Elgin Independent School District

Phoenix High School

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Phoenix High School serves as Elgin ISD's alternative high school. The campus maintains a low student-to-teacher ratio to support individualized instruction and student credit recovery.

- Student-to-Teacher Ratio Trends:
  - 2023-24: 10.4:1
  - 2024-25: 11.1:1
  - 2025-26: 10.5:1

Approximately 42 to 60 students are actively enrolled each year.

Student Demographic Composition (school year 2025-26):

Student Group	Campus	District	State
African American	23.8%	9.0%	12.9%
Hispanic	69.0%	77.0%	53.2%
White	4.8%	10.3%	24.2%
2 or More Races	2.4%	2.9%	3.4%
Economically Disadvantaged	59.5%	55.9%	59.9%
Non-Educationally Disadvantaged	40.5%	44.1%	40.1%
Section 504 Students	23.8%	5.0%	6.5%
EB Students	45.2%	50.3%	23.6%
Students w/Dyslexia	11.9%	5.7%	7.1%
Homeless	4.8%	1.5%	1.3%
At-Risk	100%	73.3%	54.6%

Annual dropout rate for the 2024-25 school year was 4.1% (down from 7.1% the previous year). Four-year graduation rate was 70.4%; five-year rate was 95.2%. Student mobility is 88.2% (compared to 16.1% district wide).

Strengths

Phoenix High School maintains a low teacher-to-student ratio to serve a 100% at-risk student population, resulting in a 95.2% five-year graduation rate for the class of 2024.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	PHS's chronic absenteeism rate is 70.3%, compared to 18% statewide.	The campus does not have a tiered attendance system with early family contact, so absences are not addressed until students are far behind on credits.

★ = Priority

Student Learning

Summary

STAAR Performance Results

	School Year	State	District	Campus	EB
English I					
Approaches	2026	73%	52%	29%	30%
	2025	69%	44%	40%	38%
Meets	2026	53%	30%	5%	0%
	2025	49%	23%	5%	0%
Masters	2026	12%	2%	0%	0%
	2025	15%	2%	0%	0%
English II EOC					
Approaches	2026	73%	50%	26%	9%
	2025	72%	50%	12%	20%
Meets	2026	58%	30%	7%	0%
	2025	55%	31%	0%	0%
Masters	2026	9%	2%	0%	0%
	2025	8%	2%	0%	0%
Algebra I					
Approaches	2026	83%	65%	38%	
	2025	78%	69%	17%	
Meets	2026	51%	28%	0%	
	2025	45%	27%	0%	
Masters	2026	28%	11%	0%	
	2025	27%	11%	0%	
Biology					
Approaches	2026	93%	86%	100%	
	2025	92%	80%	44%	43%
Meets	2026	69%	44%	17%	
	2025	61%	27%	0%	
Masters	2026	34%	13%	0%	
	2025	21%	2%	0%	
U.S. History					
Approaches	2026	93%	86%	83%	88%
	2025	95%	90%	80%	78%
Meets	2026	69%	49%	17%	13%
	2025	68%	43%	7%	0%
Masters	2026	37%	18%	6%	0%
	2025	37%	17%	0%	0%

Graduation Plans

Of 2024-25 graduates, 51.5% graduated on the Foundation program with no endorsement, 1.5% on the Foundation program with

an endorsement, and 47% on the Foundation program with the Distinguished Level of Achievement. 92.4% of graduates were at-risk, and 3% were CTE completers.

Strengths

Algebra I EOC scores improved from 17% to 38% at the Approaches level. Biology EOC scores improved from 44% to 100% at the Approaches level. U.S. History EOC scores improved from 80% to 83% at the Approaches level.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	English I STAAR scores have shown a decline at the Approaches level (from 40% in 2025 to 29% in 2026), while plateauing at 5% at the Meets level.	There are no regular data checkpoints to show whether small-group instruction is working, so students who are not progressing are not regrouped or retaught in time.
2 ★	Too few Phoenix graduates meet the Texas Success Initiative (TSI) college-readiness standard, and the campus rate is well below both the district and the state.	Students do not have a plan to earn college readiness, and TSI testing has not been promoted or offered at Phoenix.
3 ★	Career-ready graduates were 15.2% at the campus level in 2024-25 (compared with 28.4% at the district level).	There were no opportunities for students to complete CTE pathways and earn IBCs.

★ = Priority

School Processes & Programs

Summary

Students are admitted to Phoenix High School through a collaborative process among Elgin High School, Phoenix, and a district committee. Students are identified as candidates by EHS, and their names are submitted to a committee to be vetted. With input from EHS and PHS, the candidates are then approved or denied. The Phoenix counselor reviews the candidates' transcripts and enrolls them in classes, based on graduation requirements. The candidates are onboarded through an orientation meeting and begin courses. Students are assigned a lead teacher who meets with them daily to set goals and work towards graduation. Phoenix has transitioned from a half-day model to a full day model to increase student achievement and address student gaps, including postsecondary readiness.

Schedule: 45-minute blocks with embedded small-group instruction focusing on EOC test prep.

Strengths

Daily goal-setting and progress monitoring meetings with students provide guidance to students who have struggled in the traditional school setting. Small student-to-teacher ratio allows for more 1:1 guidance and small group instruction. Full day school day allows for more exploration of postsecondary options.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Teachers need continuous support in implementing a rigorous curriculum to address the academic, behavioral, and socio-emotional needs of our students and support them in achieving their postsecondary goals.	The roles of Phoenix and DAEP teachers in professional development are not clearly defined, so Phoenix teachers do not receive consistent, content-specific PD and coaching.

★ = Priority

Perceptions

Summary

There have been no surveys due to past district directives and the campus's small size. Parent engagement has been a challenge. Culture and student perception have been that Phoenix is an easier path to a high school diploma. Anecdotal student feedback this year is that they were not prepared for courses at ACC. Community partnerships have been established with First National Bank and the SaulPaul Foundation. Relationships with ACC, Workforce Solutions, and Bluebonnet Trails have been refocused on student needs. The school's Facebook page has been utilized on a more regular basis to promote student achievement and accomplishments.

Strengths

Partnerships with the SaulPaul Foundation and First National Bank are promoting postsecondary plans and helping our students prepare for their next stages in life. The campus Facebook page is promoting student achievement.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	There is a lack of awareness regarding Phoenix High School's mission and purpose.	Many students, families, and staff confuse Phoenix with the DAEP, and the campus has not consistently shared its mission and student results with the community.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	PHS's chronic absenteeism rate is 70.3%, compared to 18% statewide.	The campus does not have a tiered attendance system with early family contact, so absences are not addressed until students are far behind on credits.
2 ★	English I STAAR scores have shown a decline at the Approaches level (from 40% in 2025 to 29% in 2026), while plateauing at 5% at the Meets level.	There are no regular data checkpoints to show whether small-group instruction is working, so students who are not progressing are not regrouped or retaught in time.
3 ★	Too few Phoenix graduates meet the Texas Success Initiative (TSI) college-readiness standard, and the campus rate is well below both the district and the state.	Students do not have a plan to earn college readiness, and TSI testing has not been promoted or offered at Phoenix.
4 ★	Career-ready graduates were 15.2% at the campus level in 2024-25 (compared with 28.4% at the district level).	There were no opportunities for students to complete CTE pathways and earn IBCs.
5 ★	Teachers need continuous support in implementing a rigorous curriculum to address the academic, behavioral, and socio-emotional needs of our students and support them in achieving their postsecondary goals.	The roles of Phoenix and DAEP teachers in professional development are not clearly defined, so Phoenix teachers do not receive consistent, content-specific PD and coaching.
6 ★	There is a lack of awareness regarding Phoenix High School's mission and purpose.	Many students, families, and staff confuse Phoenix with the DAEP, and the campus has not consistently shared its mission and student results with the community.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Alternative Education Accountability (AEA) data**

Student Data: Assessments

- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **Texas Success Initiative (TSI) data**

Employee Data

- [x] **Teacher/Student Ratio**
- [x] **T-TESS data**

Goals

Goal 1

LEVER 1:PLANNING AND PERFORMANCE MANAGEMENT THROUGH STRONG LEADERSHIP
The campus aligns its goals and priorities with the district's vision for student success. It develops actionable campus plans that include key strategies and incorporates planning and performance management routines to monitor initiative progress and student achievement.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 1:1 : VISION AND MISSION
Understand the district's vision for student success.
Target: By October 2026, Phoenix shares the campus vision and this plan's goals (chronic absenteeism at most 40%, ADA at least 90%, EOC Approaches gains, and 25% career-ready graduates) with all staff, students, and families, and staff can state them during walkthroughs by December 2026.

Evaluation Data Source: Agendas and minutes from campus staff meetings and professional development sessions that explicitly show training on the district's vision. Another primary evaluation source is a staff survey or reflection log that directly assesses teachers' and leaders' understanding and alignment with the district's student success goals.

Strategy 1

KEY PRACTICE: 1.1.1: Vision and Mission
Campus messages, policies, and practices reflect the district's mission and vision, demonstrating high expectations and shared responsibility for student success.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: Campus Handbook and formative reviews of Campus Improvement Plan

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Perceptions 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

Strategy 2

KEY PRACTICE: 1.1.2: Campus Leadership
Campus leadership ensures alignment to the district's mission and vision by ensuring that all campus messages, policies, and practices consistently reflect and uphold that mission and vision.

Strategy's Expected Result/Impact: SUCCESS CRITERIA:
100% of weekly Campus Leadership Team (CLT) agendas and meeting minutes document routine reviews of campus practices, student data, and performance milestones to ensure strict alignment with ELGIN ISD
100% of campus-wide communications, principal newsletters, and professional development calendars explicitly frame campus initiatives and expectations .
A minimum of 90% alignment is achieved on campus-level policy reviews (e.g., grading, attendance, and student handbooks), verifying that no campus-specific practice dilutes or contradicts district-wide expectations for student success.

Staff Responsible for Monitoring: Principal, Assistant Principal(s), and Campus Instructional Coaches (Campus Leadership Team)

Problem Statements: Perceptions 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a lack of awareness regarding Phoenix High School's mission and purpose.	Many students, families, and staff confuse Phoenix with the DAEP, and the campus has not consistently shared its mission and student results with the community.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION: 1.2 CAMPUS IMPROVEMENT PLAN
Develop a Campus Improvement Plan aligned to the district's strategic plan.
Target: By November 2026, the Phoenix CIP is Board-approved with measurable goals for attendance, EOC performance, and CCMR, and the site-based committee reviews it in December, February, April, and June.

Evaluation Data Source: 1. Comprehensive Needs Assessment (CNA) Stakeholder Consultation (Minimum of 1 Meeting)

* Dated CNA Meeting Agenda explicitly detailing the collaboration process with stakeholders to analyze campus data and establish plan priorities.
* Dated Stakeholder Roster detailing names and explicit organizational roles (e.g., administrator, teacher, parent, community member, business representative).
* Dated & Signed Attendance Pages (or certified digital sign-in logs) verifying physical or virtual participation.
* Dated Follow-up/Makeup Meeting Documentation (as needed) including agendas, sign-ins, and notes for required stakeholders unable to attend the primary session.
* Detailed Meeting Minutes capturing the discussions, data analysis conclusions, and evidence of meaningful consultation and stakeholder input.
* CNA Presentation Materials (e.g., PowerPoint slides or shared data packets) used to guide stakeholder review.

2. Campus Advisory Meetings for CIP Formative Reviews (Minimum of 3 Meetings)

* Three Distinct Sets of Dated Agendas corresponding to the scheduled quarterly formative review windows, outlining the evaluation of CIP strategy milestones.
* Dated Stakeholder Rosters with Roles for each of the three mandatory review cycles to verify a consistently compliant advisory composition.
* Dated Signature Pages (or verified electronic signatures) for each of the three individual review meetings.
* Quarterly Makeup Meeting Evidence (agendas, sign-ins, minutes) documenting compliance outreach for absent members.
* Three Sets of Detailed Meeting Minutes explicitly recording stakeholder feedback, progress ratings on active strategies, and any approved mid-course plan adjustments.
* Formative Review Presentation Materials (e.g., quarterly milestone reports or PPT presentations) used to inform the advisory committee of current performance data.

Strategy 1

KEY PRACTICE: 1.2.1: Campus Improvement Plan
Campus has a focused improvement plan with clearly defined strategy and priorities, timelines, milestones, metrics, and task owners that directly address the root causes of low performance.

Strategy's Expected Result/Impact: SUCCESS CRITERIA:
100% of required state and federal program documentation--consisting of dated agendas, stakeholder rosters with roles, signature pages, meeting minutes, presentations, and makeup notes for a minimum of one CNA meeting and three Campus Advisory formative review meetings--is fully uploaded and verified in the CRATE.

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Demographics 1 - Student Learning 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

Strategy 2

KEY PRACTICE: 1.2.2: Goals
Campus goals are specific to the campus, focused on improving student outcomes, and directly aligned to the district's multi-year student outcomes.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus academic goals are specific, student-focused, and directly mapped to Elgin ISD's multi-year outcome targets within the plan, with formative review logs, student performance data, and special program compliance tracking documents fully uploaded and verified in the CRATE.

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Demographics 1 - Student Learning 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

Strategy 3

KEY PRACTICE: 1.2.3: Strategic Priorities
Campus strategic priorities are specific to the needs of the campus and aligned to the district's strategic priorities, ensuring campus-level actions support the district's vision for student success.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus strategic priorities are explicitly justified by data from the Comprehensive Needs Assessment (CNA) and directly mapped to Elgin ISD's strategic priorities within the plan, with evidence of aligned campus action steps, resource allocations, and milestone reviews fully uploaded and verified in the CRATE.

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Demographics 1 - Student Learning 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	PHS's chronic absenteeism rate is 70.3%, compared to 18% statewide.	The campus does not have a tiered attendance system with early family contact, so absences are not addressed until students are far behind on credits.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	English I STAAR scores have shown a decline at the Approaches level (from 40% in 2025 to 29% in 2026), while plateauing at 5% at the Meets level.	There are no regular data checkpoints to show whether small-group instruction is working, so students who are not progressing are not regrouped or retaught in time.

Performance Objective 3 ☑ High Priority

ESSENTIAL ACTION 1.3: Campus Implementation Planning and Project Management
Plan for and project manage implementation of prioritized district initiatives
Target: By May 2027, every prioritized Phoenix initiative (attendance, EOC small groups, TSI and IBC) has a timeline and owner, and at least 90% of action steps are completed on time at each formative review.

Evaluation Data Source: District project implementation timelines, master calendars, and staff initiative launch logs.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: 1.3.1 Implementation Planning
Campus develops clear implementation plans with roles, responsibilities, timelines, and project management structures, as outlined in their Campus Improvement Plan.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: CRATE documents show 100% completion of implementation plans that list explicit roles, responsibilities, timelines, and tracking structures for all campus initiatives.

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Student Learning 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

Strategy 2

KEY PRACTICE: 1.3.2 Project Management
Campus establishes and uses project management structures and tools to plan, monitor, and ensure timely, high-quality completion of campus initiatives and accountability for progress.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: CRATE documents show 100% usage of project management logs, monitoring tools, and progress trackers that confirm timely completion of campus initiatives.

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Student Learning 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	English I STAAR scores have shown a decline at the Approaches level (from 40% in 2025 to 29% in 2026), while plateauing at 5% at the Meets level.	There are no regular data checkpoints to show whether small-group instruction is working, so students who are not progressing are not regrouped or retaught in time.

Performance Objective 4 ☑ High Priority

ESSENTIAL ACTION 1.4: Performance Management of Campus Improvement Plan and Goals(LEVERS)
Establish clear expectations for evaluating the effectiveness of district programs and initiatives to drive continuous improvement
Target: By June 2027, the Phoenix leadership team reviews progress on every CIP goal in December, February, and April and writes an adjustment within 10 school days for any strategy rated Some or No Progress.

Evaluation Data Source: * Program evaluation reports, federal compliance documentation, and data reviews.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: 1.4.1 Measurement Plan
Campus leaders monitor implementation of improvement plans/goals by reflecting on progress and hold task owners accountable for execution of the work.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of at-risk student groups--including migrant, 504, specialized support, and students who failed STAAR or baseline assessments--have their academic progress monitored through leadership reviews, ensuring timely completion of required interventions.

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Demographics 1 - Student Learning 1

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE: 1.4.2 Data Collection
Campus leaders use data systems to collect and analyze data that tracks progress toward campus goals and improvement plan outcomes.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of student growth trackers and data dashboards are updated and reviewed by campus leaders following state, local, and baseline assessments to identify progress trends for at-risk student groups and drive intervention decisions.

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Demographics 1 - Student Learning 1

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Strategy 3 ☑ Results Driven Accountability

KEY PRACTICE: 1.4.3 Data-Driven Decisions
Campus leaders use data to analyze progress, identify barriers, and adjust strategies when milestones and benchmarks are not met to ensure goals are achieved.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus action plans show documented adjustments and corrective interventions whenever milestones or benchmarks are missed, ensuring student progress is continuously monitored

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Demographics 1 - Student Learning 1

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

Strategy 4 ☑ Results Driven Accountability

KEY PRACTICE: 1.4.4 Performance Management Routines
Campus establishes systems that routinize initiative progress reflection and iteration on implementation tactics as needed.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: CRATE documents show 100% completion of scheduled leadership meetings to analyze student data alongside the Campus Improvement Plan and adjust strategies when benchmarks are missed

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Demographics 1 - Student Learning 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	February	April	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	PHS's chronic absenteeism rate is 70.3%, compared to 18% statewide.	The campus does not have a tiered attendance system with early family contact, so absences are not addressed until students are far behind on credits.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	English I STAAR scores have shown a decline at the Approaches level (from 40% in 2025 to 29% in 2026), while plateauing at 5% at the Meets level.	There are no regular data checkpoints to show whether small-group instruction is working, so students who are not progressing are not regrouped or retaught in time.

Goal 2

LEVER 2: ESSENTIAL ACTIONS AND KEY PRACTICES
Each lever is defined by a set of Essential Actions (EA) and Key Practices (KP) that describe what effective implementation looks like on a campus. Together, these components provide clear guidance for how systems and practices come to life to support strong student outcomes.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 2.1: Intentional Roles and Staffing
Staff are strategically hired and placed to deliver on the envisioned student experience.
Target: By August 2027, every Phoenix teaching position is filled before the first day of school, with English I, English II, and Algebra I taught by certified teachers.

Evaluation Data Source: HR vacancy tracking lists, new hire data, recruitment/retention records, and Grow Your Own enrollment logs--including LASO Grant college partnership participation and new teacher support data--will be evaluated in coordination with the Executive Director of Human Resources, with State and Federal ensuring all matching compliance evidence is placed in the CRATE

Strategy 1

KEY PRACTICE: 2.1.1: Performance Expectation-Setting
Campus sets and reinforces high performance expectations by following district guidance during hiring, onboarding/induction, professional learning, and coaching structures.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of newly hired and onboarded campus staff demonstrate a clear understanding of Elgin ISD performance expectations through their active participation in the LASO grant "Grow Your Own" teacher pipeline and required new-to-role campus coaching structures

Staff Responsible for Monitoring: Campus Principal and Executive Director of Human Resources

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

Strategy 2

KEY PRACTICE: 2.1.2 Hiring and Evaluation
Campus leadership follows district defined selection criteria and evaluation processes to identify and hire candidates best suited for specific roles

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of newly hired campus personnel are selected and evaluated using district-defined criteria, ensuring all open positions are filled by candidates best suited for their specific roles to support student outcomes

Staff Responsible for Monitoring: Campus Principal

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

Strategy 3

KEY PRACTICE: 2.1.3: Staffing for Greatest Impact
Campus leaders ensure that the most effective educators are placed in classrooms with higher student support needs.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: * 100% of the campus's most effective educators are strategically assigned to classrooms with higher student support needs to maximize academic intervention and narrow performance gaps for at-risk student populations

Staff Responsible for Monitoring: Campus Principal and Executive Director of Human Resources

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers need continuous support in implementing a rigorous curriculum to address the academic, behavioral, and socio-emotional needs of our students and support them in achieving their postsecondary goals.	The roles of Phoenix and DAEP teachers in professional development are not clearly defined, so Phoenix teachers do not receive consistent, content-specific PD and coaching.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION 2.2: Staff Selection
Intentionally selects educators well-prepared to provide high-quality instruction and services to each student.
Target: By May 2027, 100% of new Phoenix hires complete campus onboarding, and every core-course teacher holds or is working toward certification in their content area.

Evaluation Data Source: T-TESS appraisals, Teacher Incentive Allotment (TIA) designations, leadership development rosters, and staff retention reports--including professional learning feedback surveys and staff growth plans--will be evaluated in coordination with the Executive Director of Human Resources, with State and Federal ensuring all matching compliance evidence is placed in the CRATE

Strategy 1

KEY PRACTICE: 2.2.1: Staffing Projections
Campus uses enrollment trends and program needs to anticipate staffing requirements and collaborates with the district to inform recruitment and hiring decisions.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: Campus enrollment trends and specialized program needs are analyzed annually to accurately forecast staffing requirements and drive proactive, aligned recruitment and hiring decisions before the start of the school year

Staff Responsible for Monitoring: Campus Principal and Executive Director of Human Resources

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

Strategy 2

KEY PRACTICE: 2.2.2: Selection and Screening
Campus uses district-defined screening processes, tools, and selection criteria to effectively evaluate a candidate's knowledge, skills, and abilities.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus candidate evaluations utilize district-defined screening processes, tools, and selection criteria to effectively measure each candidate's knowledge, skills, and abilities for optimal role placement

Staff Responsible for Monitoring: Campus Principal

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

December	February	April	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers need continuous support in implementing a rigorous curriculum to address the academic, behavioral, and socio-emotional needs of our students and support them in achieving their postsecondary goals.	The roles of Phoenix and DAEP teachers in professional development are not clearly defined, so Phoenix teachers do not receive consistent, content-specific PD and coaching.

Performance Objective 3 ☑ High Priority

ESSENTIAL ACTION 2.3: Growth and Retention Strategies
Systems in place to support teacher professional growth, advancement opportunities, and retention.
Target: By June 2027, at least 85% of Phoenix teachers return for 2027-28, and every teacher has a professional growth goal tied to the campus EOC or attendance goals.

Evaluation Data Source: SUCCESS CRITERIA: Teacher Incentive Allotment (TIA) designations, staff climate and wellness surveys, employee engagement data, staff absenteeism reports, leadership campus visibility logs, annual teacher retention rate tables, campus leadership development rosters, and staff satisfaction surveys will be evaluated by campus administration to track teacher growth and campus retention trends

Strategy 1

KEY PRACTICE: 2.3.1: Appraisal
Campus leadership conducts annual staff appraisals using multiple measures such as competencies and student growth to assess performance.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus staff appraisals are completed annually using multiple measures, including T-TESS competencies and student growth data, to accurately assess performance and guide professional development

Staff Responsible for Monitoring: Campus Principal and Executive Director of Human Resources

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 2

KEY PRACTICE: 2.3.2 Advancement and Retention
Campus leaders implement advancement and retention strategies aligned to district and campus performance expectations.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: High-performing educators are successfully retained and provided with clear leadership advancement opportunities that align with district and campus performance expectations

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Executive Director of Human Resources

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers need continuous support in implementing a rigorous curriculum to address the academic, behavioral, and socio-emotional needs of our students and support them in achieving their postsecondary goals.	The roles of Phoenix and DAEP teachers in professional development are not clearly defined, so Phoenix teachers do not receive consistent, content-specific PD and coaching.

Goal 3

LEVER 3: INTEGRATED STUDENT SUPPORT SYSTEMS
The campus establishes proactive and responsive student support systems aligned to the district's MTSS framework, promoting a positive school culture, supports for all students, and family engagement.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 3.1: Multi-tiered System of Supports
Implement the district's integrated multi-tiered system of supports (MTSS) framework aligned to evidence-based prevention and intervention practices to support the academic and non-academic needs of all students, providing guidance on routine progress monitoring and data-driven decision making.
Target: By May 2027, 100% of Phoenix students are reviewed in MTSS meetings each six weeks, and students receiving Tier 2 or Tier 3 supports show progress on their intervention goals.

Evaluation Data Source: SUCCESS CRITERIA: 100% of students identified under the 17 state at-risk criteria--with explicit monitoring for migrant students--are tracked within the district's integrated MTSS framework, with CRATE documents showing regular progress monitoring logs and data-driven intervention plans that verify the consistent use of evidence-based academic and non-academic support practices

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: 3.1.1: Student Support Teams
ELGIN ISD sets expectations for implementing student support teams to use data to identify individual student strengths and needs, implementing individualized support strategies, and using a case management system to monitor student progress.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: A written list of student interventions and copies of student support team meeting logs.

Staff Responsible for Monitoring: Campus Principal, Counselors, and Assistant Superintendent of Student Services

Problem Statements: Demographics 1

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

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE: 3.1.2: Professional Learning Supports
ELGIN ISD provides resources and training to enable staff to implement the comprehensive MTSS framework to address academic support, behavioral health and mental health services and

support.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: A completed master professional learning calendar and training attendance rosters verifying all staff are trained in MTSS academic, behavioral, and mental health intervention tiers.

Staff Responsible for Monitoring: Campus Principal, Instructional Coaches, and Assistant Superintendent of Student Services

Problem Statements: Demographics 1

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

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3 ✅ Results Driven Accountability

KEY PRACTICE: 3.1.3: Universal Screening
ELGIN ISD provides procedures and training in implementing universal screening processes for academic, mental health and behavior, provides time and support for a multidisciplinary team to analyze data, and reinforces the value of universal screening with staff, students, and families.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: Calendared windows for universal screening are completed district-wide three times per year, with documented multidisciplinary team data logs and family notification templates.

Staff Responsible for Monitoring: Campus Principal, Counselors, and Assistant Superintendent of Student Services

Problem Statements: Demographics 1

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

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4 ✅ Results Driven Accountability

KEY PRACTICE: 3.1.4: Family Engagement
ELGIN ISD sets expectations and provides staff training and time to meaningfully engage parents/caregivers, promote parent/caregiver understanding of student progress and campus expectations, and facilitate a parent/caregiver partnership to support overall student development and success.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: Phoenix hosts at least three family events this year, including a fall orientation night, a spring graduation and postsecondary planning night, and a senior celebration, with Spanish interpretation at each. Agendas, sign-ins, and family feedback forms are kept for every event, and family attendance rises from the first event to the last.

Staff Responsible for Monitoring: Campus Principal, Counselor, and Lead Teachers

Problem Statements: Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	PHS's chronic absenteeism rate is 70.3%, compared to 18% statewide.	The campus does not have a tiered attendance system with early family contact, so absences are not addressed until students are far behind on credits.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a lack of awareness regarding Phoenix High School's mission and purpose.	Many students, families, and staff confuse Phoenix with the DAEP, and the campus has not consistently shared its mission and student results with the community.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION: 3.2 School-wide Culture, Behavior, Safety
Establish strong school culture, behavior, and safety systems.
Target: By May 2027, Phoenix discipline referrals fall each semester, and chronic absenteeism drops toward the 40% campus target.

Evaluation Data Source: School counselor referral logs, wrap-around service coordination tracking, and social-emotional wellness metrics are updated weekly to demonstrate that strong school culture, behavior, and safety systems are actively established across the campus

Strategy 1

KEY PRACTICE: 3.2.1: School-wide Culture
Campus-level culture-setting aligned to district-level guiding commitments and vision and supports student readiness to learn.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus classrooms and common areas actively reflect school-wide culture systems that align with the Elgin ISD vision, directly supporting student readiness to learn and lowering behavior incidents across all grade levels

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Teams, and Counselors

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

KEY PRACTICE: 3.2.2: Routines for a Productive Learning Environment
Campus staff follow clear expectations for implementing school-wide and classroom-level procedures, with opportunities to practice, to ensure a safe and productive learning environment.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus staff and students consistently execute established school-wide and classroom-level procedures, providing clear opportunities to practice routines that ensure a safe, predictable, and productive learning environment

Staff Responsible for Monitoring: Campus Principals, Assistant Principals

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3 ☑ Results Driven Accountability

KEY PRACTICE:3.2.3: Universal Behavior and Discipline Strategies
Campus leaders establish and communicate clear expectations for prevention, incentives, and consequences that promote positive behavior for all students.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus staff and students understand and follow clear expectations for behavior prevention, positive incentives, and consistent consequences that promote a positive school climate for all students

Staff Responsible for Monitoring: Campus Principals, Assistant Principals, Counselors

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	PHS's chronic absenteeism rate is 70.3%, compared to 18% statewide.	The campus does not have a tiered attendance system with early family contact, so absences are not addressed until students are far behind on credits.

Performance Objective 3 ☑ High Priority

ESSENTIAL ACTION 3.3: Interventions and Supports
Staff identify and respond to needs of all students and provide timely targeted responses to reduce barriers to learning and promote trust, belonging, safety, growth mindset, and self-regulation.
Target: By May 2027, every Phoenix student referred for counseling, case management, or mental health support has a documented plan and follow-up, supporting the campus goal of at least 90% average daily attendance.

Evaluation Data Source: 100% of students facing academic or non-academic barriers receive immediate, targeted interventions that improve behavioral outcomes, increase attendance, and promote trust, belonging, safety, growth mindset, and self-regulation across all campus classrooms

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: 3.3.1 Case Management
Campus leaders ensure that a case management system is used to monitor student progress by reviewing academic data, universal screener results, behavior, attendance, student well-being, and access to support, enabling timely and targeted interventions.
State Compensatory Education (SCE) supplements the regular program for students who meet the state at-risk criteria (TEC 29.081). All Phoenix students are identified as at-risk. Phoenix High School's 2026-27 SCE budget (fund 199, PIC 24) totals $17,788 for Capturing Kids' Hearts: $12,788 for campus coaching visits and $5,000 for the campus premium. No positions at Phoenix are funded with SCE.

Strategy's Expected Result/Impact: SUCCESS CRITERIA:100% of case management data profiles show consistent updates and regular leadership reviews of academic metrics, universal screeners, behavior tracking, and attendance logs to guarantee timely, targeted interventions for struggling students

Staff Responsible for Monitoring: Campus Principal and Campus Leadership Team

Problem Statements: Demographics 1

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

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE: 3.3.2 Integrated Mental Health and Crisis Response
Campus provides proactive, policy-aligned mental health education for all students and uses evidence-based practices (interventions) to address threat concerns through district-designated crisis teams that conduct structured threat assessments and provide trauma-informed postvention and re-entry support.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of crisis response and mental health protocols follow structured, district-designated threat assessment procedures, resulting in policy-aligned mental health education, trauma-informed postvention, and seamless re-entry support for all affected students

Staff Responsible for Monitoring: Campus Principal and Assistant Superintendent of Student Services

Problem Statements: Demographics 1

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3 ☑ Results Driven Accountability

KEY PRACTICE:3.3.3: Threat Assessment
ELGIN ISD establishes threat assessment teams integrated into ongoing student support structures, provides aligned staff and student training, communicates the responsibility to report, and establishes mental health crisis response protocols.

Strategy's Expected Result/Impact: * SUCCESS CRITERIA: In accordance with TEC SS 37.0831 and HB 121, Elgin ISD will implement threat assessment protocols that explicitly enforce zero-tolerance standards for bullying, cyberbullying, and dating violence. Success will be verified by completed threat assessment documentation, safety planning logs, immediate parent/guardian notification receipts, and mandatory student/staff safety training logs.

Staff Responsible for Monitoring: Campus Principal and Assistant Superintendent of Student Services

Problem Statements: Demographics 1

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	PHS's chronic absenteeism rate is 70.3%, compared to 18% statewide.	The campus does not have a tiered attendance system with early family contact, so absences are not addressed until students are far behind on credits.

Performance Objective 4 ☑ High Priority

By May 2027, chronic absenteeism at Phoenix High School will fall from 70.3% (2025-26) to at most 40%, and average daily attendance will rise from 83.89% (first 53 days of 2026-27) to at least 90%.

Evaluation Data Source: Attendance and chronic absenteeism reports by student group, attendance conference logs, and lead-teacher goal-setting records.

Strategy 1

Lead teachers will check each student's attendance during daily goal-setting meetings. Staff will contact the family the same day a student is absent, hold an attendance conference by the time a student misses 10% of school days, and connect students with the counselor or Bluebonnet Trails to remove barriers to attendance.

Strategy's Expected Result/Impact: Attendance logs show a same-day family contact for every absence and a conference for every student who reaches 10% absences. Chronic absenteeism falls each six weeks toward the 40% target, and average daily attendance reaches the campus goal of 90%.

Staff Responsible for Monitoring: Campus Principal, Counselor, and Lead Teachers

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	PHS's chronic absenteeism rate is 70.3%, compared to 18% statewide.	The campus does not have a tiered attendance system with early family contact, so absences are not addressed until students are far behind on credits.

Goal 4

LEVER 4: ACADEMIC EXPERIENCE: HIGH QUALITY INSTRUCTIONAL MATERIALS
The campus implements the district's framework for strong instruction by applying research-based strategies and using high-quality instructional materials and assessments to deliver a rigorous academic experience for all students, ensuring they are supported and prepared for college, career, or military pathways.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 4.1: Multi-tiered Academic Experience
Every week, teachers will assess course progress and student work against individual credits and graduation goals. Students who are at risk of falling behind will receive tailored support.

Evaluation Data Source: * Tier 2 and Tier 3 intervention rosters, student progress-monitoring tracking sheets, and universal screener data reports will be evaluated by the campus administration to verify that 100% of multi-tiered academic instructional strategies and student supports are research-based and implemented with fidelity

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: 4.1.1: Multi-tiered System of Supports
Campus leaders ensure teachers are supported in delivering strong tier 1, tier 2, and tier 3 academic supports for all students.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of teacher lesson plans and intervention schedules document the consistent delivery of strong Tier 1, Tier 2, and Tier 3 academic supports, with classroom walkthrough data verifying that differentiated instructional practices match individual student needs

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: Student Learning 1

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

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

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Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE: 4.1.2: Tier 1 Instructional Strategies and Supports for All Learners

Campus leadership ensures that all staff understand and implement the district's instructional framework, which is grounded in research-based Tier 1 strategies aligned to core content areas (e.g., math, reading).

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of classroom walkthrough logs and lesson plans show consistent implementation of the district's research-based instructional framework and core content Tier 1 strategies across all classrooms

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: Student Learning 1

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

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

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Strategy 3 ☑ Results Driven Accountability

KEY PRACTICE:4.1.3 Coherent Extended Time, Tutoring, Interventions Approach
Campus executes a coherent, research-based approach to extended time, tutoring, and interventions that align with the multi-tiered system of supports outlined by the district.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of extended learning schedules, tutoring rosters, and intervention logs demonstrate a research-based, coordinated approach that aligns with the district's MTSS framework to ensure target student groups achieve documented growth.

Aligned student tutoring logs, HB 1416 accelerated instruction trackers, and 2027 Summer School (Bilingual and Jump Start) attendance rosters.

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: Student Learning 1

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

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

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Strategy 4 ☑ Results Driven Accountability

KEY PRACTICE: 4.1.4 Aligned Assessment System
Campus ensures that teachers understand the purpose of assessment and administer assessments aligned with high-quality instructional materials and the district's framework to

support strong instruction.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: * 100% of assessment schedules, curriculum alignment documents, and data analysis rubrics demonstrate that administered assessments are fully aligned with the district's high-quality instructional materials and framework to directly inform instruction

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: Student Learning 1

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

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

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	English I STAAR scores have shown a decline at the Approaches level (from 40% in 2025 to 29% in 2026), while plateauing at 5% at the Meets level.	There are no regular data checkpoints to show whether small-group instruction is working, so students who are not progressing are not regrouped or retaught in time.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION: 4.2 Management of Curriculum Implementation
PHS administration will monitor curriculum implementation and ensure access to curriculum materials.

Evaluation Data Source: Lesson plan submission logs, weekly walkthrough documentation, and instructional material inventory sheets will be evaluated by the campus administration to verify that 100% of teachers have full access to and are implementing the required curriculum materials with fidelity

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: 4.2.1 Quality Tier 1 Materials Access and Use
Campus leaders ensure teachers have access to and use high-quality instructional materials that fully cover state standards, align to research-based instructional strategies, and meet the needs of all students, including special populations.

Strategy's Expected Result/Impact: * SUCCESS CRITERIA: 100% of teacher lesson plans and classroom observations confirm daily use of district-adopted high-quality instructional materials that fully cover state standards and include documented differentiation strategies for special populations (HB3)

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Student Learning 1 - School Processes & Programs 1

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

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

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Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE: 4.2.2 Implementation Monitoring
Campus follows a consistent routine to monitor the implementation of district-adopted instructional materials, uses internalization guides and instructional planning tools, and campus leaders track adherence to the required scope and sequence and aligned assessments.

Strategy's Expected Result/Impact: * SUCCESS CRITERIA: * 100% of lesson plans and observation logs verify that teachers consistently use internalization guides and instructional planning tools to track exact adherence to the required scope, sequence, and aligned assessments

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

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

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

Formative Reviews

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Strategy 3 ☑ Results Driven Accountability

KEY PRACTICE: 4.2.3 Parent Access to Instructional Material
Campus leaders ensure parents have meaningful opportunities to access the curriculum and instructional materials used in classrooms.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus curriculum night agendas, digital access logs, and parent communication records show that families are provided regular, meaningful opportunities to review and access the instructional materials used in classrooms.

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: Perceptions 1

TEA Priorities: Improve low-performing schools

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

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	English I STAAR scores have shown a decline at the Approaches level (from 40% in 2025 to 29% in 2026), while plateauing at 5% at the Meets level.	There are no regular data checkpoints to show whether small-group instruction is working, so students who are not progressing are not regrouped or retaught in time.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers need continuous support in implementing a rigorous curriculum to address the academic, behavioral, and socio-emotional needs of our students and support them in achieving their postsecondary goals.	The roles of Phoenix and DAEP teachers in professional development are not clearly defined, so Phoenix teachers do not receive consistent, content-specific PD and coaching.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a lack of awareness regarding Phoenix High School's mission and purpose.	Many students, families, and staff confuse Phoenix with the DAEP, and the campus has not consistently shared its mission and student results with the community.

Performance Objective 3 ☑ High Priority

ESSENTIAL ACTION: 4.3 CCMP Course Offerings and Graduation Programs of Study
PHS Counselor reviews students' remaining graduation requirements and readiness options, coordinates

access to appropriate testing or programs, and checks progress monthly.

Evaluation Data Source: Personal graduation plans (PGPs), high school endorsement check sheets, student advising logs, and CCMP pathway enrollment reports will be evaluated by campus and district leadership to verify that 100% of students receive individual career and academic planning experiences

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: 4.3.1 Graduation Pathways
PHS will ensure all students understand available graduation pathways through age-appropriate guidance. The PHS counselor will review students' remaining graduation requirements and readiness options, coordinates access to appropriate testing or programs, and checks progress monthly.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of Phoenix students have a personal graduation plan that the counselor reviews with them each month, and the share of students on track to graduate on time rises each semester.

Staff Responsible for Monitoring: Campus Principal and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: Student Learning 2, 3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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

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Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE: 4.3.2 Career Readiness
PHS will identify and promote career pathways appropriate for each grade level, connect students to high-growth, high-demand occupations, and actively pursue career exploration and work-based learning opportunities.

Strategy's Expected Result/Impact: * SUCCESS CRITERIA: * Campus calendars and event schedules document the execution of campus career fairs that connect students to career exploration pathways and work-based learning opportunities

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: Student Learning 3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

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Strategy 3 ☑ Results Driven Accountability

KEY PRACTICE: 4.3.3 Advising
PHS will provide an aligned K-12 advising system within the counseling program to support students in navigating to and through their academic and career pathways to ensure students graduate prepared for postsecondary life.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of Phoenix students have a personal graduation plan, a career interest inventory, and a postsecondary plan on file, reviewed with the counselor at least once each semester.

Staff Responsible for Monitoring: Campus Principal, Counselors, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: Student Learning 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Too few Phoenix graduates meet the Texas Success Initiative (TSI) college-readiness standard, and the campus rate is well below both the district and the state.	Students do not have a plan to earn college readiness, and TSI testing has not been promoted or offered at Phoenix.
3	Career-ready graduates were 15.2% at the campus level in 2024-25 (compared with 28.4% at the district level).	There were no opportunities for students to complete CTE pathways and earn IBCs.

Performance Objective 4 ☑ High Priority

By May 2027, the percentage of Phoenix students at Approaches Grade Level or above will increase from

29% to 44% on the English I EOC, from 26% to 40% on the English II EOC, and from 38% to 50% on the Algebra I EOC, including Emergent Bilingual students and students receiving special education services.

Evaluation Data Source: Spring 2027 STAAR EOC results for English I, English II, and Algebra I; district benchmarks; and biweekly small-group checkpoint data.

Strategy 1

English and Algebra I teachers will give a short checkpoint assessment every two weeks during embedded small-group EOC prep, regroup students by the skills they missed, and reteach before the next checkpoint. Students who did not pass a prior EOC will receive HB 1416 accelerated instruction.

Strategy's Expected Result/Impact: Checkpoint logs show regrouping and reteaching every two weeks, and benchmark Approaches rates in English I, English II, and Algebra I rise from fall to spring toward the 44%, 40%, and 50% targets.

Staff Responsible for Monitoring: Campus Principal, English Teachers, and Algebra I Teacher

Problem Statements: Student Learning 1

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

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

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	English I STAAR scores have shown a decline at the Approaches level (from 40% in 2025 to 29% in 2026), while plateauing at 5% at the Meets level.	There are no regular data checkpoints to show whether small-group instruction is working, so students who are not progressing are not regrouped or retaught in time.

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

By August 2027, career-ready Phoenix graduates will increase from 15.2% (2024-25) to at least 25%, and 100% of seniors will take at least one TSI assessment before graduation, supporting the district HB 3 CCMR goal.

Evaluation Data Source: TSI testing rosters and results, industry-based certification (IBC) exam results, the campus CCMR tracker, and graduate CCMR data.

Strategy 1

The counselor will review each junior's and senior's TSI status, schedule TSI testing at Phoenix at least twice a year, and provide TSI preparation in English and math small groups before each testing window.

Strategy's Expected Result/Impact: Every senior has a TSI attempt on record before graduation, and the number of graduates meeting TSI in reading and math rises over 2025-26.

Staff Responsible for Monitoring: Campus Principal, Counselor, and Math Teachers

Problem Statements: Student Learning 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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

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Strategy 2

Phoenix will work with Elgin High School CTE and Workforce Solutions so interested students can complete at least one industry-based certification course and sit for the certification exam before graduation.

Strategy's Expected Result/Impact: IBC course enrollment and exam results show more Phoenix graduates earning an IBC than in 2024-25, moving career-ready graduates toward the 25% target.

Staff Responsible for Monitoring: Campus Principal, Counselor, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: Student Learning 3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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

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Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Too few Phoenix graduates meet the Texas Success Initiative (TSI) college-readiness standard, and the campus rate is well below both the district and the state.	Students do not have a plan to earn college readiness, and TSI testing has not been promoted or offered at Phoenix.
3	Career-ready graduates were 15.2% at the campus level in 2024-25 (compared with 28.4% at the district level).	There were no opportunities for students to complete CTE pathways and earn IBCs.

Goal 5

LEVER 5: INSTRUCTIONAL LEADERSHIP AND CAPACITY BUILDING
The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning and internalization, observation and feedback cycles, and data analysis protocols.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 5.1:Instructional Leadership
Establish expectations and campus systems for instructional leaders and teachers' coaching and development.
Target: By May 2027, Phoenix leaders complete weekly walkthroughs with feedback for every teacher, focused on small-group instruction in English I, English II, and Algebra I.

Evaluation Data Source: Instructional walkthrough logs, weekly coaching feedback entries, professional learning community (PLC) agendas, and teacher growth tracking dashboards will be evaluated by campus and district administration to verify that 100% of campus systems for instructional leaders and teachers' coaching and development are executed with consistency and fidelity

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE: 5.1.1: KP 5.1.1 Roles and Responsibilities for Distributed Leadership
Campus sets and reinforces high performance expectations by following district guidance during hiring, onboarding/induction, professional learning, and coaching structures.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus instructional leaders have defined role descriptions and schedules documenting that they follow district guidance to deliver weekly coaching, onboarding support, and professional learning routines that reinforce high performance expectations

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: School Processes & Programs 1

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE: 5.1.2:Staff Development and Coaching Plan
Campus leadership ensures staff are supported through deliberately scheduled, ongoing, job-embedded coaching and professional development that supports rigorous, high-quality instruction.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus master calendars and coaching logs document the consistent execution of deliberately scheduled, weekly, job-embedded observations and professional development sessions that directly support the delivery of rigorous, high-quality instruction

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: School Processes & Programs 1

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers need continuous support in implementing a rigorous curriculum to address the academic, behavioral, and socio-emotional needs of our students and support them in achieving their postsecondary goals.	The roles of Phoenix and DAEP teachers in professional development are not clearly defined, so Phoenix teachers do not receive consistent, content-specific PD and coaching.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION 5.2: Instructional Planning for Effective Classroom Instruction
Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment.
Target: By May 2027, 100% of Phoenix core teachers internalize lessons in weekly PLCs, and benchmark Approaches rates rise from fall to spring toward the 44%, 40%, and 50% EOC targets.

Evaluation Data Source: 100% of teacher lesson plan submissions contain fully completed lesson internalization guides, with instructional planning minutes and weekly feedback logs verifying that leaders consistently provide job-embedded planning supports before the instruction is delivered in the classroom

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE:5.2.1: Culture and Routine Systems Training
Campus leadership ensures all teachers and instructional staff receive role aligned training on

campus specific culture routines and behavior supports, aligned with district expectations.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: * 100% of campus professional development agendas and training rosters verify that teachers and instructional staff complete role-aligned training on campus-specific culture routines and behavior supports that align with district expectations

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE: 5.2.2: Curriculum-based Professional Learning
Campus leaders provide additional resources and support for teachers to effectively implement adopted instructional materials

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus professional learning calendars and resource allocation logs verify that teachers--including Career and Technical Education (CTE) and specialized program staff--receive curriculum-specific training, safety compliance materials, and industry-aligned coaching supports to effectively implement adopted instructional materials with fidelity

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: School Processes & Programs 1

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Results Driven Accountability

KEY PRACTICE: 5.2.3: Instructional Delivery Training
Campus instructional leaders ensure teachers receive role-specific training focused on strong instruction, classroom management, intervention strategies, and support for special populations.

Strategy's Expected Result/Impact: SUCCESS CRITERIA:* 100% of campus training logs and sign-in sheets verify that teachers receive role-specific training sessions focused on delivering strong instruction, establishing effective classroom management, executing intervention strategies, and providing targeted support for special populations

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 ☑ Results Driven Accountability

KEY PRACTICE: 5.2.4: Instructional Planning Supports
Campus leadership supports teachers in internalizing curriculum through structured individual planning time and PLCs.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus master schedules and professional learning community (PLC) agendas verify that teachers receive structured individual planning time and collaborative PLC sessions dedicated to internalizing curriculum units and lesson materials with leadership support

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 5 ☑ Results Driven Accountability

KEY PRACTICE: 5.2.5: Observation and Feedback
Campus instructional leaders implement observation and feedback cycles with calibration aligned to high-quality instructional material delivery and strong instructional delivery practices, leveraging action step trackers to provide clarity and track progress over time.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of walkthrough forms and observation feedback logs verify that instructional leaders execute consistent observation and feedback cycles calibrated to high-quality instructional materials, providing clear action steps to track teacher progress over time

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers need continuous support in implementing a rigorous curriculum to address the academic, behavioral, and socio-emotional needs of our students and support them in achieving their postsecondary goals.	The roles of Phoenix and DAEP teachers in professional development are not clearly defined, so Phoenix teachers do not receive consistent, content-specific PD and coaching.

Performance Objective 3 ☑ High Priority

ESSENTIAL ACTION 5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports
Campus utilizes data to support all learners.
Target: By May 2027, Phoenix teachers analyze exit ticket and benchmark data at least every two weeks, and EOC Approaches rates reach 44% in English I, 40% in English II, and 50% in Algebra I.

Evaluation Data Source: PLC data-meeting protocols, student tracking cards, standard-by-standard item analysis reports, and target group intervention rosters will be evaluated by campus and district administration to verify that 100% of teachers use student performance data to drive instruction, reflect on assessments, and provide targeted student interventions.

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE 5.3.1: Data-Driven Instruction with Curriculum-Embedded Assessments
Campus instructional leaders implement systems for teachers to analyze exit ticket data, review student work, and use formative assessments to identify learning gaps, plan targeted supports, and adjust instruction in alignment with high-quality instructional materials.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of data-meeting notes and exit ticket protocols show teachers analyzing student work and formative assessments to adjust instruction, and the percentage of students at Approaches Grade Level or above on district benchmarks rises from fall to spring in English I, English II, and Algebra I.

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and State and Federal Programs

Problem Statements: Student Learning 1

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE 5.3.2: Data-Driven Instruction, Assessment Reflection, and Targeted Supports Campus instructional leaders use disaggregated data to monitor student progress, provide evidence-based feedback, and guide teachers--individually and in PLCs--through a consistent process to analyze misconceptions, identify root causes, and plan targeted instructional responses. .

Strategy's Expected Result/Impact: SUCCESS CRITERIA: * 100% of PLC agendas and data-analysis protocols confirm that instructional leaders guide teachers through a consistent process to analyze misconceptions and root causes using disaggregated data, with walkthrough forms verifying that targeted instructional responses and evidence-based feedback are implemented immediately in all classrooms

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: Student Learning 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	English I STAAR scores have shown a decline at the Approaches level (from 40% in 2025 to 29% in 2026), while plateauing at 5% at the Meets level.	There are no regular data checkpoints to show whether small-group instruction is working, so students who are not progressing are not regrouped or retaught in time.

Goal 6

LEVER 6: CAMPUS FINANCE and OPERATIONS
The campus maintains strong financial and operational systems aligned with district systems, prioritizing strategic budget allocation to support the envisioned student experience, maximizing instructional time, fostering student-focused enrollment practices, and maintaining a safe and secure learning environment.

Performance Objective 1 ☑ High Priority

ESSENTIAL ACTION 6.1: Teacher and Student Time
Campus ensures there is sufficient time in the school day for impactful student experiences, as well as staff preparation and development.
Target: By August 2027, the Phoenix master schedule protects daily small-group EOC prep and lead-teacher goal-setting time for every student.

Evaluation Data Source: Campus master schedules, teacher duty rosters, PLC meeting calendars, and instructional planning block assignments will be evaluated by campus and district administration to verify that the school day provides sufficient time for impactful student experiences, staff preparation, and ongoing professional development

Strategy 1

KEY PRACTICE 6.1.1 School Day Master Schedule
Campus master schedule optimizes student learning time and is centered on the envisioned student academic experience, including opportunities for enrichment.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of Skyward master schedules show maximized core instructional blocks, designated daily intervention/enrichment periods, and zero structural scheduling conflicts to prove that student learning time is fully optimized around the academic experience

Staff Responsible for Monitoring: Campus Principal, Campus Leadership Team, and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: Demographics 1

ESF Levers: Lever 6: Campus Finance and Operations

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	PHS's chronic absenteeism rate is 70.3%, compared to 18% statewide.	The campus does not have a tiered attendance system with early family contact, so absences are not addressed until students are far behind on credits.

Performance Objective 2 ☑ High Priority

ESSENTIAL ACTION 6.2 Campus Budget
Strategically plans for and allocates resources in alignment with the envisioned student experience.
Target: By June 2027, Phoenix spending, including the $17,788 SCE budget for Capturing Kids' Hearts, is aligned to this plan's goals and reviewed at each formative review.

Evaluation Data Source: Campus Comprehensive Needs Assessment (CNA) strategy pages, Skyward ledger tracking reports, and campus-level expenditure logs will be evaluated by campus and district administration to verify that campus-allocated funds and resources are strategically planned for and spent in direct alignment with student learning needs

Strategy 1 ☑ Results Driven Accountability

KEY PRACTICE 6.2.1 Strategic Budget Allocation
Campuses ensure budget decisions are intentionally aligned to the highest-priority needs that support campus goals, enhance the student experience, and improve student outcomes.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus-level expenditures and budget allocations match the high-priority strategies outlined in the Campus Comprehensive Needs Assessment (CNA) to verify that funds are intentionally directed toward campus goals, student experience enhancements, and improved student learning outcomes

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Student Learning 1

ESF Levers: Lever 6: Campus Finance and Operations

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Strategy 2

KEY PRACTICE 6.2.2 Compliant Budgeting, Accounting, and Financial Practices
Campus maintains sound accounting practices in accordance with statutes and local requirements to support fiscal transparency and responsibility.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus ledger tracking files and purchase showing adherence to state and federal guidelines and local Elgin ISD requirements, with zero compliance exceptions on internal reviews to ensure complete fiscal transparency and responsibility

Staff Responsible for Monitoring: Campus Principal and State and Federal Programs

Problem Statements: Student Learning 1

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	English I STAAR scores have shown a decline at the Approaches level (from 40% in 2025 to 29% in 2026), while plateauing at 5% at the Meets level.	There are no regular data checkpoints to show whether small-group instruction is working, so students who are not progressing are not regrouped or retaught in time.

Performance Objective 3 ☑ High Priority

Essential Action 6.3: Enrollment and Access
A clearly defined process for enrollment and access that aligns with district expectations and established procedures.
Target: By May 2027, every student referred to Phoenix completes enrollment and orientation within 10 school days, and families receive program information in English and Spanish.

Evaluation Data Source: Skyward student enrollment records, registration timeline logs, and campus attendance data reports will be evaluated by campus and district administration to verify that 100% of student admissions follow the district-defined electronic process and established entry procedures

Strategy 1

KEY PRACTICE 6.3.1 Student-focused Enrollment Systems
Campuses implement enrollment practices that prioritize students and families, ensuring clear and transparent communication of processes to support access and informed decision-making.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus enrollment data and communications in Skyward demonstrate that registration procedures, entry requirements, and timelines are communicated transparently to families, resulting in smooth, accessible student onboarding and informed decision-making

Staff Responsible for Monitoring: Campus Principal and Assistant Superintendent of Secondary Curriculum and Instruction

Problem Statements: Perceptions 1

ESF Levers: Lever 6: Campus Finance and Operations

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Strategy 2 ☑ Results Driven Accountability

KEY PRACTICE 6.3.2 Student Recruitment and Communication
Campus ensures families receive clear, timely, and accessible information about available programs, clubs, and student opportunities through multiple communication channels (e.g., newsletters, websites, parent portals, and social media) to support engagement and participation.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus newsletters, website updates, parent portals, and social media postings demonstrate clear, timely, and multi-channel communication about available programs, clubs, and student opportunities to drive high levels of family engagement and student participation

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Perceptions 1

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a lack of awareness regarding Phoenix High School's mission and purpose.	Many students, families, and staff confuse Phoenix with the DAEP, and the campus has not consistently shared its mission and student results with the community.

Performance Objective 4

Essential Action 6.4: Campus Operations

Strategically plans and allocates resources in alignment with the envisioned student experience.
Target: By June 2027, Phoenix budget requests for 2027-28 are tied to the attendance, EOC, and CCMR results in this plan.

Evaluation Data Source: Skyward master schedules, campus facility usage calendars, duty roster rotations, and operational resource inventory sheets will be evaluated by campus and district administration to verify that campus operational structures and physical resources are strategically planned and allocated in alignment with the envisioned student experience

Strategy 1

KEY PRACTICE: 6.4.1 Secure Facilities
Campus leaders ensure that all facilities meet district security requirements to provide a safe and protected learning environment for students, staff, and visitors.

Strategy's Expected Result/Impact: SUCCESS CRITERIA: 100% of campus safety check sheets and facility logs confirm that all building access points, visitor screening systems, and security equipment fully comply with district requirements to provide a secure learning environment

Staff Responsible for Monitoring: Campus Principal and Assistant Superintendent of Student Services

ESF Levers: Lever 6: Campus Finance and Operations

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