



**Etoile Academy Charter School-Bissonnet
Campus Improvement Plan
Address:9745 Bissonnet**

**Date Approved by CNA Committee: 05/04/2026
Date Approved by the Board: 06/29/2026**

CIP Team Members

NAME	ROLE
Kayleigh Colombero	Superintendent
Cristina Urena	Chief Schools Officer
Dr. Jamie Martinez	SPED Contractor
Sharon Pe Bentio	Bissonnet Principal
Lauren Bailey	LSSP
Audrey Daniel	Talent, Benefits & Business Services Coordinator
Chris Newton	CAO
Megan White	COO
Allie Vanhosen	Multilingual Programs
Joseph Jimenez	Admin-PEIMS Coordinator (No longer with etoile)
Carol Miranda	Admin-PEIMS Coordinator (current)
Maria Slaughter	Parent-Bissonnet
Denise Bradley	Parent-Bissonnet
Aayona Allison	Teacher-Bissonnet
Mariell Edwards	Teacher-Bissonnet
Lakisha Williams	Leader in Residence
Lyn Koeuth	Compliance Officer
Alain Frankiewicz	Chief of People
Duanelly Martiez	Paraprofessional Lower School
Wilfredo Tamayo	Paraprofessional
Kemika Long	Director of Academics
Janice Owolabi	Community Member-HCED
Robert Marquez	Community Member-HCED
Michelle Calhoun	Community Member-HCED

***This campus has only one head Principal**

Parent and Family Engagement Committee

Name	Role
Sharon Pe Bentio	Bissonnet Principal
Patricia McClure	Parent-Bissonnet
Denise Bradley	Parent-Bissonnet
Maria Slaughter	Parent-Bissonnet
Lakisha Williams	Leader in Residence

Mission

Étoile Academy Charter School ensures that every student in grades K through 8 has the academic and character foundation necessary to succeed in high school, graduate from college, and pursue ambitious life goals.

Vision

Étoile Academy Charter School is founded on the belief that all students can achieve academic success and a college diploma with the right support. Our educational philosophy is based on seven core principles. These core principles come from the best practices of successful charter schools nationwide. Our core principles are outlined below.

- High academic expectations for all students inform every school design element.
- Supportive, targeted interventions for all learners are frequent and required.
- Data-driven, quality instruction informs all classroom instruction, individual support, and professional development needs.
- Highly structured routines, infused with joy and encouragement, support achievement.
- Intentional character development allows all students to build school and life success.
- Family involvement, driven by a clear mission, unites the entire school community.
- Measurable educational goals hold all adults accountable for student success.
- Developing and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

**Strategic Priorities
Comprehensive Needs Assessment**

School Profile

Etoile Academy Charter School-Bissonnet is the second campus in the Etoile Academy Charter School District in Houston, TX. Etoile Academy Charter School-Bissonnet opened its doors in August 2023 and serves 94% of low-income students (qualifies as a CEP campus). Its charter focus is college prep for middle school students with financial literacy and character development. Etoile Academy Charter School plans to serve K-8 students for the 2026-2027 school year. Opening our doors in 2023,, students were served by the campus, which had an enrollment of 351. We see ourselves as an Elementary and middle school. As such, teachers specialize in content areas and rotate into student classrooms (named after colleges). We have an extended day, after-school programming, and Saturday Academy sessions available to all students.

The student population is 13% African-American, 1.5% Anglo, 0.5% Asian, 84% Hispanic, 1% Two or more, 51% male, and 49% female, with a low socioeconomic status of 100%. The staff population is 38% African-American, 29% Anglo, %, 33% Hispanic, 17% male, and 83% female, with an average of 3 years of experience.

The average daily attendance rate for students is 95%. The average daily attendance rate for staff is 98%. For being our second year, our EB population did receive more referrals than other school populations, 30% of referrals and 32% of our student population. However, our special education population received fewer referrals than their demographic percentage of referrals and 10% of the population. In addition, our Hispanic population of students was slightly overrepresented in ISS but not in any other discipline category. Etoile will support efforts to reduce the overuse of discipline practices that remove students from the classroom by training teachers in de-escalation tactics and mental health support.

Comprehensive Needs Assessment Process

Etoile Academy's needs assessment process is described below. The school support team evaluated the 2024-25 data. We reviewed the following data:

- STAAR
- Attendance
- Discipline
- TELPAS
- NWEA Map Data
- Measuring up Data
- T-TESS
- Homeless Students
- Economically Disadvantaged
- Emergent Bilingual
- Parent Participation
- Report Cards
- Special Student Populations – 504, Special Education
- Staff Development
- Standardized Tests
- Surveys and Focus Groups of Students/Staff/Parents
- Teacher Turnover Rates
- RTI
- Master Schedule
- Curriculum and High-Quality Instructional Materials
- Technology Inventory

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The School Support Team met on May 4, 2026, and again on June 29 to develop the CNA. The first meeting was held in the CCM and via Zoom at 4:30 p.m. on May 4, 2026, and the second meeting was held on June 29 at 10 am, via Zoom. We plan to meet again on September 16, 2026, December 15, 2026, February 11, 2027, and June 10, 2027.

At the first meeting on May 4, 2026, the school support team reviewed the purpose of a CNA and agreed upon the data to review. At the second meeting on July 29, 2026, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team came to a consensus on three main priorities. A Root Cause Analysis was completed on the top 4 priorities.

The School Support Team reviewed the data listed above to identify areas of strengths and problems.

Demographics: Attendance rates, chronic absenteeism, and enrollment, which provide insight into student participation and population trends. Attendance rates reflect the daily presence of students, while chronic absenteeism highlights those missing a significant portion of the school year, both of which impact academic success. Enrollment data shows the size and makeup of the student body, influencing resource allocation and planning. Together, these elements help identify challenges and guide strategies to improve student engagement and support Race Hispanic: 45% Asian: 48% Black: 6% White: 0.5% Two or More Races: 0.5% Gender F: 46% M: 54% EB: 82% SpEd: 7%	Strength: Implementation of an Attendance Committee and incentive programs (such as spirit wear weeks and academic competitions) has contributed to increased attendance rates and meeting district attendance goals. Challenge: Issues such as homelessness, lack of access to healthcare, transportation difficulties, and high inflation contribute to absenteeism. Some families struggle to provide basic necessities, making consistent attendance challenging
Student Achievement: STAAR Math: 3rd-grade 51% Approaches or better; 28% Meets or better 5th-grade 55% Approaches or better; 23% Meets or better 6th-grade 79% Approaches or better; 38% Meets or better 7th-grade 79% Approaches or better; 52% Meets or better 8th-grade 66% Approaches or better; 38% Meets or better	Strength: EAB successfully executes strong, foundational student growth models within its lower grades. For example, 100% of the Kindergarten cohort met or exceeded their expected growth measures on national NWEA MAP assessments Challenge: EAB faces severe academic gaps in upper grades and science, resulting in an "F" rating in Domain 1 (Student Achievement). Only 3% of students scored at the "Meets Grade Level" or higher mark on the

STAAR RLA: 3rd-grade 44% Approaches or better; 33% Meets or better 5th-grade 42% Approaches or better; 23% Meets or better 6th-grade 50% Approaches or better; 30% Meets or better 7th-grade 71% Approaches or better; 38% Meets or better 8th-grade 74% Approaches or better; 50% Meets or better	5th-grade STAAR Science assessment.
Family and Community Involvement: 96% satisfaction on the survey, 92% attendance at family conferences.	Strength: High participation in-home visits, family orientation attendance, and conferences.
	Challenge: The goal measures families' self-reported understanding, which can be inflated by social desirability, survey fatigue, or confusion about what "comprehensive" means, so the data may not accurately reflect true understanding or readiness to support the model at home.
Curriculum, Instruction, and Assessment: High-quality instructional materials, especially those with many evidence-based practices, are key to student success. Research shows they can boost achievement in reading, math, and science by at least 10 percentile points. However, to improve student outcomes, these materials must be paired with professional learning for teachers, ensuring effective classroom use and better instruction	Strength: Rigorous and TEKS-aligned math, science, and ELA
	Challenge: Students reading significantly below grade level at the start of Etoile Academy journey. Students are not making reading gains fast enough to improve in all content areas (ELA, math, science, etc.). Students struggling with math fluency (gaps in foundational skills) and math problem solving (low literacy and lack of exposure prior to Etoile). These struggles significantly impact their results on STAAR testing.
Staff Quality, Recruitment, and Retention:	Strength: EAB maintains a highly robust instructional leadership footprint. The administrative structure ensures a tight 10:1 ratio of teachers to coaches/principals, guaranteeing that instructors receive rapid, feedback-driven observation loops.
	Challenge: Staffing models require significant adjustment to support the extended 200-day academic calendar. The school faces a critical retention risk if the extra 25 Additional Days School Year (ADSY) days lead to instructional fatigue or teacher burnout.

School Culture and Climate: See data above	Strength: EAB boasts an exceptionally strong daily student attendance rate of 94.7%, paired with an incredibly safe and welcoming environment where students report feeling deeply valued and cared for by staff.
	Challenge: External environmental factors heavily disrupt student stability. The surrounding Bissonnet neighborhood presents severe localized challenges, including high violent crime rates, student trauma, and systemic housing transience.
School Context and Organization:	Strength: Struggling students are pulled out of class when needed for small group instruction, including RtI, SPED, and Title 1 courses. Small group instruction also occurs during class time. We also use the POSSIP platform to receive weekly feedback from parents about our school's academics, climate, and culture.
	Challenge: Because our school is growing, we are hiring for many positions. Qualified science and certified bilingual teachers have been hard to find.
Technology:	Strength: The school provides all students with a Chromebook for use in the classroom and regularly uses technology platforms like Google Classroom and ThinkCerca to engage students in learning.
	Challenge: We have consistently struggled with reliable WiFi access in our building, and we are working with technology consultants to improve this. We are also working with teachers to improve some basic technology skills in our students (typing, appropriate use of websites for research).

Summary of Identified Problems and Related Strategies (The Bridge)

Based upon the prioritized problem, the school support team identified several intervention strategies:

Student Achievement

By May 2027, the overall campus accountability rating will increase from a C-75 to a 'B' rating, with 73% of 4th-8th grade students meeting or exceeding their individual STAAR growth targets in both Reading Language Arts (RLA) and Math.

Objective 1: Increase the percentage of 3rd-8th grade students scoring at the "Meets Grade Level" or higher on STAAR Math and RLA from 25% (Math) and 28% (RLA) in 2025 to 40% or higher by May 2027.

Challenges Identified:

- Inconsistent growth goals across students leading to variable progress
- Insufficient ongoing monitoring to inform timely instructional adjustments
- Need for increased staff capacity to implement data-driven instruction

Related Strategies:

- Implement content-aligned "RLA Lab" and "Math Lab" remediation blocks into the master schedule .
- Protect core instruction blocks from shortcuts or omissions to execute full HQIM lesson sequences.
- Run a 3-day "Kickstart" boot camp for incoming Kindergarten, 1st, and 5th-grade cohorts.

Objective 2: Advance 50% of Emergent Bilingual (EB) students by at least one language proficiency level annually on the TELPAS Composite assessment.

Challenges Identified:

- Inadequate use of data to drive instruction and target interventions effectively
- Limited use of frequent formative assessments and feedback cycles
- Insufficient accelerated learning opportunities and tutoring support
- Engagement with families and communities needing strengthening to support learning outside the classroom

Related Strategies:

- Design targeted ADSY day schedules specifically focusing on language acquisition and complex writing skills.
- Deploy digital blended learning playlists via blended learning tools during dedicated acceleration intervals

Staff Quality, Recruitment, and Retention

Retain 85% or more of effective, high-performing campus staff members throughout the 2026-2027 transition year. Achieve a 90% or higher teacher self-efficacy rating on executing high-quality instructional materials

Objective 1: Differentiate teacher coaching and observation cycles based on multi-source T-TESS performance metrics.

Summary of Identified Problems:

- Difficulty in retaining highly effective educators, affecting program quality and student achievement.
- Limited leadership opportunities and insufficient professional growth for staff.
- Inconsistent mentoring and support for new teachers, along with a need for better responsiveness to staff concerns.

Related Strategies:

- Observe Tier 1 teachers bi-weekly; focus coaching on advanced student work analysis.
- Observe Tier 2 teachers weekly; prioritize lesson internalization protocols and live instructional rehearsals.
- Provide intensive live coaching and multiple weekly feedback observations for Tier 3 educators.

Objective 2: Ensure 100% of core instructors participate in structured collaborative planning sessions (PLCs)

Summary of Identified Problems:

- Difficulty in retaining highly effective educators, affecting program quality and student achievement.
- Limited leadership opportunities and insufficient professional growth for staff.
- Inconsistent mentoring and support for new teachers, along with a need for better responsiveness to staff concerns.

Related Strategies:

- Schedule weekly PLCs for data dives and lesson rehearsals.
- Pair single-grade teachers directly with an instructional coach or assistant principal for weekly PLCs.

School Culture and Climate

Maintain a daily student attendance rate at or above 95% and reduce chronic absenteeism below 12% by implementing proactive daily culture checkpoints.

Objective 1: Embed structured culture touchpoints within the master schedule to foster strong relationships.

Summary of Identified Problems:

- Inconsistent student attendance is hindering academic achievement and engagement.
- Lack of consistent home-school communication about attendance issues.
- Late identification of attendance problems and insufficient support for students facing attendance barriers.

Related Strategies:

- Use morning homeroom periods for early identification of attendance trends and daily pre-attendance checks.
- Add a mandatory homeroom to review homework, track culture trends, and close out the day

Objective 2: Increase student engagement by providing balanced extracurricular and enrichment offerings.

Summary of Identified Problems:

- Inconsistent student attendance is hindering academic achievement and engagement.
- Lack of consistent home-school communication about attendance issues.
- Late identification of attendance problems and insufficient support for students facing attendance barriers.

Related Strategies:

- Increase student attendance at after-school program through engaging activities
- Continue to expand sports offerings for boys and girls at EAB

Family and Community Involvement

Ensure 85% or more of surveyed families report a comprehensive understanding of the 200-day ADSY Full Year model and its direct academic advantages.

Objective 1: Establish a data-driven cycle for family feedback and campus community satisfaction.

Summary of Identified Problems:

- Families don't know what "ADSY Full Year" means or how it differs from a traditional calendar.
- Mixed messages from staff, newsletters, or social media.
- Information is too technical or jargon-heavy.

Related Strategies:

- Administer bi-weekly family feedback surveys to identify immediate concerns or campus issues.
- Onboard an AP of Culture to lead a 24-hour campus response window to act upon patterns identified in survey data.

Objective 2: Re-engage strategic community partnerships to bolster student resources and volunteer networks.

Summary of Identified Problems:

- Families have questions but no structured place to ask them.
- Low attendance at past events due to timing, childcare, or language barriers.
- Some families feel intimidated by school meetings.

Related Strategies:

- Partner with *Connect Community* to source localized campus volunteers and native language translators.
- Coordinate with *Literacy Now* and other providers to deliver targeted reading support and refugee mentoring.

The campus improvement plan was initially created on July 1. It will be reviewed during the 2026-27 school year on the following dates: September 16, 2026, December 15, 2026, February 11, 2027, and June 10, 2027.

The campus improvement plan will be available at the following locations: Campus and District Front Office, Campus Website, and Open House. It was also posted on the apartment complexes where our students reside based on our bus routes. We notified all parents of our CIP through website posting.

The CIP is available in English, Spanish, Pashto per our translation policy.
The Parent and Family Engagement (PFE) Policy will be provided to parents at the following events:
Annual Title I Meeting and Open House

Parents can find a copy of the PFE Policy at the following locations:
District and Campus Website, the Campus Front Office, and posted at the apartment complexes where our students reside based on our bus routes. The PFE will be available in English, Spanish, and Pashto per our translation policy.

Parents are encouraged to participate in the Parent and Family Engagement Committee. They are invited to join the committee every April. Invitations are sent home to all parents in March. The committee meets three times a year: April, September, and February. Each meeting is provided twice. Each meeting is on a different day of the week and time to help increase parent participation. The purpose of the April Meeting is to evaluate the PFE plan and to plan for the upcoming year. The purpose of the September meeting is to discuss the new plan. The February meeting is to review and evaluate the plan.

The Annual Title I Meeting will be held on May 12th at 4 p.m. and on May 13th at 10 a.m. Parents will be emailed about the two options. We also used our automated phone service and attached notices to our registration packets.

Parent Trainings: Parent Trainings will occur on the first appointed date always at 5:30 p.m., and a second opportunity will be the following date at 12:15 p.m.

The Goals of 2026-2027

Student Achievement:

Goal 1: By May 2027, the overall campus accountability rating will increase from a C-75 to a 'B' rating, with 73% of 4th-8th grade students meeting or exceeding their individual STAAR growth targets in both Reading Language Arts (RLA) and Math.

- *Objective 1: Increase the percentage of 3rd-8th grade students scoring at the "Meets Grade Level" or higher on STAAR Math and RLA from 25% (Math) and 28% (RLA) in 2025 to 40% or higher by May 2027.*
- *Objective 2: 71% of all students in the network earn a growth point on growth for Domain 2A.*

Staff Quality, Recruitment, and Retention:

Goal 2: Retain 85% or more of effective, high-performing campus staff members throughout the 2026-2027 transition year. Achieve a 90% or higher teacher self-efficacy rating on executing high-quality instructional materials.

- *Objective 1: Differentiate teacher coaching and observation cycles based on multi-source T-TESS performance metrics*
- *Objective 2: Ensure 100% of core instructors participate in structured collaborative planning sessions (PLCs)*

School Culture and Climate

Goal 3: Maintain a daily student attendance rate at or above 95% and reduce chronic absenteeism below 12% by implementing proactive daily culture checkpoints.

- *Objective 1: Embed structured culture touchpoints within the master schedule to foster strong relationships*
- *Objective 2: Increase student engagement by providing extracurricular and enrichment offerings*

Family and Community Involvement:

Goal 4: Ensure 85% or more of surveyed families report a comprehensive understanding of the 200-day ADSY Full Year model and its direct academic advantages

- *Objective 1: Establish a data-driven cycle for family feedback and campus community satisfaction*
- *Objective 2: Re-engage strategic community partnerships to bolster student resources and volunteer networks*

Improvement Details

Student Achievement:

Goal 1: By May 2027, the overall campus accountability rating will increase from a C-75 to a 'B' rating, with 73% of 4th-8th grade students meeting or exceeding their individual STAAR growth targets in both Reading Language Arts (RLA) and Math.

Objective 1: Increase the percentage of 3rd-8th grade students scoring at the "Meets Grade Level" or higher on STAAR Math and RLA from 25% (Math) and 28% (RLA) in 2025 to 40% or higher by May 2027.

Activity/Strategy	Personal Responsible	Timeline	Funding Source	Data Source	Resource
AT-RISK Students will be given additional practice through our online curriculum. The Interventionist will be working with all students identified as At-Risk.	CAO Principal RTI Coordinators Director of multilingual Director of Academics Title I teachers EB teachers	August 2026-June 2027 (Daily)	Title 1, State Comp ED, Blended Learning,	STAAR, TELPAS, and MAP Growth and achievement projections aggregated by special populations	PD for the teachers Schoolwide Intervention Saturday Academy
AT-RISK Students will be given additional practice through our online curriculum. The Interventionist will be working with all students identified as At-Risk.	CAO Principal RTI Coordinators Director of multilingual Title I teachers EB teachers	August 2026-June 2027 (Daily)	Blended Learning Grant, Title I General Funds, Stronger Foundations	STAAR, TELPAS, and MAP Growth and achievement projections aggregated by special populations	Schoolwide Intervention Iready Summit K-12
Students will be given high-quality instructional materials and teachers will scaffold materials as needed for each student dependent on student data.	CAO Principal RTI Coordinators Director of multilingual Title I teachers EB teachers Director of Afterschool	August 2026-June 2027 (Daily)	Title I funds, State Revenue, EMAT, , Blended Learning	STAAR growth	

	Chief of Schools				
Teachers will receive training and practice with HQIM and scaffolding for EB students	CAO Principal RTI Coordinators Director of multilingual Title I teachers EB teachers Director of Afterschool Chief of Schools	August 2026-June 2027 (Daily)	LASO Grant, Title I, Title III, General Funds	STAAR Interim Data	BlueBonnet Math K-5 BlueBonnet Math 6-8 Amplify TA provided by Better Lesson, SustainED, Bluebonnet,
Students with special education needs will get support from trained dyslexia teachers, special education teachers, and/or paraprofessionals	CAO Principal RTI Coordinators Director of multilingual Title I teachers EB teachers Director of SPED	August 2026-June 2027 (Daily)	General Funds, IDEA B	STAAR Interim Data MAP Growth Data	Training from ESC service centers
Pashto speaking students will receive support in Tier I and during intervention from translators and EB teachers	CAO EB Teachers 5 Pashto Translators Director of multilingual		Philanthropy, Title I, Title III, General Funds	STAAR Interim Data MAP Growth Data	HQIM Summit K-12 Connect Community Translators
Our well-rounded Afterschool programs will give students hands-on experience with academic/enrichment projects while working alongside skilled professionals who will help skills development and expose students to rewarding opportunities	CAO Principal RTI Coordinators Director of multilingual Title I teachers EB teachers Director of SPED Social Worker Director of Afterschool Programs	(Afterschool: Monday-Friday)	Grant, Philanthropy General Fund Title I	STAAR, HB 1416	Contracts with outside vendors (tutoring and enrichment services) Commitments for teachers wanting to help with the Afterschool Program PD for Teachers Supplies

Student Achievement

Goal 1: By May 2027, the overall campus accountability rating will increase from a C-75 to a 'B' rating, with 73% of 4th-8th grade students meeting or exceeding their individual STAAR growth targets in both Reading Language Arts (RLA) and Math.

Objective 2: 71% of all students in the network earn a growth point on growth for Domain 2A.

Activity/Strategy	Personal Responsible	Timeline	Funding Source	Data Source	Resource
AT-RISK Students will be given additional math and reading practice through our online curriculum. The Interventionist will be working with all students identified as At-Risk.	CAO Principal RTI Coordinators Director of multilingual Title I teachers EB teachers Director of SPED	August 2026-June 2027 (Daily)	Title 1, Title III, General Fund, Blended Learning, ADSY Full year	Special programs evaluations, HB1416 STAAR, TELPAS, and MAP Growth and achievement projections aggregated by special populations	PD for the teachers' Binders for interventionist to track progression
ALL STUDENTS will create academic math, reading, and language goal and track their needs with the help from their teachers'	CAO Principal RTI Coordinators Director of multilingual Title I teachers EB teachers Director of SPED Chief of Schools	August 2026-June 2027 (Quarterly)	Title 1 Local, Blended Learning, ADSY full year, Instructional Leadership	STAAR, TELPAS, and MAP Growth and achievement projections, HB1416 Campus created interim assessments Semester exam grades Student surveys	Student Data Trackers PD for Teachers on Data Conversations with Students
Design targeted ADSY day schedules specifically focusing on language acquisition and complex writing	CAO Principal RTI Coordinators Director of multilingual 'Director of SPED Director of Afterschool	January through June 2027	Title I, General Fund, Philanthropy, and , SAF	Winter MAP Growth	Saturday Academy Teachers After School Teachers

skills.	Chief of Schools				Academic Boot Camp (3 days of spring break) Blended Learning Software HQIM
Deploy digital blended learning playlists via blended learning tools during dedicated acceleration intervals	CAO Principal Director of multilingual 'Director of SPED Chief of Schools Grade-Level Chairs	January through June 2027	Title I General Fund Philanthropy, SAF	Winter MAP Growth Blended Learning	PD for Teachers on MAP Data Analysis UH Tutors for intervention EB Teachers to support intervention

Staff Quality, Recruitment, and Retention:

Goal 2: Retain 85% or more of effective, high-performing campus staff members throughout the 2026-2027 transition year. Achieve a 90% or higher teacher self-efficacy rating on executing high-quality instructional materials.

Objective 1: Differentiate teacher coaching and observation cycles based on multi-source T-TESS performance metrics

Activity/Strategy	Person Responsible	Timeline	Funding Source	Data Source	Resources
Professional Development: Provide regular, high-quality PD aligned to staff needs and interests. Offer individualized or intensive coaching, induction, or workshops addressing challenges new/at-risk staff face	CAO Principal Director of multilingual 'Director of SPED Chief of Schools Grade-Level Chairs	August 2026-June 2027 (Quarterly)	Title I, General Funds, Blended Learning, ADSY Full year, Stronger Foundations, PREP	Teacher Surveys Increase in student's Academic Growth	Outside Vendor Professional Development

Mentorship Programs: Pair all new hires with experienced mentors for ongoing guidance and support Ensure at-risk staff receive additional mentoring (4–9 hours/month recommended), peer support, or buddy systems.	CAO Principal Director of multilingual 'Director of SPED Chief of Schools Grade-Level Chairs	August 2026-June 2027 (Daily)	Local, Instructional Leadership Grant, PREP	Teacher Surveys Increase in students Academic Growth	Personnel
Work-Life Balance Supports: Implement policies to reduce educator workload, encourage reasonable planning times, and support mental health, self care Fridays Provide extra planning periods and access to wellness or burnout-prevention resources for staff exhibiting stress	Chief of Schools Principal CAO Principal Director of multilingual Chief of People 'Director of SPED Chief of Schools Grade-Level Chairs	August 2026-June 2027 (Monthly)	Local Funds, PREP	Teacher Surveys,	Professional Development
'Grow Your Own' and Local Recruitment: Implement programs to cultivate new teachers from local support staff or the community Direct 'grow your own' scholarships or support to paraprofessionals or	CAO Principal Director of multilingual Chief of People 'Director of SPED Chief of Schools Grade-Level Chairs	August 2026-June 2027 (Monthly)	Local Funds, Philanthropy, PREP	Teacher Surveys	Local ESC

aides showing interest in certified teaching					
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Goal 2: Retain 85% or more of effective, high-performing campus staff members throughout the 2026-2027 transition year. Achieve a 90% or higher teacher self-efficacy rating on executing high-quality instructional materials.

Objective 2: Ensure 100% of core instructors participate in structured collaborative planning sessions (PLCs)

Activity/Strategy	Person Responsible	Timeline	Funding Source	Data Source	Resources
Provide job-embedded practice with the HQIM, such as lesson rehearsals, micro-teaching, and short implementation cycles. Teacher self-efficacy grows through mastery experience, which comes from doing the work successfully.	Superintendent Principal Chief of People Chief of Schools Grade-Level Chairs	August 2026-June 2027 (Weekly)	Title II, local funds, PREP	Staff retention list, performance notes, campus climate data, exit/stay interview summaries	Time for leadership meetings, a simple tracking spreadsheet, leadership team involvement
Use stay interviews and frequent one-on-ones	Superintendent Principal Chief of People Chief of Schools Grade-Level Chairs	August 2026-June 2027 (Weekly)	Title II, local funds, PREP	Stay interview notes, turnover trends, supervisor 03 logs	Interview script, scheduled meeting time, one person to own follow-up actions
Reduce unnecessary stressors and workload spikes	Superintendent Principal Chief of People Chief of Schools Grade-Level Chairs	August 2026-June 2027 (Daily)	Title II, local funds, PREP	Workload audit, staff feedback, duty rosters, time-use review	Schedule review, release time, possible clerical support, substitutes if you are giving teachers planning time
Build strong onboarding and transition support	Superintendent Principal Chief of People	August 2026-June 2027 (Weekly)	Title II, local funds, PREP	New staff feedback, onboarding	Mentor teachers, onboarding checklist,

	Chief of Schools Grade-Level Chairs			completion checklist, 90-day retention data	training materials, coordinator time
Recognize accomplishments publicly and privately	Superintendent Principal Chief of People Chief of Schools Grade-Level Chairs	August 2026-June 2027 (Daily)	local funds, PREP	Staff morale survey, recognition log, participation data	Certificates, notes, small tokens, communication channels, leadership time
Job-embedded practice with HQIM, such as lesson rehearsals and micro-teaching	Superintendent Principal Chief of People Chief of Schools Grade-Level Chairs	August 2026-June 2027 (Weekly)	Title II, local funds, PREP	Walkthrough data, coaching logs, implementation fidelity checks	Coach or teacher leader, planning time, HQIM access, rehearsal templates
Peer modeling and instructional coaching	Superintendent Principal Chief of People Chief of Schools Grade-Level Chairs	August 2026-June 2027 (Weekly)	Title II, local funds, PREP	Coaching logs, observation notes, teacher self-efficacy survey, walkthrough data	Strong model classrooms, coach schedule, release time for observations
Criteria-based feedback tied to HQIM look-fors	Superintendent Principal Chief of People Chief of Schools Grade-Level Chairs	August 2026-June 2027 (Monthly)	Title II, local funds, PREP	Look-for rubric scores, observation data, PLC artifacts	

School Culture and Climate

Goal 3: Maintain a daily student attendance rate at or above 95% and reduce chronic absenteeism below 12% by implementing proactive daily culture checkpoints.

Objective 1: Embed structured culture touchpoints within the master schedule to foster strong relationships

Activity/Strategy	Person Responsible	Timeline	Funding Source	Data Source	Resources
Cultivate a Welcoming School Culture: Greet students as they arrive with smiles, handshakes, or	CAO Principal Director of multilingual 'Director of SPED	July 2026-June2027 (Daily)	Title I, Title IV Local Fund	Dean's List Teacher Surveys, Student Surveys	Personnel

high-fives to foster belonging and positive relationships Establish attendance expectations and teach their importance through assemblies, posters, and ongoing classroom discussion	Chief of Schools Grade-Level Chairs				
Recognition and Incentives: Implement regular attendance incentive programs (class competitions, certificates, raffles) that reward good or improved attendance, not only perfect attendance Celebrate students and families during assemblies or in newsletters for meeting attendance benchmarks	CAO Principals Director of Afterschool	August 2026-June2027 (Daily)	Grant,Local funds	Dean's List Teacher Surveys, Student Surveys	Outside Vendor donations
Family and Community Engagement: Communicate consistently with families about the importance of attendance, sharing individual and class rates during meetings or through regular updates. Offer parent engagement opportunities, such as family nights and informative sessions on the academic impact of absenteeism.	Superintendent Principal	August 2026-June2027 (Daily)	Title IV Title I Local Funds	Dean's List Teacher Surveys, Student Surveys Parent surveys	Supplies Professional Development After School Teachers

Partner with community groups and businesses to reinforce attendance messaging and organize supportive activities					
Removing Individual Barriers: Conduct home visits or one-on-one meetings with parents and students to identify and help overcome barriers (transportation, health, family issues). Provide material support such as uniforms, food, or transportation assistance as needed to address attendance obstacles. Organize clothing drives, safe walk-to-school programs, or connect families to social services as needed Partner with an outside vendor to provide tutoring outside the hours of school	Superintendent Principal CAO COO Homeless Liaison Director of SPED Director of multilingual Parent and Family Coordinator, Community outreach coordinator	August 2026-June 2027 (Yearly)	General Fund Title I, Title IV Local, McKinney Vento	Teacher Surveys Parent Surveys	Varsity Tutors Cook Center

Goal 3: Maintain a daily student attendance rate at or above 95% and reduce chronic absenteeism below 12% by implementing proactive daily culture checkpoints.

Objective 2: Increase student engagement by providing extracurricular and enrichment offerings

Activity/Strategy	Person Responsible	Timeline	Funding Source	Data Source	Resources
Expand extracurricular clubs and student interest groups	AP of Culture Principals CAO Parent and Family Coordinator, Community outreach coordinator	August 2026-June2027 (weekly)	Title I, Local Funds, Title IV	Teacher Surveys Parent Surveys Student Survey	Supplies Professional Development After School Teachers
Offer academic enrichment programs after school or during advisory	AP of Culture Principals CAO Parent and Family Coordinator, Community outreach coordinator	August 2026-June2027 (Daily)	Title I, Local Funds, Title IV	Teacher Surveys Parent Surveys Student Survey NWEA Map data TFAR testing Summit K-12	Supplies Professional Development After School Teachers
Provide arts, STEM, robotics, music, or career-based enrichment	AP of Culture Principals CAO Parent and Family Coordinator, Community outreach coordinator	August 2026-June2027 (Daily)	Title I, Local Funds, Title IV	Teacher Surveys Parent Surveys Student Survey	Supplies Professional Development After School Teachers
Host field trips, guest speakers, and career exposure events	AP of Culture Principals CAO Parent and Family Coordinator, Community outreach coordinator	August 2026-June2027 (Quarterly)	Title I, Local Funds, Title IV	Teacher Surveys Parent Surveys Student Survey	Supplies Professional Development

Create student leadership and service opportunities	AP of Culture Principals CAO Parent and Family Coordinator, Community outreach coordinator	August 2026-June2027 (Monthly)	Title I, Local Funds, Title IV	Teacher Surveys Parent Surveys Student Survey	Supplies Professional Development
Provide competitions, showcases, and celebratory events	AP of Culture Principals CAO Parent and Family Coordinator, Community outreach coordinator	August 2026-June2027 (quarterly)	Title I, Local Funds, Title IV	Teacher Surveys Parent Surveys Student Survey NWEA Map data TFAR testing Summit K-12	Supplies Professional Development

Family and Community Involvement:

Goal 4: Ensure 85% or more of surveyed families report a comprehensive understanding of the 200-day ADSY Full Year model and its direct academic advantages

Objective 1: Establish a data-driven cycle for family feedback and campus community satisfaction

Activity/Strategy	Person Responsible	Timeline	Funding Source	Data Source	Resources
Partner with <i>Connect Community</i> to source localized campus volunteers and native language translators.	Superintendent, Principals Parent and Family Coordinator, Community outreach coordinator	August 2026-June 2027 (Daily)	Local, State Revenue	Student Surveys Parent Surveys Staff surveys NWEA MAP Data STAAR	Reading Academy

Coordinate with <i>Literacy Now</i> and other providers to deliver targeted reading support and refugee mentoring.	Superintendent, Chief of Schools, Afterschool Program Director	August 2026-June 2027 (Biannually)	Title 1, Stronger Foundations, Blended Learning, ADSY full year, School Action Fund	Student Surveys Parent Surveys Staff surveys NWEA MAP Data STAAR, BOY, EOY	Professional Development for Staff and Teacher
Access to and Use of Adaptive Instructional Technologies	Principal CAO COO Director of SPED Director of multilingual	August 2026-June 2027	Blended Learning, Title I	Student Surveys Parent Surveys Staff surveys NWEA MAP Data STAA, BOY, EOY	Professional Development for Staff and Teacher
Teachers should set high expectations for all students and provide them with the necessary support to meet those expectations. This can include scaffolding, differentiated instruction, and personalized learning.	CAO CSO Principals	August 2026-June 2027 (Daily)	Title I LASO General Fund Local	Student Surveys Parent Surveys Staff surveys 1:1 Coaching Sessions NWEA Map Data Classwork STAAR	Possip Surveys Technical Assistance Providers

Goal 4: Ensure 85% or more of surveyed families report a comprehensive understanding of the 200-day ADSY Full Year model and its direct academic advantages

Objective 2: Re-engage strategic community partnerships to bolster student resources and volunteer networks

Activity/Strategy	Person Responsible	Timeline	Funding Source	Data Source	Resources
Professional Development Focused on HQIM and Adaptive Technologies: Include specialized training on best practices for integrating EB instructional strategies into HQIM. Provide resources in home languages where possible.	Principal CAO COO Director of SPED Director of multilingual	August 2026-June 2027 (Throughout the year)	Title III, Stronger Foundation s, Local	MAP STAAR Interim TELPAS Classwork	Technical Assistance Providers
Formative and Summative Assessment Using HQIM Tools	Principal CAO COO Director of SPED Director of multilingual	August 2026-June 2027 (Throughout the year)	Title III, Stronger Foundation s, Local	MAP STAAR Interim TELPAS Classwork	Summit K-12
Family Engagement and Communication: Share information with families about the curriculum and available learning technologies to support home learning.	Superintendent Principal Chief of Schools Afterschool Program DirectorPrincipal CAO COO Director of SPED Director of multilingual	August 2026-June 2027 (Daily)	Local Funds, Title III, Grant	Student Surveys Parent Surveys Staff surveys 1:1 Coaching Sessions	Materials Workshops communications in families' home languages explaining curriculum tools