Doral Academy of Texas

District Improvement Plan

2025-2026

Mission Statement

The mission of Doral Academy of Texas is to deliver an exceptional educational experience that engages students in rigorous learning through STEM education, empowering them to be lifelong learners and successful future leaders.

Vision

The vision of Doral Academy of Texas is to set the standard for outstanding student achievement while preparing students to become creative problem solvers by emphasizing the interconnections between science, technology, engineering, and math; therefore, preparing students to be ready for the challenges of an ever-evolving world.

Value Statement

Doral Academy will provide: opportunities to utilize varied learning styles throughout all courses; a safe, positive, and caring school environment conducive to learning (see www.doralacademyschools.org), opportunities for students to experience success, learning, and leadership; differentiated instruction to meet the needs of all learners; data-driven, standards-based, and student-centered instruction; meaningful and innovative teaching to produce a lifelong passion for learning; reinforcement and reflection methods to assist students in making connections and develop higher order thinking skills by helping them analyze and synthesize data using depth of knowledge skills; hands-on, project-based, and multi-media instructional delivery methods; opportunities for students with language barriers, low performance, or special needs to review, revisit and reapply knowledge at their own pace, if needed, through intervention and after school tutoring aimed at raising achievement levels of students who perform poorly.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 30, 2025

Demographics

Demographics Summary

Category	Percentage	Type
Total Enrollment	390	Overall
African American	8.5	Race/Ethnicity
Hispanic	63.1	Race/Ethnicity
White	18.5	Race/Ethnicity
American Indian	0	Race/Ethnicity
Asian	5.4	Race/Ethnicity
Pacific Islander	0	Race/Ethnicity
Two or More Races	4.6	Race/Ethnicity
Economically Disadvantaged	51	Student Type
Special Education	14.1	Student Type
Emergent Bilingual/English Learners	13.6	Student Type

Demographics Strengths

Our school community reflects a diverse student population of 390 students, with Hispanic students comprising the majority at 63.1%, alongside meaningful representation from White (18.5%), African American (8.5%), Asian (5.4%), and multiracial students (4.6%). More than half of our students (51%) are identified as economically disadvantaged, demonstrating our commitment to providing equitable opportunities and supports. Additionally, the presence of 14.1% of students receiving special education services and 13.6% of emergent bilingual learners highlights the district's strength in serving a wide range of learners through inclusive practices, specialized supports, and culturally responsive instruction. This demographic diversity strengthens our learning environment, fosters cultural understanding, and equips students with the skills needed to thrive in a global society.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Although the school serves a richly diverse student population of 390 students, including 51% economically disadvantaged, 14.1% receiving special education services, and 13.6% emergent bilingual learners, achievement gaps persist across these subgroups.

Root Cause: The high percentage of economically disadvantaged students underscores the need for targeted academic and social-emotional supports, while the representation of emergent bilingual and special education students requires increased access to differentiated instruction, intervention services, and culturally responsive practices. Without intentional strategies to address these challenges, disparities

Student Learning

Student Learning Summary

1. STAAR Performance in Reading/Language Arts (RLA)

- Student achievement in RLA remains a central concern, particularly with the **Extended Constructed Response** requirements in grades 3–8.

- Longitudinal RLA data shows inconsistent growth, signaling a need for stronger writing instruction, comprehension strategies, and support for emergent bilingual students

2. STAAR Mathematics Achievement

- Math performance is flagged as an ongoing area of weakness.

- Longitudinal math data indicates students are not meeting expected growth benchmarks, suggesting gaps in foundational numeracy skills, problem-solving, and grade-to-grade alignment

3. Science Proficiency (Grade 5, Grade 8, Biology)

- STAAR Science scores remain low across tested grades.

- Longitudinal science data highlights deficiencies in conceptual understanding, lab application, and readiness for advanced coursework, raising concerns for STEM readiness

4. Social Studies (Grade 8)

- Grade 8 Social Studies STAAR scores are noted as a challenge, with students underperforming on content mastery.

- This underperformance may also impact accountability ratings in **Domain 1: Student Achievement**

5. Accountability Domains – Closing the Gaps

- **Domain 3: Closing the Gaps** continues to be an area of concern, particularly for economically disadvantaged, emergent bilingual, and special education student groups.

- Achievement disparities indicate a need for more targeted interventions and effective use of federal resources to ensure equitable access to academic success

Student Learning Strengths

1. Commitment to a STEAM-Focused Curriculum

- Students are consistently exposed to inquiry, project-based learning, and hands-on exploration through STEAM pathways.

- This emphasis builds creative problem-solving skills, collaboration, and innovation that support long-term success in advanced coursework and future careers

  Superintendent Update 8_27_25

  .

2. Student Growth in Select Content Areas

- Longitudinal analysis shows **pockets of improvement in Reading/Language Arts and Mathematics** at certain grade levels, demonstrating that targeted instructional interventions are yielding results.

- These improvements highlight the effectiveness of instructional coaching and reteach cycles.

3. Engagement with Writing & Extended Response

- The implementation of **Extended Constructed Response** practice in RLA has begun to strengthen student writing stamina and analytical thinking.

- While overall performance still needs growth, students are developing stronger written communication skills that will benefit them across disciplines.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Despite targeted interventions, mathematics achievement across grade levels remains below state and regional averages. Longitudinal STAAR data shows inconsistent growth, with significant gaps in numeracy, problem-solving, and application skills.
Root Cause: Without intensified focus on aligned instruction, targeted interventions, and teacher professional development in math pedagogy, the district risks ongoing underperformance in Domain 1 (Student Achievement), Domain 2 (School Progress), and Domain 3 (Closing the Gaps).

Perceptions

Perceptions Summary

District Climate Survey Summary: https://drive.google.com/file/d/16Acd9SJ4w_-OU6d7rOIZg81UtJ_tZb_T/view?usp=drive_link

Perceptions Strengths

1. High Academic Expectations and Rigor

- The district has cultivated a strong culture of learning and academic rigor.

- Staff rated "The district has a culture of learning and high expectations" as the highest area in the Climate Survey (4.12).

- STAAR data shows above-state-level proficiency in multiple grade levels, demonstrating strong instructional foundations

2. Clear Vision and STEAM-Focused Mission

- The district's vision emphasizes innovation, problem-solving, and STEAM excellence.

- This is embedded in the District Improvement Plan (DIP) through curriculum customization, instructional support, and equitable access goals

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although Doral Academy of Texas demonstrates high internal ratings for academic rigor, innovation, and staff recognition, survey data highlights gaps in stakeholder engagement and external communication.
Root Cause: This indicates that while the mission and vision are well-developed internally, they are not consistently communicated or reinforced with external stakeholders

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Engage families and the community to support student achievement and enhance district goals.

Performance Objective 1: Engage with parents, community members, staff, students, and business partners. The school will actively engage parents, community members, staff, students, and business partners by implementing at least four collaborative initiatives per semester (e.g., family nights, community service projects, staff-student forums, and business partnerships). Success will be measured by achieving a minimum 75% stakeholder participation rate in scheduled events and documenting at least three new sustainable partnerships annually that directly support student learning, well-being, or career readiness.

Evaluation Data Sources: Track sign-in sheets with at least 50% of families represented annually.
MOUs or partnership agreements and report during board meetings.
Collect staff surveys at least twice yearly with 80% satisfaction in communication and engagement.

Strategy 1 Details		Reviews		
Strategy 1: Host at least one family engagement event each quarter (e.g., literacy night, STEM showcase, college/career fair). represented annually.		**Formative**		**Summative**
		Nov	**Feb**	**July**
Strategy's Expected Result/Impact: Measure: Track sign-in sheets with at least 50% of families represented annually. **Staff Responsible for Monitoring:** Principal, Marketing Manager, Office Manager				
Strategy 2 Details		Reviews		
Strategy 2: Establish at least three new community or business partnerships that provide resources, mentorship, or career exploration opportunities for students.		**Formative**		**Summative**
		Nov	**Feb**	**July**
Strategy's Expected Result/Impact: Measure: Document MOUs or partnership agreements and report during board meetings. **Staff Responsible for Monitoring:** Superintendent/Principal				
Strategy 3 Details		Reviews		
Strategy 3: Implement monthly staff collaboration sessions that include time for feedback on instructional practices, student supports, and culture-building initiatives.		**Formative**		**Summative**
		Nov	**Feb**	**July**
Strategy's Expected Result/Impact: Measure: Collect staff surveys at least twice yearly with 80% satisfaction in communication and engagement. **Staff Responsible for Monitoring:** Principal, Instructional Coach				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the turnover rate.

Performance Objective 1: The school will recruit, develop, and retain highly qualified teachers and staff by increasing the percentage of teachers with more than five years of experience by 5% annually and decreasing teacher turnover by 10% by the end of the 2025-2026 school year, as measured by Human Resources reports and TEA PEIMS data.

Evaluation Data Sources: Attend at least 5 career fairs and establish 2 new university partnerships annually.
100% of teachers in their first two years assigned a mentor; collect mid-year and end-of-year survey data showing at least 80% satisfaction.
At least 90% teacher participation with follow-up surveys showing 80% or higher relevance/usefulness ratings.
Reduce teacher turnover by 10% and increase retention of TIA-designated teachers by 15%.
Achieve at least an 80% favorable response rate in overall job satisfaction.

Strategy 1 Details	Reviews		
Strategy 1: Partner with local universities, educator prep programs, and alternative certification providers to recruit candidates in high-need areas (Math, Science, SPED, Bilingual/ESL).	**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure: Attend at least 5 career fairs and establish 2 new university partnerships annually.	**Nov**	**Feb**	**July**
Staff Responsible for Monitoring: Superintendent, Principal, Marketing Manager			

Strategy 2 Details	Reviews		
Strategy 2: Implement a mentorship program pairing new teachers with experienced educators.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure: 100% of teachers in their first two years assigned a mentor; collect mid-year and end-of-year survey data showing at least 80% satisfaction.	**Nov**	**Feb**	**July**
Staff Responsible for Monitoring: Principal, Instructional Coach/Mentor Coordinator			

Strategy 3 Details	Reviews		
Strategy 3: Develop and implement recognition and retention initiatives, including teacher appreciation events, stipends for high-need certifications, and TIA designation opportunities.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure: Reduce teacher turnover by 10% and increase retention of TIA-designated teachers by 15%.	**Nov**	**Feb**	**July**
Staff Responsible for Monitoring: Superintendent, Principal, HR Manager			

Strategy 4 Details	Reviews		
Strategy 4: Provide quarterly professional learning aligned to teacher needs (e.g., classroom management, data-driven instruction, STEM integration).	**Formative**		**Summative**
	Nov	**Feb**	**July**
Strategy's Expected Result/Impact: Measure: At least 90% teacher participation with follow-up surveys showing 80% or higher relevance/usefulness ratings. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Case Manager			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 1: The district will ensure a guaranteed and viable curriculum by implementing 100% TEKS-aligned instructional resources across all grade levels, while customizing pacing guides and assessments to meet the unique needs of the district. Success will be measured by achieving at least 100% alignment between written, taught, and tested curriculum as evidenced by curriculum audits, walkthrough data, and student performance on district and state assessments by May 2026.

Evaluation Data Sources: Curriculum maps and unit plans show at least 80% alignment between written, taught, and tested curriculum by December 2025.
100% of teachers receive updated pacing guides; walkthrough and lesson plan checks reflect 90% adherence.
Benchmark data shows at least 5% growth per administration in student proficiency levels.
90% teacher attendance with PD evaluations showing at least 80% relevance and applicability.
At least 75% of teachers report increased confidence in implementing the curriculum by May 2026.

Strategy 1 Details	Reviews		
Strategy 1: Conduct a districtwide audit to verify 100% TEKS alignment across all subjects and grade levels.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure: Curriculum maps and unit plans show at least 80% alignment between written, taught, and tested curriculum by December 2025.	**Nov**	**Feb**	**July**
Staff Responsible for Monitoring: Superintendent, Principal, Instructional Coach			

Strategy 2 Details	Reviews		
Strategy 2: Develop and refine pacing guides that incorporate district priorities, student needs, and assessment checkpoints.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure: 100% of teachers receive updated pacing guides; walkthrough and lesson plan checks reflect 90% adherence.	**Nov**	**Feb**	**July**
Staff Responsible for Monitoring: Principal, Instructional Coach			

Strategy 3 Details	Reviews		
Strategy 3: Implement district-level benchmark assessments every nine weeks to monitor curriculum effectiveness.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure: Benchmark data shows at least 5% growth per administration in student proficiency levels.	**Nov**	**Feb**	**July**
Staff Responsible for Monitoring: Principal, Instructional Coach, Case Manager			

Strategy 4 Details		Reviews		
Strategy 4: Provide quarterly professional development sessions on curriculum implementation, lesson design, and differentiation strategies.		**Formative**		**Summative**
		Nov	**Feb**	**July**
Strategy's Expected Result/Impact: Measure: 90% teacher attendance with PD evaluations showing at least 80% relevance and applicability. **Staff Responsible for Monitoring:** Principal, Instructional Coach				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 4: Develop and implement plans, systems, and processes to support improved campus A-F ratings and ensuring academic success for students.

Performance Objective 1: The district will develop and implement data-driven plans, systems, and processes that directly support improved campus A-F ratings by increasing overall student achievement, closing achievement gaps, and strengthening academic growth measures. By May 2026, the district will demonstrate at least a 10% increase in the percentage of students meeting or exceeding grade-level expectations on STAAR and reduce the number of campuses rated below a "C" to zero, as evidenced by TEA accountability reports.

Evaluation Data Sources: 100% of CIPs include targeted strategies for all accountability domains, reviewed and approved by the District Leadership Team.
Benchmark and interim assessments show at least 5% student growth each cycle; walkthroughs reflect reteach implementation in 90% of classrooms.
70% of students receiving interventions show growth on STAAR/EOC or district benchmarks.
Each campus meets at least 80% of quarterly performance targets; district report shared with the Board of Directors.
90% teacher participation with follow-up evaluations showing 80% or higher implementation confidence.
50% of families participate in at least one academic workshop; partnership logs show at least three active academic partnerships.

Strategy 1 Details		Reviews		
Strategy 1: Implement a 6-9 week data cycle (assess, analyze, plan, reteach) to monitor student progress in reading, math, science, and writing.		**Formative**		**Summative**
		Nov	**Feb**	**July**
Strategy's Expected Result/Impact: Measure: Benchmark and interim assessments show at least 5% student growth each cycle; walkthroughs reflect reteach implementation in 90% of classrooms. **Staff Responsible for Monitoring:** Principal and Instructional Coach				

Strategy 2 Details		Reviews		
Strategy 2: Establish Tier 2 and Tier 3 interventions for students performing below grade level, using small-group instruction, tutoring, and accelerated instruction programs.		**Formative**		**Summative**
		Nov	**Feb**	**July**
Strategy's Expected Result/Impact: Measure: 70% of students receiving interventions show growth on STAAR/EOC or district benchmarks. **Staff Responsible for Monitoring:** Principal and Instructional Coach				

Strategy 3 Details		Reviews		
Strategy 3: Host parent workshops on literacy, math strategies, and STAAR readiness, and engage community partners in tutoring/mentoring.		**Formative**		**Summative**
		Nov	**Feb**	**July**
Strategy's Expected Result/Impact: Measure: 50% of families participate in at least one academic workshop; partnership logs show at least three active academic partnerships. **Staff Responsible for Monitoring:** Principal, Marketing Mangaer and Instructional Coach				

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 1: The district will coordinate the entire instructional program, including the effective use of federal, state, and local resources, to support increased student achievement for all student groups. By May 2026, all campuses will demonstrate a minimum 10% increase in the percentage of students meeting or exceeding grade-level expectations across all student groups (At-Risk, Economically Disadvantaged, English Learners, and Special Education) as measured by STAAR and local benchmark assessments.

> **Evaluation Data Sources:** 100% of federal program budgets demonstrate direct alignment with student achievement goals in CIPs/DIPs.
> Curriculum audits show at least 90% consistency between written, taught, and tested curriculum across campuses.
> 70% of participating students demonstrate measurable growth on local benchmarks or STAAR by end of year.
> At least 90% of teachers attend PD, with 80% reporting improved capacity to meet diverse learner needs.
> Each subgroup demonstrates at least 10% annual growth in Meets or Masters performance.
> At least 50% of families of EB and At-Risk students participate in at least one workshop; parent surveys reflect 80% satisfaction.

Strategy 1 Details	Reviews		
Strategy 1: Coordinate curriculum, assessment, and intervention programs across grade levels to ensure consistency and continuity of instruction.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure: Curriculum audits show at least 90% consistency between written, taught, and tested curriculum across campuses. **Staff Responsible for Monitoring:** Superintendent, Principal, Instructional Coach	**Nov**	**Feb**	**July**

Strategy 2 Details	Reviews		
Strategy 2: Implement federally funded tutoring, summer school, and enrichment programs for English Learners, SPED, and Economically Disadvantaged students.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure: 70% of participating students demonstrate measurable growth on local benchmarks or STAAR by end of year. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Case Manager	**Nov**	**Feb**	**July**

Strategy 3 Details	Reviews		
Strategy 3: Conduct quarterly data reviews disaggregated by student groups (EB, SPED, ED, At-Risk) to monitor progress and adjust interventions.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure: Each subgroup demonstrates at least 10% annual growth in Meets or Masters performance. **Staff Responsible for Monitoring:** Superintendent, Principal, Instructional Coach, Case Manager	**Nov**	**Feb**	**July**

Strategy 4 Details	Reviews		
Strategy 4: Host Title I parent nights and bilingual workshops to increase family capacity to support student learning at home.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure: At least 50% of families of EB and At-Risk students participate in at least one workshop; parent surveys reflect 80% satisfaction. **Staff Responsible for Monitoring:** Superintendent, Principal, Marketing Manager, Case Manager	**Nov**	**Feb**	**July**

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 6: Create and sustain safe and supportive learning environments.

Performance Objective 1: The district will create and sustain safe and supportive learning environments by fully implementing emergency operations procedures, positive behavior supports, and mental health initiatives. By May 2026, campuses will demonstrate a 10% decrease in discipline referrals and a 5% increase in student, staff, and parent survey ratings of school safety and climate, as measured by PEIMS discipline data and annual climate/culture surveys.

Evaluation Data Sources: 100% compliance with drill schedule; documentation submitted to the Safety & Security Committee each semester.
10% reduction in discipline referrals compared to 2024-2025 baseline.
80% of students participate in at least two SEL activities each semester; referrals to counseling services tracked monthly.
100% staff completion of training modules; 80% or higher satisfaction rating on staff safety survey.
Achieve at least a 5% increase in positive responses regarding safety and support compared to the previous year.
Establish at least 3 active partnerships per campus that provide safety, wellness, or family support services.

Strategy 1 Details			Reviews		
Strategy 1: Conduct required safety drills (fire, lockdown, secure, evacuation, shelter-in-place) according to TEA/TEC SS37.108 requirements.			**Formative**		**Summative**
			Nov	**Feb**	**July**
Strategy's Expected Result/Impact: Measure: 100% compliance with drill schedule; documentation submitted to the Safety & Security Committee each semester. **Staff Responsible for Monitoring:** Superintendent, Principal, SSSP Team					

Strategy 2 Details			Reviews		
Strategy 2: Implement a campus-wide PBIS framework to reinforce positive student behavior and reduce discipline incidents.			**Formative**		**Summative**
			Nov	**Feb**	**July**
Strategy's Expected Result/Impact: Measure: 10% reduction in discipline referrals compared to 2024-2025 baseline. **Staff Responsible for Monitoring:** Principal, School Counselor and PBIS committee					

Strategy 3 Details			Reviews		
Strategy 3: Provide annual training on crisis response, trauma-informed practices, bullying prevention, and de-escalation strategies.			**Formative**		**Summative**
			Nov	**Feb**	**July**
Strategy's Expected Result/Impact: Measure: 100% staff completion of training modules; 80% or higher satisfaction rating on staff safety survey. **Staff Responsible for Monitoring:** SEL Coordinator, School Counselor, Principal					

Strategy 4 Details			Reviews		
Strategy 4: Administer climate and safety surveys twice annually to gather stakeholder feedback on school culture.			**Formative**		**Summative**
			Nov	**Feb**	**July**
Strategy's Expected Result/Impact: Measure: Achieve at least a 5% increase in positive responses regarding safety and support compared to the previous year. **Staff Responsible for Monitoring:** Superintendent, Principal					

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 7: Build capacity for school leadership.

Performance Objective 1: The district will build capacity for school leadership by developing and supporting current and aspiring leaders through targeted professional development, mentorship, and succession planning. By May 2026, at least 80% of campus leaders will demonstrate growth in leadership competencies (as measured by T-PESS evaluations, leadership rubrics, and coaching feedback), and a minimum of two staff members per campus will be prepared for future leadership roles through participation in leadership development initiatives.

Evaluation Data Sources: At least 90% of participants complete the academy; pre- and post-assessments show a minimum 15% growth in leadership competencies.
100% of principals and assistant principals receive monthly coaching; leadership evaluation data reflects improvement in at least two targeted areas per leader.
Each campus documents a minimum of two leadership candidates in succession planning reports.
90% of ILTs and PLCs submit agendas and action steps demonstrating leadership-led instructional improvement.
90% attendance rate with 80% of participants rating sessions as highly relevant/applicable.
80% of campus leaders demonstrate improvement in leadership effectiveness ratings from BOY to EOY.

Strategy 1 Details		Reviews		
Strategy 1: Establish a district-wide leadership academy for principals, assistant principals, and teacher leaders focusing on instructional leadership, data-driven decision-making, and equity.		**Formative**		**Summative**
		Nov	**Feb**	**July**
Strategy's Expected Result/Impact: Measure: At least 90% of participants complete the academy; pre- and post-assessments show a minimum 15% growth in leadership competencies. **Staff Responsible for Monitoring:** Superintendent, District Leadership				

Strategy 2 Details		Reviews		
Strategy 2: Expand the role of instructional leadership teams (ILTs) and PLC leads to build shared responsibility for academic improvement		**Formative**		**Summative**
		Nov	**Feb**	**July**
Strategy's Expected Result/Impact: Measure: 90% of ILTs and PLCs submit agendas and action steps demonstrating leadership-led instructional improvement. **Staff Responsible for Monitoring:** Principal, Instructional Coach				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 8: Provide technology to support teaching and learning initiatives and support district operations.

Performance Objective 1: The district will provide and integrate technology to support teaching, learning, and operational efficiency by ensuring that all classrooms have access to up-to-date instructional technology and that staff receive ongoing training in effective technology use. By May 2026, 100% of classrooms will be equipped with district-approved technology tools, at least 80% of teachers will demonstrate effective integration of technology into instruction (as measured by walkthroughs and lesson plan reviews), and district operations will show improved efficiency through expanded use of digital systems and platforms.

 Evaluation Data Sources: 100% of classrooms meet district technology standards by January 2026.
 At least 90% of teachers attend training; walkthrough data reflects 80% of teachers implementing technology-enhanced instruction effectively.
 100% of students in grades 3-12 issued a device; 85% of students demonstrate proficiency on district digital literacy assessments.
 At least 3 new operational processes transitioned to digital platforms; staff surveys reflect 80% increased efficiency.
 90% of technology work orders resolved within 5 business days; annual report of system uptime at 95% or higher.
 At least 75% of stakeholders report satisfaction with access to and use of technology for teaching, learning, and operations.

Strategy 1 Details	Reviews		
Strategy 1: Equip all classrooms with updated devices, projectors/interactive panels, and access to digital instructional platforms.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure: 100% of classrooms meet district technology standards by January 2026.	**Nov**	**Feb**	**July**
Staff Responsible for Monitoring: Superintendent, Principal, IT Director			

Strategy 2 Details	Reviews		
Strategy 2: Provide quarterly PD sessions on integrating technology into instruction (e.g., blended learning, STEM tools, digital literacy).	**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure: At least 90% of teachers attend training; walkthrough data reflects 80% of teachers implementing technology-enhanced instruction effectively.	**Nov**	**Feb**	**July**
Staff Responsible for Monitoring: Principal, Instructional Coach, IT Coordinator			

Strategy 3 Details	Reviews		
Strategy 3: Establish a responsive IT helpdesk system and routine maintenance schedule for devices and infrastructure.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure: 90% of technology work orders resolved within 5 business days; annual report of system uptime at 95% or higher.	**Nov**	**Feb**	**July**
Staff Responsible for Monitoring: Superintendent, Principal, IT Coordinator			

  ◯ No Progress ◯ Accomplished ➡ Continue/Modify ✕ Discontinue

Goal 9: Ensure well-maintained, quality teaching and learning spaces.

Performance Objective 1: The district will ensure well-maintained, quality teaching and learning spaces by implementing proactive facility management, regular maintenance schedules, and ongoing upgrades. By May 2026, 100% of campuses will pass safety and facility inspections, and at least 85% of students, staff, and parents will report satisfaction with the quality and functionality of learning environments as measured by survey data and maintenance records.

Evaluation Data Sources: 100% of campuses complete inspections with corrective action plans implemented within 30 days of findings.
90% of scheduled maintenance tasks completed on time; reduction of emergency repair work orders by 15% compared to 2024-25.
At least 25% of classrooms receive targeted upgrades each year until all spaces meet district standards.
90% of work orders resolved within 10 business days; monthly reports reviewed by district leadership.
95% satisfaction rating on custodial services in staff/student surveys; no major compliance findings in safety audits.
At least 85% satisfaction reported; results shared publicly with improvement actions documented.

Strategy 1 Details		Reviews		
Strategy 1: Conduct semi-annual facility audits covering safety, cleanliness, ADA compliance, and classroom functionality.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure: 100% of campuses complete inspections with corrective action plans implemented within 30 days of findings.		**Nov**	**Feb**	**July**
Staff Responsible for Monitoring: Superintendent, Principal, Maintenance team				

Strategy 2 Details		Reviews		
Strategy 2: Implement a district-wide preventive maintenance schedule for HVAC, plumbing, electrical, and classroom equipment.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure: 90% of scheduled maintenance tasks completed on time; reduction of emergency repair work orders by 15% compared to 2024-25.		**Nov**	**Feb**	**July**
Staff Responsible for Monitoring: Principal, Office manager, Maintenance Team				

Strategy 3 Details		Reviews		
Strategy 3: Administer annual surveys to students, staff, and parents regarding the quality of facilities and learning spaces.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Measure: At least 85% satisfaction reported; results shared publicly with improvement actions documented.		**Nov**	**Feb**	**July**
Staff Responsible for Monitoring: Principal, Office Manager, Maintenance Team				

No Progress   Accomplished   Continue/Modify   Discontinue

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].

2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].

3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].

4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].

5. Collaborate with State or local child welfare agency to—

   ◦ Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;

   ◦ Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)

6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].

7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].

8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].

9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].

10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance