decrease in Approaches, a 5-point decrease in Meets, and a 7-point decrease in Masters. RLA performance decreased by 6 points in Approaches, 9 points in Meets, and 4 points in Masters.
Root Cause: Third grade students entered the year with significant learning gaps. BOY data showed 42% did not meet expectations in Math and 54% did not meet expectations in RLA, with only 31% meeting expectations in Math and 22% in RLA. A Math teacher change in October also impacted instructional continuity.

Problem Statement 2 (Prioritized): During the 2025-2026 school year, fifth grade performance decreased across Math, RLA, and Science. Math showed a 13-point decrease in Meets and an 8-point decrease in Masters. RLA decreased by 14 points in Meets and 13 points in Masters, while Science showed a 10-point decrease in Approaches, a 15-point decrease in Meets, and a 6-point decrease in Masters.
Root Cause: With 25% of fifth grade students identified for special education services, there is a need to reexamine the implementation and effectiveness of accommodations, instructional supports, and interventions to ensure students are accessing and mastering grade-level content.

School Processes & Programs

School Processes & Programs Summary

The Academy at C.F. Thomas students are supported through a wide range of programs and processes designed to meet diverse needs. Currently, 79% of students receive free or reduced lunch, 23% participate in our bilingual program, and 41% are identified as EB and served by certified ESL teachers. In addition, 23% of students receive special education services and 4% are identified as gifted and talented.

At ACFT, we implement a Multi-Tiered System of Support (MTSS) to provide individualized plans that address student needs. Students who did not meet grade-level standards on STAAR assessments in reading, writing, or math are provided 15–30 hours of accelerated instruction per subject area. Every nine weeks, teachers and support staff analyze multiple data points to refine instruction across tiers I, II, and III. Extended MTSS meetings are scheduled for students moving to tier III or for those who have not shown adequate progress. During these meetings, additional staff members—such as the counselor, crisis counselor, speech pathologist, or LSSP—are included to ensure a collaborative, student-centered plan.

To strengthen tier I instruction, professional development is embedded throughout the school year. Instructional facilitators, campus leadership, and district coordinators provide training opportunities to help staff refine instructional practices. Teachers also engage in Professional Learning Communities (PLCs) to share strategies and collaborate on best practices to better serve students.

This year, ACFT will continue its campus-wide implementation of Conscious Discipline, a social-emotional behavior and classroom management framework with a strong record of sustainable impact. Alongside this, our counselor will provide regular social-emotional behavior lessons, and teachers will integrate Character Strong into weekly classroom instruction. Both initiatives support the development of the whole child with vertically aligned lessons that promote social, emotional, and character growth.

In addition, we will utilize T-TESS 2 as a growth tool to deepen our understanding of teaching and learning practices across the campus. This process allows us to reflect, collaborate, and continuously improve teacher effectiveness and student achievement.

School Processes & Programs Strengths

- Bilingual Education: ACFT provides bilingual classrooms in grades Pre-K through 5th to support students' language development and academic success.
- Accelerated Instruction: Students in grades 4–5 who do not meet expectations on STAAR assessments receive a minimum of 15–30 hours of additional instruction. Each student has an individualized AI plan built from testing data.
- Community Partnerships: A local business partner has continued to provide generous donations to help meet the needs of our students.
- Technology Access: ACFT offers a one-to-one digital learning environment for all students, and teachers in grades 2–5 utilize GoGuardian to monitor and support appropriate internet use.
- Specialized Programs: Our AABLE 1, AABLE 2, and ACCESS classes give students with significant needs opportunities to grow in academics, communication, social skills, self-management, vocational training, and functional life skills.
- Classroom Technology: Every certified teacher is equipped with a Newline interactive board in their classroom to enhance instruction.
- Conscious Discipline: Builds a positive school culture, strengthens relationships, and supports student self-regulation and social-emotional development.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): During the 2025-2026 school year, the All Students group performed 5 percentage points below the targeted performance measure goal of 47% in Reading, with a final performance of 42%.
Root Cause: Our African American student population demonstrated the greatest need in Reading and also experienced higher student mobility. Frequent transitions may have contributed to gaps in instructional continuity and consistent implementation of interventions and supports.

Problem Statement 2 (Prioritized): During the 2025-2026 school year, the All Students group performed 5 percentage points below the targeted performance measure goal of 43% in Math, with a final performance of 38%.
Root Cause: High student mobility and significant learning gaps, combined with inconsistent differentiation of Tier 1 instruction and interventions, limited student progress in mathematics.

Perceptions

Perceptions Summary

Campus Safety & Culture

Safety Training: 100% of faculty and students have been trained in the Standard Response Protocol (SRP), ensuring campus-wide preparedness in the event of an emergency.

Campus Committees: Campus teams provide opportunities for shared leadership and support continuous improvement. *Leaders of Learners* supports instructional practices and campus initiatives; the *CSI Team* focuses on logistical problem-solving and campus operations; the *Conscious Discipline Action Team* supports campus-wide implementation of Conscious Discipline practices; and the *Spirit Committee* promotes a positive school culture through staff and student recognition and celebrations.

Survey & Safety Data: Parent, student, and staff survey results, along with ODS behavior data, indicate that ACFT continues to provide a safe and supportive learning environment. **94% of students, 100% of teachers, and 100% of parents** agree that ACFT provides an emotionally and physically safe environment.

Discipline Data: ODS data demonstrates a significant decline in the number of students receiving ISS/OSS, from **79 students in 2019–20** to **13 students in 2023–24, 10 students in 2024–25 and 14 students in 2025-26**.

SEL Impact: The continued implementation of Conscious Discipline supports this positive trend by strengthening relationships, developing self-regulation skills, and creating an environment where students feel safe, connected, and ready to learn.

Perceptions Strengths

At ACFT, we strive to provide excellent customer service and clear communication with families through monthly calendars, bilingual notices, social media updates, and school performances. We actively involve parents and the community through PTA, Title I information, and campus events. Safety remains a top priority with a secure vestibule, regular SRP drills, and collaboration with our SRO and local PD. Survey results show that 91% of students, 100% of teachers, and 100% of parents feel ACFT provides a safe learning environment. Discipline incidents have significantly decreased over the past two years, with only 10 ISS cases and no OSS in 2025–26, reflecting the positive impact of Conscious Discipline on campus culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While many families join PTA and attend school events, there is limited parent interest in taking on leadership roles or serving on the PTA board.
Root Cause: Competing family responsibilities and limited time have reduced parent participation in PTA board roles, despite strong attendance at events.

Priority Problem Statements

Problem Statement 1: During the 2025-2026 school year, the All Students group performed 5 percentage points below the targeted performance measure goal of 47% in Reading, with a final performance of 42%.

Root Cause 1: Our African American student population demonstrated the greatest need in Reading and also experienced higher student mobility. Frequent transitions may have contributed to gaps in instructional continuity and consistent implementation of interventions and supports.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: During the 2025-2026 school year, third grade performance decreased in both Math and RLA. Math showed a 23-point decrease in Approaches, a 5-point decrease in Meets, and a 7-point decrease in Masters. RLA performance decreased by 6 points in Approaches, 9 points in Meets, and 4 points in Masters.

Root Cause 2: Third grade students entered the year with significant learning gaps. BOY data showed 42% did not meet expectations in Math and 54% did not meet expectations in RLA, with only 31% meeting expectations in Math and 22% in RLA. A Math teacher change in October also impacted instructional continuity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: During the 2025-2026 school year, fifth grade performance decreased across Math, RLA, and Science. Math showed a 13-point decrease in Meets and an 8-point decrease in Masters. RLA decreased by 14 points in Meets and 13 points in Masters, while Science showed a 10-point decrease in Approaches, a 15-point decrease in Meets, and a 6-point decrease in Masters.

Root Cause 3: With 25% of fifth grade students identified for special education services, there is a need to reexamine the implementation and effectiveness of accommodations, instructional supports, and interventions to ensure students are accessing and mastering grade-level content.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our Continuously Enrolled student population performed 5 percentage points below the targeted performance measurement goal in RLA and 8 percentage points below the targeted performance measurement goal in mathematics during the 2025-2026 school year. These gaps indicate a need to strengthen instructional practices and targeted supports to ensure continuously enrolled students are meeting expected

Root Cause 4: Tier 1 instruction needs to be strengthened and consistently monitored to ensure students receive high-quality, standards-aligned instruction that addresses their academic needs in RLA and mathematics.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Our White student population performed 9 percentage points below the targeted performance measurement goal in RLA and 10 percentage points below the targeted performance measurement goal in mathematics during the 2025-2026 school year. These gaps indicate a need to examine instructional practices, student engagement, and support systems to ensure all students are meeting expected performance stand

Root Cause 5: Students have not consistently received timely, targeted academic support based on identified areas of need in RLA and mathematics.

Problem Statement 5 Areas: Demographics

Problem Statement 6: During the 2025-2026 school year, the All Students group performed 5 percentage points below the targeted performance measure goal of 43% in Math, with a final performance of 38%.

Root Cause 6: High student mobility and significant learning gaps, combined with inconsistent differentiation of Tier 1 instruction and interventions, limited student progress in mathematics.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: While many families join PTA and attend school events, there is limited parent interest in taking on leadership roles or serving on the PTA board.

Root Cause 7: Competing family responsibilities and limited time have reduced parent participation in PTA board roles, despite strong attendance at events.

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
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Observation Survey results

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten-3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2027 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

HB3 Goal

Evaluation Data Sources: Elementary: CLI Engage - Circle (prekindergarten), Renaissance - STAR Assessments (math, 1-5, reading 3-5), mClass (Kinder math) and (K-2 reading), District Common Assessments and STAAR

Strategy 1 Details
Strategy 1: Continue to build capacity to implement the district curriculum and state-approved resources with fidelity at the campus level. **Actions:** a) Provide tiered professional learning opportunities including coaching cycles and PLC support that are responsive to our staff needs to build their capacity to implement our campus plan. b) Support campus Leaders of Learners team to assist in leading the implementation of the district's curriculum, identified resources, and strategies. c) Use data to provide targeted support and progress monitoring. d) Utilize district common assessments to ensure alignment of pacing and instruction. e) Strengthen the PLC+ process by emphasizing lesson internalization, collaborative planning, lesson rehearsal, formative assessment, and evidence-based instructional practices. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Leaders of Learners Team **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 5: Instructional Leadership and Capacity Building

Strategy 2 Details

Strategy 2: Emphasize the continued implementation of High Quality Instructional Materials (HQIM) reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement.

Actions: a) Continue to support new teachers on the science of teaching reading based on TEA and HB3 requirements.
b) Provide elementary teachers the necessary coaching and training to continue the implementation of math and reading HQIM curricula.
c) Engage teachers in the PLC+ continuous improvement process by analyzing multiple student data sources, classroom observations, common assessments, and student work to monitor individual student growth, identify instructional strengths and learning gaps, determine responsive instructional actions, and strengthen Tier I instruction before additional intervention is needed.
d) Monitor the campus implementation of RLA and Math Bluebonnet Learning through ongoing professional learning, classroom observations,coaching and PLC+.
e) Implement training to support general education and all special program teachers with instructional practices that aligns to the district curriculum and assessment requirements.
f) Implement the T-TESS 2.0 Pilot with fidelity by providing training, calibration, coaching, and ongoing support for appraisers and teachers while using feedback from the pilot to strengthen instructional practices, instructional leadership, and educator growth.

Staff Responsible for Monitoring: Campus Administration
Instructional Coaches
Leaders of Learners Team
Teachers

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

- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials

Strategy 3 Details

Strategy 3: Provide training in data analysis, progress monitoring, and data-driven decision-making to strengthen instruction practices, inform responsive teaching, and improve student achievement and growth.

Actions: a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC+ continuous improvement process.
b) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance, and District Common Assessments) to inform instruction and document student growth and individual student goals with the use of data folders.
c) Continue to train and require the regular use of continuous improvement processes in the classroom.
d) Collect, analyze and use data monitor student progress for the purpose of closing the achievement gaps, achieving HB3 Board goals, and responding to the individual needs of students to ensure all students make expected growth toward the next interim target in the Academic Achievement component of the Closing the Gaps domain, as defined by the Texas Education Agency.
e) Facilitate teacher training on the implementation of Tier 1 instructional priorities and evidence-based instructional practices.
f) Support teachers with the use of TEA writing rubrics and response targeted feedback to students.
g) Administer district common assessments and use the resulting data during PLC+ meetings and teacher data conferences to monitor student progress, identify instructional adjustments, and guide responsive instructional decisions.

Staff Responsible for Monitoring: Campus Administration
Instructional Coaches
Campus Staff

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

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps for identified student groups, including White, African American, and Continuously Enrolled, through access to rigorous grade-level instruction, targeted intervention, and intentional progress monitoring. By the end of the 2026-27 school year, identified student groups will demonstrate measurable improvement in reading and mathematics and meet established campus performance targets on state and district-approved assessments.

Reading: By the end of the 2026-27 school year, the percentage of students performing at or above MEETS Grade Level on STAAR Reading Language Arts will increase for each identified student group as follows: White from 42% to 49%; African American from 33% to 39%; and Continuously Enrolled from 43% to 49%.
Mathematics: By the end of the 2026-27 school year, the percentage of students performing at or above MEETS Grade Level on STAAR Mathematics will increase for each identified student group as follows: White from 33% to 41%; African American from 32% to 39%; and Continuously Enrolled from 38% to 44%.

Progress Monitoring: Campus and district leaders will monitor the progress of each identified student group toward established Reading and Mathematics performance targets throughout the 2026-27 school year using district-approved formative, interim, and progress-monitoring assessments. Results will be reviewed during established progress-monitoring checkpoints to determine whether students are demonstrating expected progress and whether instructional strategies, interventions, and supports should be continued, adjusted, or intensified.

High Priority

HB3 Goal

Evaluation Data Sources: Performance on state and district assessments
Star Renaissance, mClass, and Circle Progress Monitoring
PLC notes
Observation notes

Strategy 1 Details

Strategy 1: Strengthen differentiated Tier 1 instruction through intentional planning and identified best practices that respond to student learning needs while maintaining access to rigorous, grade-level instruction.

Actions: 1. Teachers and PLCs will use formative, summative, and student-level assessment data to identify specific standards, skills, and student groups contributing to achievement gaps and use this information to strengthen lesson planning, anticipate misconceptions, plan differentiated instruction and flexible grouping, and identify appropriate scaffolds, accommodations, and checks for understanding while maintaining grade-level rigor.
2. Campus administrators and instructional support staff will monitor the implementation and effectiveness of differentiated Tier 1 instruction through PLC participation, collaborative lesson internalization and rehearsal, review of common formative assessments and student work, coaching conversations, and scheduled and unscheduled classroom observations. Feedback and support will focus on the alignment between identified student needs, instructional planning, classroom implementation, and student outcomes.
3. Campuses will protect collaborative planning and PLC+ time and prioritize coaching, instructional support, professional learning, and other resources for grade levels, content areas, and identified student groups demonstrating the greatest need based on ongoing assessment and progress-monitoring data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator

Strategy 2 Details

Strategy 2: Provide targeted, skills-based interventions, tutorial opportunities, and enrichment experiences based on identified student needs to ensure students receive timely instructional support connected to grade-level learning

Actions: 1. Teachers and instructional facilitators will use multiple sources of academic data to identify students requiring intervention, tutorials, or enrichment and provide timely, targeted, skills-based support aligned to grade-level TEKS and connected to Tier 1 instruction. Campuses will maintain documentation of student participation, identified skill needs, and progress.
2. Campus administrators and instructional facilitators will implement a consistent short-cycle data review process in which teachers and campus leaders examine formative and progress-monitoring data, determine whether students and identified student groups are meeting expected growth targets, and make documented adjustments to interventions, tutorials, enrichment, and classroom instruction when students are not progressing as expected.
3. Campus leadership will monitor the implementation and effectiveness of intervention and tutorial supports, including additional tutorial opportunities, by reviewing participation, student growth, and assessment results each grading period. District leaders will review campus progress and the effectiveness of student supports during established progress-monitoring checkpoints.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator

Strategy 3 Details

Strategy 3: District and campus leaders will engage in ongoing progress monitoring and provide differentiated support, including increased instructional support and the reallocation of time, funding, staffing, and other resources, when implementation or student performance does not demonstrate expected progress.

Actions: 1. District instructional leaders will conduct periodic reviews of PLC+ implementation and student performance data to monitor progress toward Performance Objective 2. Reviews will examine implementation evidence, progress of identified student groups, barriers to implementation, and the effectiveness of campus-level instructional responses.

2. District content specialists and instructional support staff will assist campus teams in analyzing disaggregated data to identify specific standards, skills, and student groups requiring additional support and in determining appropriate instructional responses.

3. If the campus does not demonstrate sufficient implementation of the PLC+ process or expected progress toward student performance targets, district leaders will increase the frequency and intensity of support. Additional support may include coaching, classroom modeling, collaborative planning, lesson internalization and rehearsal, professional learning, data reviews, and additional progress-monitoring meetings.

4. District and campus leaders will review available time, funding, staffing, instructional resources, professional learning, coaching capacity, and intervention supports and will prioritize or reallocate resources, when feasible and appropriate, to address identified barriers to implementation and improve student outcomes.

5. District and campus leaders will use implementation and student-performance evidence to determine whether current strategies should be continued, modified, intensified, or replaced. Persistent challenges will be addressed through a documented support cycle that identifies the barrier, determines the appropriate response, assigns responsibility, establishes a timeline, and monitors the resulting impact on implementation and student performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Reduce the number of students assigned to behavioral Tiers 2 and 3 by increasing the effectiveness of behavioral supports and interventions to reduce disciplinary placements and improve student behavior.

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details
Strategy 1: Consistently implement the behavioral plan with fidelity. **Actions:** a) Provide ongoing training and support to staff on the district Behavioral MTSS framework and effective implementation of tiered behavioral supports. b) Implement and monitor Conscious Discipline campus-wide to support a consistent, proactive approach to student behavior, self-regulation, and social-emotional development. c) Conduct extended Behavioral MTSS collaboratives to review student data, identify needs, and develop and monitor individualized behavioral support plans. d) Utilize the Behavior Facilitator to provide coaching, guidance, and support in implementing evidence-based behavioral practices and interventions. e) Implement and monitor the district-provided Character Strong resource throughout the year to support SCD goals and student social-emotional development. f) Utilize SCD-funded Crisis Counselors to provide targeted support and intervention for students with identified behavioral, social-emotional, or crisis-related needs. g) Connect students and families with additional campus and community support systems focused on crisis intervention, trauma-informed practices, and identified student and family needs. **Staff Responsible for Monitoring:** Campus Administration Counselor Crisis Counselor Campus Staff CSI Team Behavior Facilitator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Increase student achievement and accelerate student growth by strengthening campus continuous improvement practices, data-driven instruction, targeted academic supports, and systems for identifying and addressing student needs, with a focus on closing achievement gaps among identified student groups.

Evaluation Data Sources: PLC notes
Observation notes
Progress Monitoring Data
District Assessment Data

Strategy 1 Details
Strategy 1: Continue training and implementing the district continuous improvement process and requirements for goal setting, PDSA process and data folders in the classroom and across campus to accelerate student growth. **Actions:** a) Deliver clear campus expectations on the implementation of the continuous improvement process throughout the school year and provide timely feedback. b) Provide differentiated professional learning, coaching, and technical support to strengthen implementation of the PDSA continuous improvement process based on staff needs and levels of implementation. c) Monitor implementation of PDSA cycles through PLC+ meetings, instructional observations, and campus improvement processes, and provide timely feedback to strengthen instructional practices, data-driven decision-making, and continuous improvement. **Staff Responsible for Monitoring:** Campus Administration Instructional Facilitators Campus Staff **TEA Priorities:** 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 **- Targeted Support Strategy**

Strategy 2 Details

Strategy 2: Enlist community and business partners to provide resources and support that address identified student and family needs and contribute to closing achievement gaps.

Actions: a) Collaborate with PTA to plan and host school-wide events and educational opportunities that support student success and strengthen family engagement.
b) Identify and communicate the needs of students and families to community partners to connect families with appropriate resources and support.
c) Develop and implement the campus Parent and Family Engagement Policy and provide flexible opportunities for families to participate in meetings, programs, and campus activities.

Staff Responsible for Monitoring: Campus Administration

TEA Priorities:
Improve low-performing schools
- **ESF Levers:**
Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Strategy 3 Details

Strategy 3: Provide ongoing professional learning and support to strengthen teachers' ability to analyze student performance data, monitor student growth, and use data to make instructional decisions that improve student achievement and address identified learning gaps.

Actions: a) Provide professional learning and ongoing support for teachers in analyzing multiple sources of student data to plan focused instruction, targeted interventions, and appropriate accommodations based on identified student needs.
b) Analyze and track student performance on common assessments, district screeners, interim assessments, and other progress-monitoring measures during PLCs to identify learning gaps, monitor student growth, and adjust instruction and interventions as needed.
c) Disaggregate student performance data to monitor the progress of all student groups, with specific attention to underperforming student groups, including White and Continuously Enrolled students identified for TSI, and use findings to guide instructional planning and support.

Staff Responsible for Monitoring: Campus Administration
Instructional Facilitators
Campus Staff

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
- **Additional Targeted Support Strategy**

Strategy 4 Details

Strategy 4: Implement a multi-tiered system of support (MTSS) to address the academic needs of all students, with targeted monitoring and support for underperforming student groups, including White and Continuously Enrolled students identified for Targeted Support and Improvement (TSI).

Actions: a) Hold campus MTSS meetings throughout the year to review student performance, identify academic needs, and monitor progress, with specific attention to identified underperforming student groups.
b) Regularly meet with campus staff to analyze student and student-group data, discuss progress and needs, and identify appropriate curriculum, resources, interventions, and individualized supports for students not meeting performance targets.
c) Provide targeted intervention and accelerated instruction based on identified student needs to address learning gaps and promote academic growth, including accelerated instruction in alignment with HB 1416 for students who meet applicable requirements.
d) Monitor the effectiveness of interventions and supports through district-approved assessments and campus progress-monitoring data, with specific attention to the progress of White and Continuously Enrolled students identified for TSI, and adjust supports as needed.

Staff Responsible for Monitoring: Campus Administration
Campus Facilitators
Campus Staff

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
- Additional Targeted Support Strategy

Strategy 5 Details

Strategy 5: Implement and monitor district protocols to ensure the timely identification and accurate coding of students who meet one or more of the fifteen state-defined at-risk indicators and ensure appropriate supports and services are provided based on identified needs.

Actions: a) PEIMS Coordinator and attendance clerk will collaborate to ensure the timely and accurate identification and coding of all students who meet state-defined at-risk criteria.
b) Monitor identified students to ensure they receive appropriate services and supports based on their individual needs.

Staff Responsible for Monitoring: Campus Administration
Attendance Clerk
504 Coordinator
Special Education Staff

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: 2025-2026 Campus Attendance

Strategy 1 Details
Strategy 1: Continue to implement a campus-wide program that increases student attendance. **Actions:** a) Develop and communicate campus attendance plan with all stakeholders. b) Monitor and make adjustments to the attendance plan throughout the year as needed. c) Track student and staff attendance. d) Provide incentives that encourage student attendance. e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help mitigate student attendance issues. f) Utilize the district tribunal process. **Staff Responsible for Monitoring:** Campus Administration Campus Staff Attendance Clerk **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Establish a safe school community environment where students and staff report a sense of belonging, security and well-being.

Evaluation Data Sources: Staff and Student Survey, Accident Reports

Strategy 1 Details
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** a) Review perception data from students, staff, and parents to identify strategies to improve campus safety. b) Utilize the campus Safety Committee to review student and staff safety concerns. c) Take corrective action of findings at the campus by utilizing our Safety Committee. d) Schedule and monitor safety drills through Raptor. e) Identify potential school and safety threats using survey data to implement and refine procedures. f) Continue to implement the Anonymous Alerts and Threat Assessment System. g) Conduct monthly safety meetings with the Safety Committee and revise plans as needed. **Staff Responsible for Monitoring:** Campus Administration Campus Staff Safety Committee **ESF Levers:** Lever 3: Integrated Student Support Systems

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

Evaluation Data Sources: Campus WC Report

Strategy 1 Details
Strategy 1: Implement the district-wide program that promotes an accident-free work environment. **Actions:** a) Conduct regular facility and campus reviews to identify and address safety concerns, issues, and needs. b) Provide safety training for all campus staff in alignment with district protocols and procedures. c) Provide and maintain necessary safety equipment to support a secure campus environment. d) Monitor the consistent implementation of campus safety procedures and address areas of concern as needed. e) Ensure all employees complete required Safe Schools Training within established district timelines. f) Conduct campus/building safety walkthroughs as required by district protocols and promptly address identified concerns. **Staff Responsible for Monitoring:** Campus Administration Campus Staff **ESF Levers:** Lever 3: Integrated Student Support Systems

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Campus Site-Based Team Meetings

Strategy 1 Details
Strategy 1: Maintain a district-wide coordinated health program. **Actions:** a) Continue to implement health related plans at the campus level. Examples include: Play It Safe,Vision Screenings, Employee Wellness Challenges, etc. b) Follow district health requirements. c) Students participate in regular pacers and fitness gram tests in physical education class. **Staff Responsible for Monitoring:** Campus Administration Nurse Campus Staff **ESF Levers:** Lever 3: Integrated Student Support Systems