

DeSoto Independent School District

Katherine Johnson Elementary

2026-2027 Campus Improvement Plan

Accountability Rating: A



Mission Statement

- The mission of DeSoto ISD is to ensure each student, without exception, learns and grows at their highest levels.

Vision

- The vision of DeSoto ISD is to inspire curiosity and consciousness, develop character, build courage and nurture compassion.

Value Statement

Every Student

Relentless Equity

Unconditional Belonging

Collective Excellence

Courageous Learning

Community Greatness

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Comprehensive Needs Assessment

Demographics

Demographics Summary

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	626	100.0%	5,564	5,454,059	626	100.0%	5,565	5,467,642
Students by Grade								
Kindergarten	56	8.9%	5.6%	6.4%	56	8.9%	5.6%	6.4%
Grade 1	63	10.1%	6.0%	6.8%	63	10.1%	6.0%	6.8%
Grade 2	59	9.4%	5.6%	6.9%	59	9.4%	5.6%	6.9%
Grade 3	44	7.0%	5.7%	7.1%	44	7.0%	5.7%	7.1%
Grade 4	73	11.7%	6.1%	7.4%	73	11.7%	6.1%	7.4%
Grade 5	90	14.4%	7.0%	7.4%	90	14.4%	7.0%	7.4%
Grade 6	85	13.6%	6.4%	7.4%	85	13.6%	6.4%	7.4%
Grade 7	83	13.3%	7.9%	7.4%	83	13.3%	7.9%	7.4%
Grade 8	73	11.7%	8.0%	7.5%	73	11.7%	8.0%	7.5%
Ethnic Distribution								
African American	520	83.1%	71.4%	12.9%	520	83.1%	71.4%	12.9%
Hispanic	76	12.1%	22.9%	53.2%	76	12.1%	22.9%	53.1%
White	1	0.2%	1.7%	24.2%	1	0.2%	1.7%	24.3%
American Indian	1	0.2%	0.4%	0.3%	1	0.2%	0.4%	0.3%
Asian	3	0.5%	0.3%	5.8%	3	0.5%	0.3%	5.8%
Pacific Islander	2	0.3%	0.0%	0.2%	2	0.3%	0.0%	0.2%
Two or More Races	23	3.7%	3.3%	3.4%	23	3.7%	3.3%	3.4%
Sex								
Female	324	51.8%	48.6%	48.9%	324	51.8%	48.6%	48.9%
Male	302	48.2%	51.4%	51.1%	302	48.2%	51.4%	51.1%
Other Student Cohorts								
Economically Disadvantaged	314	50.2%	67.6%	59.9%	314	50.2%	67.6%	59.9%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Non-Educationally Disadvantaged	312	49.8%	32.4%	40.1%	312	49.8%	32.4%	40.1%
Section 504 Students	24	3.8%	3.2%	6.5%	24	3.8%	3.2%	6.5%
EB Students/EL	13	2.1%	12.1%	23.6%	13	2.1%	12.1%	23.6%
Students w/ Disciplinary Placements (2024-25)	2	0.4%	1.1%	2.0%				
Students w/ Dyslexia	53	8.5%	5.3%	7.1%	53	8.5%	5.3%	7.1%
Foster Care	4	0.6%	1.9%	0.2%	4	0.6%	1.9%	0.2%
Homeless	0	0.0%	0.1%	1.3%	0	0.0%	0.1%	1.3%
Immigrant	0	0.0%	0.9%	3.3%	0	0.0%	0.9%	3.3%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	624	99.7%	99.3%	66.2%	624	99.7%	99.3%	66.1%
Military Connected	0	0.0%	0.1%	4.4%	0	0.0%	0.1%	4.4%
At-Risk	78	12.5%	45.8%	54.6%	78	12.5%	45.8%	54.5%
Students by Instructional Program								
Bilingual/ESL Education	1	0.2%	3.4%	18.4%	1	0.2%	3.4%	18.4%
Career and Technical Education	-	-	-	-	-	-	-	-
Career and Technical Education (9-12 grades only)	-	-	-	-	-	-	-	-
Gifted and Talented Education	77	12.3%	4.7%	9.0%	77	12.3%	4.7%	8.9%
Special Education	35	5.6%	13.6%	16.5%	35	5.6%	13.6%	16.7%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	35							
Students with Intellectual Disabilities	**	**	37.4%	50.9%				
Students with Physical Disabilities	16	45.7%	**	15.3%				
Students with Autism	9	25.7%	28.2%	17.6%				
Students with Behavioral Disabilities	*	*	17.4%	15.2%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.0%				
Mobility (2024-25)								
Total Mobile Students	26	5.3%	22.8%	15.7%				
African American	19	3.9%	16.1%	3.2%				
Hispanic	5	1.0%	4.6%	8.5%				
White	0	0.0%	1.0%	2.8%				
American Indian	0	0.0%	0.2%	0.1%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.4%	0.9%	0.6%				
Special Ed Students who are Mobile	2	6.1%	26.7%	16.8%				
Count and Percent of EB Students/EL who are Mobile	2	11.8%	15.4%	17.2%				
Count and Percent of Econ Dis Students who are Mobile	11	4.8%	16.6%	18.5%				
Student Attrition (2024-25)								
Total Student Attrition	52	10.9%	23.4%	18.2%				
	Non-Special Education Rates				Special Education Rates			
Student Information	Campus	District	State		Campus	District	State	
Retention Rates by Grade								
Kindergarten	0.0%	0.4%	1.2%		0.0%	3.1%	3.3%	
Grade 1	0.0%	0.7%	1.7%		0.0%	0.0%	2.9%	
Grade 2	0.0%	0.4%	1.1%		0.0%	1.5%	1.4%	
Grade 3	0.0%	0.0%	0.6%		0.0%	2.0%	0.6%	
Grade 4	0.0%	0.0%	0.3%		0.0%	0.0%	0.4%	
Grade 5	0.0%	0.0%	0.3%		0.0%	0.0%	0.3%	
Grade 6	0.0%	0.0%	0.3%		0.0%	0.0%	0.3%	
Grade 7	0.0%	0.0%	0.4%		0.0%	0.0%	0.4%	
Grade 8	0.0%	0.2%	0.4%		0.0%	0.0%	0.5%	

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary			
Kindergarten	18.7	21.0	18.2
Grade 1	21.0	20.1	18.6
Grade 2	19.7	18.5	18.8

Class Size Information	Campus	District	State
Grade 3	22.0	20.8	19.2
Grade 4	24.3	21.7	19.5
Grade 5	22.5	23.4	20.9
Grade 6	14.3	20.1	19.5
Secondary			
English/Language Arts	13.0	17.1	16.0
Mathematics	13.0	16.7	17.2
Science	13.0	18.0	18.4
Social Studies	13.0	16.1	18.3

KJTMA's greatest demographic strengths are its **stable student population, low mobility and attrition rates, low At-Risk percentage, strong Gifted and Talented representation, positive school climate, and favorable class sizes**. These factors create a strong foundation for academic success and support the campus's mission of providing a rigorous, technology-focused educational experience that prepares students for future success.

Demographics Strengths

High Student Stability and Low Mobility

KJTMA benefits from a highly stable student population. The campus mobility rate is **5.3%**, compared to **22.8% for the district** and **15.7% for the state**. Additionally, student attrition is **10.9%**, significantly lower than the district average of **23.4%** and the state average of **18.2%**. This stability supports stronger relationships, consistent instruction, and improved academic outcomes.

Low At-Risk Population

Only **12.5%** of KJTMA students are identified as At-Risk, compared to **45.8% in DeSoto ISD** and **54.6% statewide**. This demographic advantage allows the campus to devote more instructional resources to enrichment, acceleration, and advanced learning opportunities while still providing targeted support to students in need.

Strong Gifted and Talented Population

KJTMA serves **12.3% Gifted and Talented students**, which exceeds both the district (**4.7%**) and state (**9.0%**) averages. This strong representation of advanced learners supports the campus's rigorous academic culture and aligns with the school's magnet mission of promoting innovation, STEM learning, and academic excellence.

Lower Special Program Demands

The campus serves lower percentages of students requiring intensive support services than both district and state averages:

- **Special Education:** 5.6% (District 13.6%, State 16.5%)
- **Emergent Bilingual:** 2.1% (District 12.1%, State 23.6%)

This allows the campus to focus resources on enrichment opportunities while continuing to provide quality support for identified students.

Strong Student Behavior and School Climate

KJTMA reported only **0.4% of students receiving disciplinary placements**, compared to **1.1% districtwide** and **2.0% statewide**. Combined with low mobility and low attrition, this indicates a positive campus culture that supports learning and student engagement.

Exceptional Retention and Promotion Rates

The campus reported:

- **Zero student retention** across all grade levels.
- Low mobility and attrition rates.
- Strong student persistence across the K-8 continuum.

These indicators suggest students remain engaged and successful throughout their enrollment at KJTMA.

High Title I Participation with Strong Performance

While **99.7% of students qualify for Title I services**, the campus continues to achieve strong academic outcomes. This demonstrates the effectiveness of instructional practices and intervention systems in supporting student achievement.

Diversity that Reflects the Community

KJTMA serves a diverse student population with:

- **83.1% African American**
- **12.1% Hispanic**
- **3.7% Two or More Races**

This diversity enriches the learning environment and supports culturally responsive teaching and learning experiences.

Favorable Class Sizes

KJTMA maintains class sizes that support personalized learning:

- Secondary core classes average approximately **13 students per class**
- Student-to-teacher ratio is **15.9:1**

These lower class sizes allow teachers to provide individualized support, strengthen relationships with students, and respond more effectively to academic needs.

Strong Academic Readiness Profile

The campus demographic profile reflects characteristics commonly associated with high-performing schools:

- Low mobility
- Low attrition
- Low At-Risk population
- Strong Gifted and Talented participation
- Positive discipline trends
- Stable enrollment patterns

These factors contribute to a learning environment where students can thrive academically and socially while supporting the rigorous expectations of a K-8 STEM magnet program.

Demographic Strengths:

Select or adapt a minimum of 5

- ☒ Offering cultural experiences for our diverse population.
- ☒ Serving our at-risk population through quality programs.
- ☒ Creating opportunities for family engagement.

- ☒ Maintaining a low student/teacher ratio.
- ☒ Building community partnerships that support student learning.
- ☒ Providing relevant programs that support post-secondary readiness.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A majority of our teaching staff are novices with limited experience and instructional knowledge, as evidenced by the 17.9% of teachers with 0-5 years of experience, because

Root Cause: we are not effectively supporting our new teachers through training, coaching, and resources.

Problem Statement 2 (Prioritized): The demographics include a population of students who may not have met the criterion to perform at the expected level of rigor.

Root Cause: KJTMA is a magnet school that transitioned from students being assigned to the campus to now having to go through the application process. The transition took place in 2021-2022.

Student Learning

Student Learning Summary

Katherine Johnson Technology Magnet Academy (KJTMA) continues to demonstrate strong student learning outcomes as evidenced by 2025-2026 STAAR performance results. Across all tested subjects, students achieved **76% Approaches Grade Level or Above, 52% Meets Grade Level or Above, and 24% Masters Grade Level**, reflecting consistent academic achievement and steady growth over the past five years.

Campus performance trends indicate that student learning has remained strong despite increasingly rigorous assessment standards. Since 2021-2022, Approaches performance has increased from **74% to 76%**, Meets performance has improved from **48% to 52%**, and Masters performance has increased from **23% to 24%**. These gains demonstrate sustained progress and the effectiveness of instructional systems designed to support student achievement.

Student learning outcomes were strong across all tested content areas:

Subject	Approaches	Meets	Masters
Reading/Language Arts	77%	56%	24%
Mathematics	73%	47%	20%
Science	79%	54%	28%
Social Studies	77%	52%	27%

Science emerged as the highest-performing content area, with nearly four out of five students meeting the Approaches standard and more than one-quarter performing at the Masters level. Reading Language Arts also demonstrated strong performance, with 56% of students achieving Meets Grade Level or Above. Social Studies showed similarly strong outcomes, particularly at the Masters level, where 27% of students demonstrated advanced understanding of the standards.

Mathematics remains an area of strength, with 73% of students achieving Approaches Grade Level and nearly half meeting grade-level expectations. While Mathematics trails Reading and Science in performance, student achievement remains strong and provides opportunities for continued growth.

The campus's strong performance is further supported by demographic factors that positively impact student learning, including low student mobility, low attrition rates, strong attendance, small class sizes, and a robust Gifted and Talented population. These conditions contribute to a stable learning environment that fosters academic success and continuous growth.

Overall, KJTMA students continue to demonstrate high levels of academic performance, critical thinking, and mastery of grade-level standards, positioning the campus for continued success in meeting the needs of all learners.

Student Learning Strengths

Strong Overall Academic Performance

- KJTMA achieved **76% Approaches Grade Level or Above**, **52% Meets Grade Level or Above**, and **24% Masters Grade Level** across all tested subjects.
- More than three-fourths of students are performing on or above grade level expectations.
- Nearly one-fourth of students demonstrate advanced mastery of the Texas Essential Knowledge and Skills (TEKS).

Consistent Growth Across Performance Levels

- Meets Grade Level performance increased from **48% in 2021-2022 to 52% in 2025-2026**.
- Masters performance improved from **23% to 24%**.
- Student learning outcomes have remained stable or improved despite increased rigor in state assessments.

High Achievement in Science

- Science represents the strongest content area on the campus:
 - **79% Approaches**
 - **54% Meets**
 - **28% Masters**
- Students consistently demonstrate strong scientific reasoning, problem-solving, and application of grade-level concepts.

Strong Literacy Outcomes

- Reading/Language Arts performance remains a campus strength:
 - **77% Approaches**
 - **56% Meets**
 - **24% Masters**
- More than half of students are meeting grade-level expectations, providing a strong foundation for success across all content areas.

Strong Performance in Social Studies

- Social Studies results demonstrate:
 - **77% Approaches**
 - **52% Meets**
 - **27% Masters**
- More than one in four students achieved advanced academic performance, indicating strong analytical and critical-thinking skills.

Significant Number of Advanced Learners

- **24% of students achieved the Masters Grade Level standard** across all tested subjects.

- This reflects a strong culture of academic excellence and supports the campus's magnet mission of providing rigorous learning opportunities.

Academic Stability Across Multiple Years

- Student performance has remained consistently strong from 2021-2022 through 2025-2026.
- The campus has avoided significant learning loss while continuing to improve the percentage of students achieving Meets and Masters performance levels.

Positive Learning Environment

Student learning is supported by several demographic and organizational strengths:

- Low mobility rate (**5.3%**)
- Low student attrition (**10.9%**)
- Zero retention across grade levels
- Low disciplinary placement rates (**0.4%**)
- Small class sizes that support individualized instruction

These factors contribute to increased instructional continuity and stronger student-teacher relationships.

Strong Foundation for Future Growth

- All content areas have at least **73% of students performing at or above grade level**.
- Every tested subject exceeded **47% Meets Grade Level** performance.
- Every tested subject recorded at least **20% Masters Grade Level** achievement.

These results demonstrate that KJTMA students are not only meeting academic standards but are increasingly demonstrating higher levels of mastery and readiness for future academic challenges.

Summary Statement

KJTMA's student learning strengths include **high overall STAAR performance, consistent growth across performance levels, strong achievement in Science and Reading, a substantial percentage of students achieving Masters performance, and a stable learning environment that supports academic success.** These outcomes reflect the effectiveness of the campus's instructional program and its commitment to preparing students for continued success in high school, college, and future careers.

Student Learning Strengths:

Select or adapt a minimum of 5

- ☒ Overall, student performance on STAAR reading and math has improved.

- ☒ A majority of students are meeting their projected growth in reading and math on i-Ready.
- ☒ Our school's STAAR progress measure shows that students are achieving or meeting their STAAR progress goals.
- ☒ Our school's Closing the Gaps score reinforces our work on ensuring all student groups are successful.
- ☒ Other: **Special education students are showing strong performance in i-Ready.**

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of students meeting their goals on i-Ready is below the national norm, as evidenced by the end-of-year data showing 38% of students failing to reach target in math and 34% of students failing to reach target in reading, because

Root Cause: some teachers are not utilizing effective Tier 1 instructional strategies and differentiating based on individual student needs.

Problem Statement 2 (Prioritized): There is a need to increase the percentage of students who are performing at (Meets) or above (masters) the grade level expectations in the area of Mathematics. The Mathematics scores were significantly lower than the other content areas.

Root Cause: The students missed foundational numeracy skills during the pandemic which negatively impacted their conceptual understanding of Mathematics. Students in grades 3, 4, and 5 did not have Math teachers for the entire 2023-2024 school year.

Problem Statement 3 (Prioritized): Some students are not meeting or exceeding their individual growth goals as indicated by normed reference assessments. The data also did not accurately indicate where teachers were.

Root Cause: It is more challenging to see growth in students who are already performing at a high level. In addition, the teachers were still learning how to interpret the i-ready data and effectively utilize it to make instructional decisions.

Problem Statement 4 (Prioritized): There is a need to increase the percentage of student performance in the area of Science. The 5th grade Science scores were significantly lower than the other content areas

Root Cause: Students do not have access to hands-on, experiential learning, or the engineering design process in each of their lessons.

Problem Statement 5: There is not a 100% commitment to the oaths of agreement by the different stakeholders.

Root Cause: The communication between the school and the community needs to be further streamlined and all of the activities and need to be tied to the mission and vision of the campus

Problem Statement 6 (Prioritized): There is a need to implement an effective GT program at KJTMA in order to better serve our GT population of students.

Root Cause: The district has not had GT coordinators in the past.

School Processes & Programs

School Processes & Programs Summary

Campus Processes and Programs Summary

Katherine Johnson Technology Magnet Academy teachers and staff participate in a variety of activities designed to promote personal and collective learning that inspires curiosity and consciousness, develops character, builds courage, and nurtures compassion, enabling our students to learn and grow at the highest levels. Department and grade level leads meet weekly for the purpose of reviewing the expectations for the week for their content and grade level. Leadership has established expectations for routine planning and data analysis, and communicates these expectations through the following means: Weekly Staff Newsletter, campus messaging (GroupMe), & email.

Professional development is provided for KJTMA's teachers on DeSoto's comprehensive literacy plan and comprehensive numeracy plan to ensure research-based and aligned instructional practices. Additionally, this year, teachers received professional development in the following areas: technology integration in the classroom, small groups, stations, gifted and talented foundations, problem and project-based learning, effective teaching strategies and best practices, and vertical alignment planning. TEKS-aligned resources and materials are used for all instruction.

Katherine Johnson TMA teachers and staff collaborate with colleagues, Academic Facilitators and campus administration to plan, implement, monitor, and adjust practices to best meet the needs of our students. Social-emotional learning and School-Wide Positive Behavior Intervention Systems help build and maintain a safe and healthy learning environment. Additionally, our campus offers a variety of student programs and services, including family-school engagement opportunities, to support student learning, a well-rounded education, and an optimal learning environment. Those programs include but are not limited to: G/T, STEM, Fine Arts, social/campus clubs, etc.

Processes and procedures have been set forth to ensure consistency of practice, equity, and alignment among staff. Our staff is empowered and engaged in determining these defined processes and procedures through a shared decision-making process. Our shared decision-making process consists of collaborative input from a variety of campus and community stakeholders. This includes campus committees for behavior intervention, the Campus Improvement Plan (CIP), the Comprehensive Needs Assessment (CNA), and Site-Based Decision Making and Title I committees. Grade-level and department leaders contribute to instructional planning and data-driven decisions, while our Parent Teacher Association (PTA) and community partners provide valuable perspectives that support student success. This inclusive structure promotes transparency, shared ownership, and alignment with campus and district goals.

School Processes & Programs Strengths

Campus Processes and Program Strengths:

Select a minimum of 5

- ☒ Efforts are being made to increase safety and security on our campus.
- ☒ Professional learning communities utilize data to inform instructional planning and ensure alignment.
- ☒ The new teacher mentoring program supports new staff in becoming an integral part of our campus culture.
- ☒ Quality professional development opportunities are routinely provided to teachers and leaders.
- ☒ Leaders have defined processes and procedures and ensure alignment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Newer teachers (0-3 years of experience) have struggled to effectively manage student behavior, as evidenced by the high number of office referrals coming from these classrooms, because (select one)

Root Cause: routine observations and coaching have not occurred to consistently support these teachers in student management.

Problem Statement 2 (Prioritized): There is not enough instructional time to adequately meet the diverse learning needs of our students, as evidenced by including only 31.75% of 4th grade students and 39.68% of 6th grade students meeting grade level in Math, and only 31.75% of 4th grade students and 40.98% of 3rd grade students meeting grade level in Reading - of students failing to pass STAAR, because

Root Cause: there are no defined expectations for how instructional time should be utilized.

Problem Statement 3: Campus budget allocations and expenditures are not consistently reviewed throughout the year to verify that financial resources remain aligned with the highest-priority student learning needs identified in the CNA.

Root Cause: A consistent quarterly process for reviewing budget allocations, expenditures, remaining balances, and CNA priorities has not been fully established, which can limit the campus's ability to make timely adjustments and strategically redirect available funds.

Problem Statement 4: Staff access to instructional materials, technology, and supplemental resources is not consistently monitored to ensure that all teachers have the resources necessary to provide rigorous Tier 1 instruction, intervention, enrichment, and advanced learning opportunities.

Root Cause: The campus needs a more systematic process for identifying instructional resource gaps, gathering staff feedback, prioritizing purchases based on student data, and monitoring the distribution and instructional use of purchased resources.

Problem Statement 5: Staffing, supplemental pay, professional learning, intervention supports, and program funding are not consistently evaluated against student performance data and documented CNA needs to determine their impact on student achievement.

Root Cause: Campus staffing and funding decisions have not always been supported by a formal process that connects student achievement data, CNA priorities, personnel allocations, program expenditures, and evidence of instructional impact.

Perceptions

Perceptions Summary

Perceptions Summary:

Katherine Johnson has worked to create a positive perception of the campus, both internally and externally, by fostering a culture and learning environment that is safe and appealing to all stakeholders. To ensure our students and staff feel safe at school, we have implemented the following efforts this past year: **Circle Lessons, Daily backpack check and body scan, Crisis Response Team, Regional Care Team, celebrate diversity, No Bullying/Bullying Prevention program, Beautification and upkeep of campus, held monthly parent PLC (Propelling Learners' Characteristics), provided consistent support to all scholars, parents, teachers, and staff.**

The social, emotional, and behavioral wellness of our students continues to be a priority for our district and campus. This past year, we had 26 discipline referrals and increased suspensions by 6 (zero recorded in 2024). Our counselors have also played a key role in supporting our students. Our counselors held daily individual or group sessions with students this year, and conducted 92 guidance lessons. This data indicates that, although our efforts to support student wellness are yielding some positive results, we are continuing to work on improving in targeted areas. These areas include **Early identification and interventions by meeting with teachers, restorative practices, increased student voice and leadership with student led groups such as peer mediators and student ambassadors. Also provide support for new or transitioned students to KJTMA.**

We recognize that creating a positive climate for our staff leads to a positive learning environment for our students. Therefore, we have strived to ensure all staff feel supported, appreciated, and empowered. Our staff has indicated that the following efforts have influenced their overall satisfaction.

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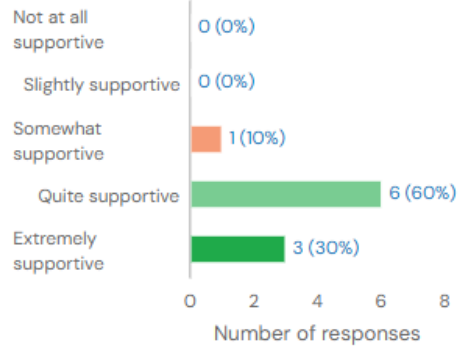
QUESTION

✓ When new initiatives are presented at your school, how supportive are your colleagues?

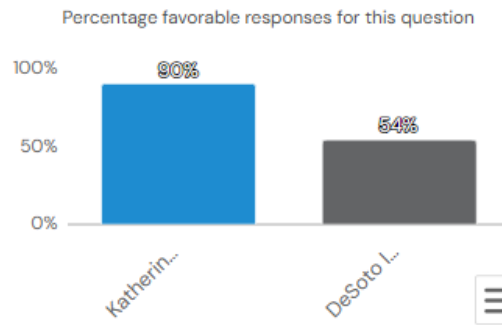
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Answer distribution



Favorability compared with others



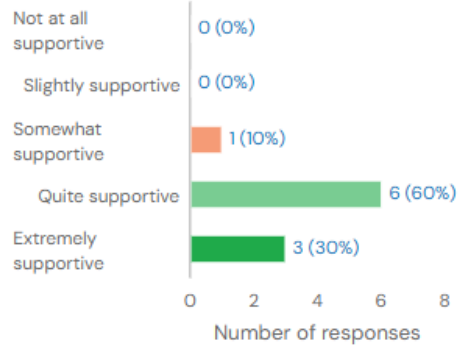
QUESTION

✓ When new initiatives are presented at your school, how supportive are your colleagues?

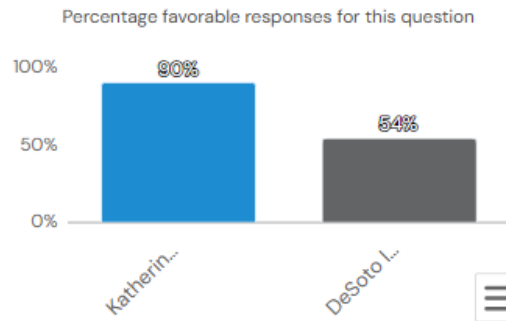
90%
responded
favorably

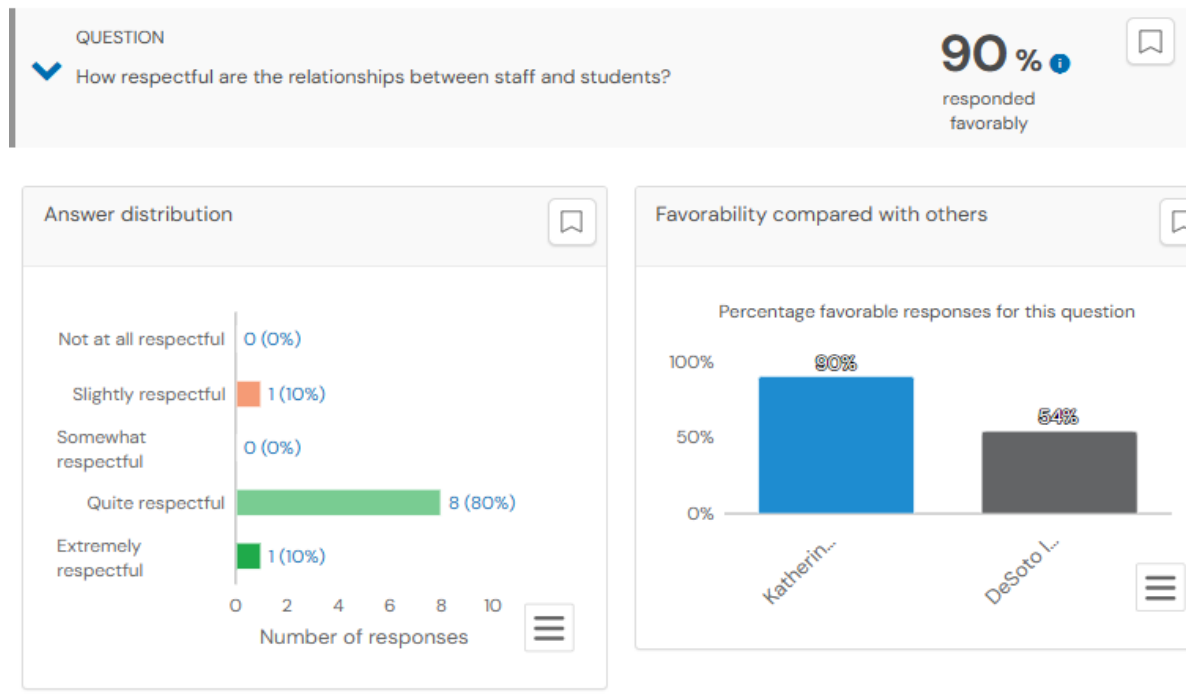


Answer distribution



Favorability compared with others





Each year, we measure and analyze our stakeholder perception data. This past year, we made gains in 68% of the overall categories.

- Teachers: 7 of 7 categories made gains.
- Staff: 6 of 6 categories made gains.
- Families: 4 of 4 categories made gains.
- Community: 2 of 2 categories made gains.
- Students: 2 of 5 categories made gains.

Through a service-minded approach, we will continue to foster a positive culture for our students, staff, and families, ensuring they feel safe, valued, and welcome.

Perceptions Strengths

Perceptions Strengths:

Select or adapt a minimum of 5

- ☒ Strong volunteerism by parents and the community.

- ☒ High levels of staff satisfaction and engagement.
- ☒ Teachers have high expectations for students.
- ☒ Well-managed classrooms with strong student/teacher rapport.
- ☒ There is a strong feeling of safety among students and staff.
- ☒ The counseling program has been effective in meeting students' social/emotional needs.
- ☒ Other: **Professional learning and growth are prioritized for staff.**

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of overall student engagement as evidenced by a 63% positive response rate on the Panorama survey, because (select one)

Root Cause: there is limited time spent on building relationships with students and understanding what motivates them.

Problem Statement 2 (Prioritized): There is a perceived lack of communication between teachers and leadership as evidenced by the 61% satisfaction rating on the Panorama survey, because

Root Cause: staff feedback is not being gathered before key leadership decisions are made.

Priority Problem Statements

Problem Statement 1: There is a need to implement an effective GT program at KJTMA in order to better serve our GT population of students.

Root Cause 1: The district has not had GT coordinators in the past.

Problem Statement 1 Areas: Student Achievement - School Organization - Student Learning

Problem Statement 2: The demographics include a population of students who may not have met the criterion to perform at the expected level of rigor.

Root Cause 2: KJTMA is a magnet school that transitioned from students being assigned to the campus to now having to go through the application process. The transition took place in 2021-2022.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Some students are not meeting or exceeding their individual growth goals as indicated by normed reference assessments. The data also did not accurately indicate where teachers were.

Root Cause 3: It is more challenging to see growth in students who are already performing at a high level. In addition, the teachers were still learning how to interpret the iready data and effectively utilize it to make instructional decisions.

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 4: There is a need to increase the percentage of student performance in the area of Science. The 5th grade Science scores were significantly lower than the other content areas

Root Cause 4: Students do not have access to hands-on, experiential learning, or the engineering design process in each of their lessons.

Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 5: There is a need to increase the percentage of students who are performing at (Meets) or above (masters) the grade level expectations in the area of Mathematics. The Mathematics scores were significantly lower than the other content areas.

Root Cause 5: The students missed foundational numeracy skills during the pandemic which negatively impacted their conceptual understanding of Mathematics. Students in grades 3, 4, and 5 did not have Math teachers for the entire 2023-2024 school year.

Problem Statement 5 Areas: Student Achievement - Student Learning

Problem Statement 6: A majority of our teaching staff are novices with limited experience and instructional knowledge, as evidenced by the 17.9% of teachers with 0-5 years of experience, because

Root Cause 6: we are not effectively supporting our new teachers through training, coaching, and resources.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention - Demographics

Problem Statement 7: The number of students meeting their goals on i-Ready is below the national norm, as evidenced by the end-of-year data showing 38% of students failing to

reach target in math and 34% of students failing to reach target in reading, because

Root Cause 7: some teachers are not utilizing effective Tier 1 instructional strategies and differentiating based on individual student needs.

Problem Statement 7 Areas: Student Achievement - Student Learning

Problem Statement 8: Newer teachers (0-3 years of experience) have struggled to effectively manage student behavior, as evidenced by the high number of office referrals coming from these classrooms, because (select one)

Root Cause 8: routine observations and coaching have not occurred to consistently support these teachers in student management.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is not enough instructional time to adequately meet the diverse learning needs of our students, as evidenced by including only 31.75% of 4th grade students and 39.68% of 6th grade students meeting grade level in Math, and only 31.75% of 4th grade students and 40.98% of 3rd grade students meeting grade level in Reading - of students failing to pass STAAR, because

Root Cause 9: there are no defined expectations for how instructional time should be utilized.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a lack of overall student engagement as evidenced by a 63% positive response rate on the Panorama survey, because (select one)

Root Cause 10: there is limited time spent on building relationships with students and understanding what motivates them.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: There is a perceived lack of communication between teachers and leadership as evidenced by the 61% satisfaction rating on the Panorama survey, because

Root Cause 11: staff feedback is not being gathered before key leadership decisions are made.

Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- PSAT
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Attains maximum student achievement through relevant and rigorous instructional programs.

Performance Objective 1: The percentage of students performing at the Meets grade level or above on the STAAR Math assessment in grades 3 through 8 will increase from 57% in 2026 to 65% in 2027, as students shift to Meets and/or Masters performance levels.

High Priority

HB3 Goal

Evaluation Data Sources: 2027 Spring STAAR Math, walkthroughs, observations, PLC, data meetings, i-Ready performance, and STAAR Interim performance.

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted mathematics intervention groups and acceleration workshops for all grades 3-8 students through daily small group instruction, manipulative-based learning, and conceptual understanding development to increase to higher performance levels by at least 10% by spring 2027. Strategy's Expected Result/Impact: Enhanced mathematical conceptual understanding will result from intensive small group instruction focused on foundational skills and grade-level standards mastery. Improved student confidence in mathematics will develop through success-oriented learning experiences using concrete manipulatives and visual representations. Increased teacher expertise in mathematics intervention strategies will strengthen instructional effectiveness across all grade levels. Strengthened mathematical reasoning and problem-solving abilities will emerge as students receive targeted support in areas of greatest need. Staff Responsible for Monitoring: Academic Facilitors, Campus Administration, and Department or Team Leads. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership Problem Statements: Student Learning 1, 2 - Student Achievement 2, 4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: To improve math achievement by May 2027, the academy will use data-driven targeted instruction and targeted remediation to close subgroup gaps by 5 points. Strategy's Expected Result/Impact: Systematic remediation of foundational mathematics skills will result in improved readiness for grade-level content and increased assessment performance. Enhanced differentiated instruction capabilities among teachers will develop through implementation of varied instructional approaches for diverse learning needs. Increased student engagement and motivation in mathematics will emerge from receiving appropriately challenging and supportive learning experiences. Strengthened vertical alignment of mathematics curriculum will ensure students build prerequisite skills necessary for continued academic advancement. Staff Responsible for Monitoring: Team or Department Leads, Campus Administrators, Academic Facilitators and District Leaders. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 2, 3 - Student Achievement 1, 2, 4 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Monitor individual mathematics progress in grades 3-8 through weekly formative assessments, collaborative planning and immediate instructional adjustments to move students into higher performance levels to extend growth to increase the number of high-performing students. Strategy's Expected Result/Impact: Timely identification and remediation of specific mathematics skill gaps will result from frequent progress monitoring and responsive instructional practices. Improved collaborative culture among mathematics teachers will strengthen their collective ability to address student learning needs effectively. Enhanced data-driven decision making will develop as teachers use assessment results to inform daily instruction and intervention strategies. Strengthened student self-awareness of mathematics learning progress will emerge through regular feedback and goal-setting conferences focused on skill mastery and achievement advancement. Staff Responsible for Monitoring: Teacher Mentors, Campus Administrators, Academic Facilitators, and Team/ Department Leads TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 2, 3 - Student Achievement 1, 2, 4 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The number of students meeting their goals on i-Ready is below the national norm, as evidenced by the end-of-year data showing 38% of students failing to reach target in math and 34% of students failing to reach target in reading, because **Root Cause:** some teachers are not utilizing effective Tier 1 instructional strategies and differentiating based on individual student needs.

Problem Statement 2: There is a need to increase the percentage of students who are performing at (Meets) or above (masters) the grade level expectations in the area of Mathematics. The Mathematics scores were significantly lower than the other content areas. **Root Cause:** The students missed foundational numeracy skills during the pandemic which negatively impacted their conceptual understanding of Mathematics. Students in grades 3, 4, and 5 did not have Math teachers for the entire 2023-2024 school year.

Problem Statement 3: Some students are not meeting or exceeding their individual growth goals as indicated by normed reference assessments. The data also did not accurately indicate where teachers were. **Root Cause:** It is more challenging to see growth in students who are already performing at a high level. In addition, the teachers were still learning how to interpret the iReady data and effectively utilize it to make instructional decisions.

Goal 1: Attains maximum student achievement through relevant and rigorous instructional programs.

Performance Objective 2: The percentage of students performing at the Meets grade level or above on the STAAR Reading Language Arts assessment in grades 3 through 8 will increase from 78% in 2026 to 85% in 2027, as students increase Meets and/or Masters performance levels through the full implementation of i-Ready Reading and daily use of engagement strategies outlined in district lesson plans.

High Priority

HB3 Goal

Evaluation Data Sources: i-Ready participation/performance data, STAAR Interim and 2026 Spring STAAR RLA data, PLC, data meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide targeted tutoring and intervention support for grades 6-8 students using i-Ready Reading diagnostics and personalized learning pathways. Students identified as below grade level will participate in 45 minutes of focused intervention practice, supported by quarterly diagnostic assessments and weekly progress monitoring. Teachers will analyze i-Ready data and D.O.L.s monthly to refine tutoring and intervention plans, close learning gaps, and monitor student growth. Academic facilitators and administrators will monitor implementation, student usage, and progress. Strategy's Expected Result/Impact: This approach will increase student participation rates by 25% and improve reading comprehension skills, directly supporting the objective to raise STAAR performance to 76% Meets/Masters level by 2026. Staff Responsible for Monitoring: Team/Department Leads, Teacher Mentors, Campus Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 3 - Student Achievement 1, 4 - Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			
Strategy 2: Execute daily implementation of district-approved engagement strategies outlined in lesson plans across all middle school Reading Language Arts classes through daily use of interactive reading techniques, collaborative learning structures, and student-centered discussion protocols. Teachers will incorporate engagement strategies such as think-pair-share, close reading annotations, literature circles, and digital discussion platforms into every lesson, while maintaining detailed logs of strategy usage and student response data. Strategy's Expected Result/Impact: This approach will increase student participation rates by 25% and improve reading comprehension skills, directly supporting the objective to raise STAAR performance to 87.3% Meets/Masters level by 2026. Staff Responsible for Monitoring: Team/department leads, teacher mentors and campus administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 2 - Student Learning 1, 3, 6 - Student Achievement 1, 4, 6 - Curriculum, Instruction, and Assessment 2 - School Organization 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Establish intensive reading intervention and acceleration programs through small group instruction, daily 30-minute targeted sessions, and individualized support plans. Teachers will identify students needing intervention using i-Ready diagnostic data and previous STAAR scores, then provide targeted instruction focused on phonics, fluency, vocabulary, and comprehension strategies to advance students. Strategy's Expected Result/Impact: This comprehensive intervention approach will result in 80% of identified at-risk students improving by at least one performance level on STAAR Reading assessments, contributing significantly to achieving the 87.3% Meets/Masters target. Staff Responsible for Monitoring: Teacher mentors, campus administration and district leaders. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 3, 6 - Student Achievement 1, 4, 6 - Curriculum, Instruction, and Assessment 2 - School Organization 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: The demographics include a population of students who may not have met the criterion to perform at the expected level of rigor. **Root Cause:** KJTMA is a magnet school that transitioned from students being assigned to the campus to now having to go through the application process. The transition took place in 2021-2022.

Student Learning

Problem Statement 1: The number of students meeting their goals on i-Ready is below the national norm, as evidenced by the end-of-year data showing 38% of students failing to reach target in math and 34% of students failing to reach target in reading, because **Root Cause:** some teachers are not utilizing effective Tier 1 instructional strategies and differentiating based on individual student needs.

Problem Statement 3: Some students are not meeting or exceeding their individual growth goals as indicated by normed reference assessments. The data also did not accurately indicate where teachers were. **Root Cause:** It is more challenging to see growth in students who are already performing at a high level. In addition, the teachers were still learning how to interpret the i-ready data and effectively utilize it to make instructional decisions.

Problem Statement 6: There is a need to implement an effective GT program at KJTMA in order to better serve our GT population of students. **Root Cause:** The district has not had GT coordinators in the past.

Goal 1: Attains maximum student achievement through relevant and rigorous instructional programs.

Performance Objective 3: The percentage of students performing at the Meets grade level or above on the STAAR Science assessment in grade 5 and 8 will increase from 44% in 2025 to 50% in 2027, by leveraging daily PLCs for lesson internalization, small group intervention based on classroom and pre-assessment data, and targeted use of high-yield instructional strategies.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Interim, 2026 Spring STAAR, walkthroughs and observations, PLCs, i-Ready performance, DOLs and TIA assessment data.

Strategy 1 Details	Reviews			
Strategy 1: Facilitate daily PLCs focused on internalizing and adapting district-provided STAAR-aligned science lessons for 5th & 8th-grade instruction, led by academic facilitators and department leads, with support from campus administrators to ensure alignment with district lesson plan slide decks, instructional best practices and student needs. Strategy's Expected Result/Impact: 100% of 5th & 8th-grade science teachers will engage in PLCs that include discussion of instructional intent, anticipated misconceptions, and planned scaffolds based on student needs. Staff Responsible for Monitoring: Academic Facilitator (Lead); Department Lead (Facilitator); Campus Administrators (Monitor) Problem Statements: Demographics 2 - Student Learning 3 - Student Achievement 1 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement targeted small group interventions using classroom performance and pre-assessment data for 5th & 8th-grade science students, led by teachers, with monitoring and support from academic facilitators and campus administrators to ensure instructional gaps are addressed effectively through science labs and win time. Strategy's Expected Result/Impact: At least 85% of identified students will participate in small group science interventions weekly, with biweekly data reviews to adjust instruction. Staff Responsible for Monitoring: Teachers (Lead), Academic Facilitator (Support), Campus Administrators (Monitor) Problem Statements: Student Learning 3, 4 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 2, 3	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Coach and monitor the consistent use of high-yield instructional strategies such as checks for understanding, academic vocabulary, and visual models in 8th-grade science classrooms, conducted by campus administrators and academic facilitators, and reinforced in PLCs by department leads. Strategy's Expected Result/Impact: 90% of walkthroughs in 5th & 8th-grade science will show consistent use of at least one high-yield instructional strategy by February 2027. Staff Responsible for Monitoring: Campus Administrators (Lead), Academic Facilitator (Coach), Department Lead (Reinforce in PLCs) Problem Statements: Demographics 1 - Student Learning 3, 4 - Student Achievement 1, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2, 3		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: A majority of our teaching staff are novices with limited experience and instructional knowledge, as evidenced by the 17.9% of teachers with 0-5 years of experience, because Root Cause: we are not effectively supporting our new teachers through training, coaching, and resources.
Problem Statement 2: The demographics include a population of students who may not have met the criterion to perform at the expected level of rigor. Root Cause: KJTMA is a magnet school that transitioned from students being assigned to the campus to now having to go through the application process. The transition took place in 2021-2022.
Student Learning
Problem Statement 3: Some students are not meeting or exceeding their individual growth goals as indicated by normed reference assessments. The data also did not accurately indicate where teachers were. Root Cause: It is more challenging to see growth in students who are already performing at a high level. In addition, the teachers were still learning how to interpret the iready data and effectively utilize it to make instructional decisions.
Problem Statement 4: There is a need to increase the percentage of student performance in the area of Science. The 5th grade Science scores were significantly lower than the other content areas Root Cause: Students do not have access to hands-on, experiential learning, or the engineering design process in each of their lessons.

Goal 1: Attains maximum student achievement through relevant and rigorous instructional programs.

Performance Objective 4: The percentage of campus professional development annually for all teachers focusing on differentiated instruction, GT foundations, student engagement strategies, and targeted interventions will increase from twice per semester to at least four sessions per semester in 2026-2027.

High Priority
HB3 Goal
Evaluation Data Sources: PLC's, walkthroughs, observations, small groups

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish teacher-led PLCs that meet bi-weekly to focus on differentiated instruction, GT foundations, student engagement strategies, and targeted interventions. Experienced teachers will serve as facilitators and mentors sharing best practices and modeling effective techniques during collaborative sessions. Strategy's Expected Result/Impact: Implementation of teacher-led PLCs will increase the frequency and effectiveness of job-embedded professional development, supporting the campus goal of providing at least four focused learning sessions per semester. This will strengthen teacher capacity in differentiated instruction, GT foundations, student engagement, and targeted interventions through ongoing collaboration, modeling, and shared best practices. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Instructional Coach(es), PLC Facilitators/Teacher Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 6 - Student Achievement 6 - Staff Quality, Recruitment, and Retention 2 - School Organization 1				

Strategy 2 Details		Reviews			
Strategy 2: Implement a systematic PD four session sequence each semester focused on differentiated instruction, GT foundations, student engagement strategies, and targeted interventions with campus instructional specialist, GT specialist, and administrators facilitating monthly workshops, research based practices, hands-on experience, and collaborative planning time. Strategy's Expected Result/Impact: The implementation of a structured four-session PD sequence each semester will ensure consistent, high-quality professional learning aligned to differentiated instruction, GT foundations, student engagement, and targeted interventions. This will increase teacher capacity through research-based practices, hands-on application, and collaborative planning, directly supporting the campus goal of at least four focused PD sessions per semester. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Instructional Specialist/Coach(es), GT Specialist Problem Statements: Demographics 1 - Student Learning 6 - Student Achievement 6 - Staff Quality, Recruitment, and Retention 2 - School Organization 1		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: A majority of our teaching staff are novices with limited experience and instructional knowledge, as evidenced by the 17.9% of teachers with 0-5 years of experience, because Root Cause: we are not effectively supporting our new teachers through training, coaching, and resources.
Student Learning
Problem Statement 6: There is a need to implement an effective GT program at KJTMA in order to better serve our GT population of students. Root Cause: The district has not had GT coordinators in the past.

Goal 2: Attracts, hires, and retains exemplary employees who are competent, caring, and inspiring role models.

Performance Objective 1: The percentage of new teachers will participate in a comprehensive mentoring program at 100% paired with accomplished veteran teachers for their first two years from 2025 to 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Classroom walkthrough data, teacher evaluation system data; Calibration walk; TLAC usage data; See it-Name it-Do it and Big Rock DeSoto Instructional Framework feedback documents; Summer Institute for Teachers, professional book study summaries and GT Summer P.D. for teachers and support staff.

Strategy 1 Details	Reviews			
Strategy 1: By September 2020, pair 100% of all new teachers with veteran teachers who demonstrate instructional excellence and leadership capacity, coordinated by campus administrators and academic facilitators, to provide ongoing modeling, feedback, and classroom support throughout their first two years of teaching. Strategy's Expected Result/Impact: 100% of teachers with 0-2 years of experience will be matched with a mentor by September 2025 and maintain monthly check-ins documented in a mentor log. Staff Responsible for Monitoring: Campus Administrators (Lead), Academic Facilitator (Support), Mentor Teacher (Implement) TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Perceptions 2 - Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Provide monthly mentoring meetings focused on classroom management, instructional strategies, and data-driven decision-making for new teachers, led by mentor teachers and supported by campus leadership, to build instructional confidence and teacher efficacy by May 2026. Strategy's Expected Result/Impact: 100% of new teachers will participate in monthly mentor-led development sessions, with attendance and feedback tracked through exit slips and reflection tools. Staff Responsible for Monitoring: Mentor Teacher (Lead), Assistant Principal (Monitor), Academic Facilitator (Support) TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - School Processes & Programs 1, 2 - Staff Quality, Recruitment, and Retention 2		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Coach mentor teachers on effective mentoring practices, including adult learning theory and differentiated support techniques for new teachers, through summer training and ongoing check-ins facilitated by academic facilitators and campus administrators. Teachers completing the mentor training are expected to be retained for the next 2026-2027 school year. Strategy's Expected Result/Impact: 100% of mentor teachers will complete mentor training by August 2025 and participate in at least two follow-up sessions during the school year. Staff Responsible for Monitoring: Academic Facilitator (Lead), Campus Administrators (Monitor) TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 6 - Student Achievement 6 - School Processes & Programs 1, 2 - Perceptions 2 - Staff Quality, Recruitment, and Retention 2 - School Organization 1		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A majority of our teaching staff are novices with limited experience and instructional knowledge, as evidenced by the 17.9% of teachers with 0-5 years of experience, because Root Cause: we are not effectively supporting our new teachers through training, coaching, and resources.
Student Learning
Problem Statement 6: There is a need to implement an effective GT program at KJTMA in order to better serve our GT population of students. Root Cause: The district has not had GT coordinators in the past.
School Processes & Programs
Problem Statement 1: Newer teachers (0-3 years of experience) have struggled to effectively manage student behavior, as evidenced by the high number of office referrals coming from these classrooms, because (select one) Root Cause: routine observations and coaching have not occurred to consistently support these teachers in student management.
Problem Statement 2: There is not enough instructional time to adequately meet the diverse learning needs of our students, as evidenced by including only 31.75% of 4th grade students and 39.68% of 6th grade students meeting grade level in Math, and only 31.75% of 4th grade students and 40.98% of 3rd grade students meeting grade level in Reading - of students failing to pass STAAR, because Root Cause: there are no defined expectations for how instructional time should be utilized.
Perceptions
Problem Statement 2: There is a perceived lack of communication between teachers and leadership as evidenced by the 61% satisfaction rating on the Panorama survey, because Root Cause: staff feedback is not being gathered before key leadership decisions are made.

Goal 2: Attracts, hires, and retains exemplary employees who are competent, caring, and inspiring role models.

Performance Objective 2: The percentage of check-ins will increase from monthly in 25-2026 to bi-monthly in 26-2027 with new teachers to address challenges and provide additional resources and support as needed.

- High Priority**
- HB3 Goal**
- Evaluation Data Sources:** walkthroughs; teacher feedback, team observations and feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus administrators, instructional specialist, and mentors will conduct structured check-ins with new teachers focusing on teacher well-being classroom management strategies, curriculum implementation, data analysis, and student engagement techniques to advance new teachers' effectiveness to improve student achievement at Meets and Masters performance levels. Strategy's Expected Result/Impact: Teacher will identify and close gaps in order to ensure that each student meets their growth targets Staff Responsible for Monitoring: All teachers; instructional coaches and all teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 2 - Staff Quality, Recruitment, and Retention 2				

Strategy 2 Details	Reviews			
Strategy 2: Establish weekly PLCs focused on data-driven instruction and collaborative lesson planning to enhance teacher effectiveness and student achievement. Academic facilitators and administrators will guide PLC discussions and provide ongoing coaching support to ensure consistent implementation of high-impact teaching strategies. This strategy will result in at least 85% of teachers demonstrating improved instructional practices and contribute to overall campus achievement goals through enhanced collaboration and data-informed decision-making. Strategy's Expected Result/Impact: Teachers will use data to identify and address gaps in achievement through personalization and small group instruction Staff Responsible for Monitoring: Administrators; Instructional Specialist; all Teachers TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 6 - Student Achievement 6 - School Processes & Programs 1 - Staff Quality, Recruitment, and Retention 2 - School Organization 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus level leaders will engage in calibration walks three times a week to ensure that campus instructional practices are aligned to the district's expectations by using TTESS rubric and district weekly look-fors while offering timely coaching and feedback. Strategy's Expected Result/Impact: 85% of classrooms will receive a proficient score, according to the Instructional Framework rubric, during calibration walks Staff Responsible for Monitoring: Staff Responsible for Monitoring Administrators, ICs TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 6 - Student Achievement 6 - School Processes & Programs 1, 2 - Perceptions 2 - Staff Quality, Recruitment, and Retention 2 - School Organization 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: A majority of our teaching staff are novices with limited experience and instructional knowledge, as evidenced by the 17.9% of teachers with 0-5 years of experience, because Root Cause: we are not effectively supporting our new teachers through training, coaching, and resources.
Student Learning
Problem Statement 6: There is a need to implement an effective GT program at KJTMA in order to better serve our GT population of students. Root Cause: The district has not had GT coordinators in the past.
School Processes & Programs
Problem Statement 1: Newer teachers (0-3 years of experience) have struggled to effectively manage student behavior, as evidenced by the high number of office referrals coming from these classrooms, because (select one) Root Cause: routine observations and coaching have not occurred to consistently support these teachers in student management.
Problem Statement 2: There is not enough instructional time to adequately meet the diverse learning needs of our students, as evidenced by including only 31.75% of 4th grade students and 39.68% of 6th grade students meeting grade level in Math, and only 31.75% of 4th grade students and 40.98% of 3rd grade students meeting grade level in Reading - of students failing to pass STAAR, because Root Cause: there are no defined expectations for how instructional time should be utilized.
Perceptions
Problem Statement 2: There is a perceived lack of communication between teachers and leadership as evidenced by the 61% satisfaction rating on the Panorama survey, because Root Cause: staff feedback is not being gathered before key leadership decisions are made.

Goal 2: Attracts, hires, and retains exemplary employees who are competent, caring, and inspiring role models.

Performance Objective 3: Increase student achievement in the Meets and Mastery levels by 10% by providing daily STEM/STEAM learning opportunities for scholars of all grade levels in the following areas: Tier 1 instruction, tutorials, rotating intervention groups with general education teachers, and interventionists who specialize in Gifted and Talented Learning and specific content areas focused on extended learning, PBLs, and targeted needs by April 2027.

High Priority
HB3 Goal

Evaluation Data Sources: Intervention logs, Tutorial logs, classroom content assessments, Common Assessment scores, i-Ready data, STAAR Scores,

Strategy 1 Details	Reviews			
Strategy 1: By April 2026, 90% of classrooms will implement at least one STEM/STEAM-based projects and problem-based learning (PBL) activities into Tier 1 instruction across all grade levels, designed and delivered by classroom teachers with support from academic facilitators, GT Leads, and K-3 interventionists, to increase instructional rigor, student engagement, and real-world application. Strategy's Expected Result/Impact: By April 2026, 90% of classrooms will implement at least one STEM/STEAM-aligned PBL unit per grading period, as verified through lesson plans and classroom walkthroughs. Staff Responsible for Monitoring: Teachers (Lead), Academic Facilitators (Support), GT Leads and K-3 Interventionists (Collaborate), Campus Administrators (Monitor) TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 2 - Student Learning 3, 6 - Student Achievement 1, 6 - Curriculum, Instruction, and Assessment 2 - School Organization 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: 100% of students identified for targeted STEAM support will participate in weekly enrichment sessions that are implemented through rotating STEM/STEAM intervention groups facilitated by general education teachers, content-area interventionists, K-3 interventionists, and GT Leads, designed to address both remediation and enrichment needs through targeted tutorials and concept-specific supports by May 2026. Strategy's Expected Result/Impact: 100% of students identified for targeted STEM/STEAM support will participate in weekly intervention or enrichment sessions, with attendance and progress monitored in an intervention tracker reviewed biweekly. Staff Responsible for Monitoring: Teachers (Implement), K-3 Interventionists and GT Leads (Lead by grade bands), Academic Facilitators (Coordinate), Campus Administrators (Monitor) TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 2 - Student Learning 3, 6 - Student Achievement 1, 6 - Curriculum, Instruction, and Assessment 2 - School Organization 1		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Differentiate STEM/STEAM learning during extended day tutorials and intervention periods for at least 75% of Gifted and Talented students and advanced learners, led by GT Leads and supported by classroom teachers and K-3 interventionists, with a focus on extending grade-level TEKS through inquiry-based learning by May 2026. Strategy's Expected Result/Impact: At least 75% of students participating in extended STEM/STEAM tutorials or enrichment will show growth on teacher-created performance tasks or common assessments by May 2026. Staff Responsible for Monitoring: GT Leads (Lead), K-3 Interventionists (Support in lower grades), Teachers (Implement), Academic Facilitators (Monitor), Campus Administrators (Review and Support) TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 2 - Student Learning 3, 6 - Student Achievement 1, 6 - Curriculum, Instruction, and Assessment 2 - School Organization 1		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: The demographics include a population of students who may not have met the criterion to perform at the expected level of rigor. **Root Cause:** KJTMA is a magnet school that transitioned from students being assigned to the campus to now having to go through the application process. The transition took place in 2021-2022.

Student Learning

Problem Statement 3: Some students are not meeting or exceeding their individual growth goals as indicated by normed reference assessments. The data also did not accurately indicate where teachers were. **Root Cause:** It is more challenging to see growth in students who are already performing at a high level. In addition, the teachers were still learning how to interpret the iready data and effectively utilize it to make instructional decisions.

Problem Statement 6: There is a need to implement an effective GT program at KJTMA in order to better serve our GT population of students. **Root Cause:** The district has not had GT coordinators in the past.

Goal 3: Initiates and supports thriving partnerships with the home and community, which are immersed in students' educational experience, with an emphasis on strengthening learning in science and social studies.

Performance Objective 1: By May 2027, KJTMA will increase the percentage of families and community partners actively participating in science, social studies, and campus engagement opportunities such as family science nights, history heritage events, field experiences, and guest experts by 10% from the 2026-2027 baseline.

- High Priority**
- HB3 Goal**
- Evaluation Data Sources:** Family engagement event attendance/sign-in sheets
- Parent/guardian volunteer logs
- PTA/PTSA participation and membership data
- Community partner participation logs
- ClassDojo/communication engagement data
- Family surveys
- Student/family feedback surveys
- Campus event participation records
- Parent conference/academic event participation
- End-of-year comparison of participation data to baseline

Strategy 1 Details	Reviews			
Strategy 1: Create Meaningful Academic Family Engagement Opportunities Strategy's Expected Result/Impact: Develop quarterly family learning opportunities that directly connect parents and guardians to what students are learning in the classroom. Examples may include STEM nights, literacy/math nights, academic showcases, curriculum workshops, and student-led learning experiences. Staff Responsible for Monitoring: Instructional Specialist, Teachers, Campus Administration, PTA/PTSA ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Establish consistent two-way communication systems that provide families with timely information about academics, campus events, student progress, and opportunities to support learning. Utilize ClassDojo, newsletters, parent meetings, surveys, phone communication, and other campus communication platforms. Strategy's Expected Result/Impact: Increased family awareness of academic and campus opportunities. Increased parent/guardian response and participation. Families feel informed and valued as educational partners. Communication barriers are identified and addressed Staff Responsible for Monitoring: Teachers, Instructional Specialist, Campus Administration, Family Engagement Team ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop and maintain partnerships with local businesses, organizations, universities, civic groups, and community agencies that can provide students with mentoring, career awareness, STEM experiences, resources, volunteers, and enrichment opportunities. Strategy's Expected Result/Impact: Increase the number of active community partnerships. Provide students with authentic learning and career-connected experiences. Increase community volunteer and mentor participation. Connect families with additional resources and opportunities. Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, Community/Family Engagement Team, PTA/PTSA ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: There is not enough instructional time to adequately meet the diverse learning needs of our students, as evidenced by including only 31.75% of 4th grade students and 39.68% of 6th grade students meeting grade level in Math, and only 31.75% of 4th grade students and 40.98% of 3rd grade students meeting grade level in Reading - of students failing to pass STAAR, because Root Cause: there are no defined expectations for how instructional time should be utilized.

Perceptions

Problem Statement 1: There is a lack of overall student engagement as evidenced by a 63% positive response rate on the Panorama survey, because (select one) **Root Cause:** there is limited time spent on building relationships with students and understanding what motivates them.

Problem Statement 2: There is a perceived lack of communication between teachers and leadership as evidenced by the 61% satisfaction rating on the Panorama survey, because **Root Cause:** staff feedback is not being gathered before key leadership decisions are made.

Goal 4: Provides a safe, purpose-driven school environment reflective of a quality learning culture that promotes exemplary performance.

Performance Objective 1: By May 2027, Katherine Johnson Technology Magnet Academy will reduce student discipline referrals by 25% from the 2025-2026 school year baseline, as measured by campus discipline data, through the consistent implementation of Year 2 of Safe & Civil Schools, integration of Character Counts across all grade levels, targeted classroom management coaching for teachers (with an emphasis on teachers in years 0-3), expanded Tier II and Tier III behavioral interventions, increased counselor-led guidance lessons, and a structured student recognition program that celebrates positive behavior, character, attendance, and academic growth.

High Priority

Evaluation Data Sources: Progress toward this objective will be measured through analysis of the campus discipline referral and incident tracking spreadsheet, TEAMS discipline summary reports, SchoolStatus discipline reports and trend analyses, Safe & Civil Schools implementation walkthrough data, Character Counts lesson documentation and student recognition records, MTSS Tier II and Tier III intervention documentation, School-Wide Positive Behavior Support Committee meeting minutes, counselor guidance lesson records, classroom observation and walkthrough data, instructional coaching documentation, professional development records focused on classroom management and behavior supports, mentor reports for new teachers, and monthly campus leadership team reviews of discipline and behavior data.

Strategy 1 Details	Reviews			
Strategy 1: During the 2026-2027 school year, Katherine Johnson Technology Magnet Academy will continue implementing a campus-wide behavior management framework through Year 2 of Safe & Civil Schools and Character Counts to reduce student discipline referrals by an additional 25% from the 2025-2026 baseline. Campus administrators, counselors, instructional leaders, and teacher leaders will support the consistent implementation of schoolwide expectations, proactive classroom management practices, character education lessons, restorative responses to student behavior, targeted behavioral interventions, and student recognition programs that celebrate positive behavior, leadership, citizenship, attendance, and academic growth. Through ongoing professional development, coaching, and monitoring of implementation fidelity, the campus will strengthen positive school culture, increase student engagement, and improve student behavior outcomes across all grade levels. Strategy's Expected Result/Impact: Consistent implementation of Safe & Civil Schools and Character Counts will create a positive, safe, and supportive learning environment that promotes appropriate student behavior, strengthens school culture, increases student engagement, reduces discipline referrals by 25%, and improves instructional time across all grade levels. Staff Responsible for Monitoring: Campus administrators, counselors, instructional facilitators, teacher leaders, mentor teachers, MTSS/behavior intervention teams, and the School-Wide Positive Behavior Support Committee will monitor implementation through discipline data reviews, classroom walkthroughs, coaching cycles, intervention documentation, student recognition data, and ongoing progress monitoring throughout the school year. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: During the 2026-2027 school year, campus administrators, instructional facilitators, and mentor teachers will provide ongoing classroom management training, coaching, and support for teachers in years 0-3, with an emphasis on implementing Safe & Civil Schools, increasing student engagement, and building positive classroom cultures. Strategy's Expected Result/Impact: Teachers in years 0-3 will implement effective classroom management practices more consistently, resulting in increased student engagement, improved classroom environments, and reduced classroom discipline referrals. Staff Responsible for Monitoring: Campus administrators, instructional facilitators, mentor teachers, and department leaders will monitor implementation through walkthroughs, coaching cycles, mentor logs, classroom observations, and discipline data reviews. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: During the 2026-2027 school year, counselors and campus intervention teams will provide targeted guidance lessons, small-group counseling, and behavioral supports for students identified through discipline, attendance, and intervention data to strengthen social-emotional skills, self-management, and positive school engagement. Strategy's Expected Result/Impact: Students receiving targeted supports will demonstrate improved behavior, increased engagement, better self-regulation, and a reduction in repeat discipline referrals. Staff Responsible for Monitoring: Counselors, campus administrators, intervention staff, MTSS teams, and teacher leaders will monitor implementation through behavior data reviews, intervention documentation, attendance records, counseling logs, and student progress monitoring. Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Newer teachers (0-3 years of experience) have struggled to effectively manage student behavior, as evidenced by the high number of office referrals coming from these classrooms, because (select one) Root Cause: routine observations and coaching have not occurred to consistently support these teachers in student management.

Goal 5: Operates a business finance division that maximizes revenues and constantly evaluates resource allocations.

Performance Objective 1: By June 2027, the campus will improve the alignment of financial and human resources to instructional priorities by conducting quarterly reviews of budget allocations, increasing staff access to instructional materials and technology resources, and ensuring that 100% of program funding (Title, ESSER, and local) is directly tied to documented student learning needs identified in the CNA.

Evaluation Data Sources: Evaluation Data Sources:

- Quarterly budget review meeting agendas and notes documenting alignment to CNA priorities
- Procurement and inventory logs showing distribution of instructional materials and technology
- Teacher feedback forms or surveys confirming access to and use of purchased resources
- CNA-to-budget crosswalk showing how program funds (Title, ESSER, local) support identified needs
- Staffing and supplemental pay records aligned to academic and intervention initiatives
- Walkthrough data and observation forms reflecting use of funded resources in instruction
- Title I and ESSER compliance reports validating programmatic and fiscal alignment

Strategy 1 Details	Reviews			
Strategy 1: Conduct quarterly campus budget and resource allocation reviews aligned to CNA-identified instructional priorities, led by campus administrators and the campus leadership team, to ensure funding is directed toward academic growth, behavior supports, and staff development by June 2027. Strategy's Expected Result/Impact: 100% of funding requests and purchases will be linked to CNA priorities and documented through quarterly budget review meetings by June 2027. Staff Responsible for Monitoring: Campus Principal (Lead), Assistant Principal and Secretary (Support), Campus Leadership Team (Review & Validate) ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Perceptions 1, 2 - Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Prioritize purchasing and equitable distribution of instructional materials, new technology devices and equipment, and small group resources for all content areas and grade levels, coordinated by academic facilitators and campus administrators, monthly based on needs identified during PLCs and walkthroughs by June 2027. Strategy's Expected Result/Impact: 100% of teachers will receive needed instructional materials and access to updated learning tools by the end of the first semester, with inventory verified by walkthroughs and teacher feedback. Staff Responsible for Monitoring: Academic Facilitators (Lead), Campus Administrators (Monitor), Department Leads (Verify classroom use) ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Align 100% of staffing decisions, supplemental pay, and program budgets (Title, ESSER, local) to support intervention, enrichment, and retention initiatives, led by campus administrators, to maximize impact on student learning and teacher support by June 2027. Strategy's Expected Result/Impact: 100% of supplemental positions (interventionists, tutoring, stipends, etc.) funded through federal or local budgets will be directly tied to student academic and behavioral support needs by June 2027. Staff Responsible for Monitoring: Campus Principal (Lead), Financial Secretary (Track), District Business Office (Validate) ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1, 2 - Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A majority of our teaching staff are novices with limited experience and instructional knowledge, as evidenced by the 17.9% of teachers with 0-5 years of experience, because Root Cause: we are not effectively supporting our new teachers through training, coaching, and resources.

School Processes & Programs

Problem Statement 1: Newer teachers (0-3 years of experience) have struggled to effectively manage student behavior, as evidenced by the high number of office referrals coming from these classrooms, because (select one) **Root Cause:** routine observations and coaching have not occurred to consistently support these teachers in student management.

Perceptions

Problem Statement 1: There is a lack of overall student engagement as evidenced by a 63% positive response rate on the Panorama survey, because (select one) **Root Cause:** there is limited time spent on building relationships with students and understanding what motivates them.

Problem Statement 2: There is a perceived lack of communication between teachers and leadership as evidenced by the 61% satisfaction rating on the Panorama survey, because **Root Cause:** staff feedback is not being gathered before key leadership decisions are made.

Goal 6: Promotes its programs and activities with aggressive communication.

Performance Objective 1: By June 2027, Katherine Johnson TMA will increase stakeholder awareness and engagement in campus programs and achievements by 30%, as measured by increased participation in campus events, social media interactions, and stakeholder feedback, through targeted, consistent, and multi-platform communication strategies. The campus will also expand communication through their podcasting room expansion.

Evaluation Data Sources: Title 1 Crate, Parent PLCs sign-ins, PTA roster and volunteer lists

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators, teachers, and campus communication facilitators will implement a monthly communication calendar highlighting key academic programs (e.g., GT, STEM, Dual Credit, Spanish I), student successes, and upcoming events using email, campus website, newsletters, and social media increased by 30% by January 2027. Strategy's Expected Result/Impact: Increase in family participation at campus events by 25% and an increase in inquiries regarding specialized academic programs. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Administrative Assistant, Academic Facilitators. ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Department/grade level leads and mentor teachers will collect student achievement and engagement highlights biweekly to be featured on social media and family communication platforms at a 20% increase by January 2027. Strategy's Expected Result/Impact: Improved perception of campus programming as measured by a 15% increase in family and community engagement responses on the Panorama survey. Staff Responsible for Monitoring: Grade Level Leads, Mentor Teachers, Administrative Assistant. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Campus administrators and district leaders will host quarterly Parent PLC virtual and in-person town halls showcasing campus innovations, parent success stories, and student talent through testimonials and media by April, 2027. Strategy's Expected Result/Impact: Greater community recognition of KJTMA offerings, leading to sustained or increased enrollment growth (above 5.1% growth benchmark from previous year). Staff Responsible for Monitoring: Principal, Assistant Principals, Executive Directors, Chief of Schools, Superintendent. ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Problem Statements: Perceptions 1, 2		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a lack of overall student engagement as evidenced by a 63% positive response rate on the Panorama survey, because (select one) Root Cause: there is limited time spent on building relationships with students and understanding what motivates them.
Problem Statement 2: There is a perceived lack of communication between teachers and leadership as evidenced by the 61% satisfaction rating on the Panorama survey, because Root Cause: staff feedback is not being gathered before key leadership decisions are made.

Goal 7: Provides aesthetically pleasing, well-maintained, and comfortable facilities that support the educational programs.

Performance Objective 1: By June 2027, KJTMA will improve the overall physical learning environment by addressing at least 90% of identified maintenance concerns, beautification needs, and comfort-related requests submitted by staff and students, as measured by completion logs, stakeholder surveys, and walkthrough data. These improvements will also be done through art murals and beautification needs in the building and the outside of the building including the garden.

Evaluation Data Sources: Maintenance report/grading form, visual evaluation, Panorama survey, work orders, walkthrough and observation data

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators will conduct monthly facility walkthroughs with custodial and maintenance leads to identify safety, cleanliness, and comfort needs, and submit work orders within 48 hours of observation by November 2025. Strategy's Expected Result/Impact: Timely resolution of facility issues; reduction in recurring complaints related to HVAC, cleanliness, and lighting. Staff Responsible for Monitoring: Principal, Assistant Principals, Administrative Assistant. ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Perceptions 1, 2 - Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: District leaders will collaborate with campus leaders to prioritize and allocate resources for campus beautification projects, such as building wrapping, mural installations, garden spaces, plan to update gym and cafeteria to accommodate middle school scholars, and furniture upgrades in high-traffic areas quarterly by November 2025. Strategy's Expected Result/Impact: Enhanced campus aesthetics, resulting in a 15% increase in positive responses on the Panorama Survey in areas related to safety, environment, and student/staff satisfaction. Staff Responsible for Monitoring: Executive Directors, Chief of Schools, Superintendent, Principal. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Department and grade-level leads, in collaboration with students and staff, will develop a "Pride in Our Space" initiative that includes student-led mural design, hallway decoration contests, and monthly classroom cleanliness competitions to increase the culture by 10% by December 2025. Strategy's Expected Result/Impact: Strengthened sense of ownership and belonging among students and staff, as reflected in a 10% increase in climate and culture satisfaction ratings. Staff Responsible for Monitoring: Grade Level Leads, Academic Facilitators, Counselor, Mentor Teachers. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems Problem Statements: Perceptions 2		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A majority of our teaching staff are novices with limited experience and instructional knowledge, as evidenced by the 17.9% of teachers with 0-5 years of experience, because Root Cause: we are not effectively supporting our new teachers through training, coaching, and resources.
Perceptions
Problem Statement 1: There is a lack of overall student engagement as evidenced by a 63% positive response rate on the Panorama survey, because (select one) Root Cause: there is limited time spent on building relationships with students and understanding what motivates them. Problem Statement 2: There is a perceived lack of communication between teachers and leadership as evidenced by the 61% satisfaction rating on the Panorama survey, because Root Cause: staff feedback is not being gathered before key leadership decisions are made.

Goal 7: Provides aesthetically pleasing, well-maintained, and comfortable facilities that support the educational programs.

Performance Objective 2: By June 2027, KJTMA will engage National Junior Honor Society (NJHS) members in at least three campus cleanup and beautification initiatives throughout the school year, providing opportunities for students to complete required service hours while contributing to a clean, attractive, and welcoming school environment.

Evaluation Data Sources: NJHS service-hour logs, activity participation records, campus beautification/cleanup documentation, photographs, and walkthrough/observation data

Goal 7: Provides aesthetically pleasing, well-maintained, and comfortable facilities that support the educational programs.

Performance Objective 3: By June 2027, KJTMA will partner with the PTA to enhance the campus environment by coordinating decorations and visual displays for cultural celebrations, special events, and school programs throughout the school year, as documented through event records, photographs, and walkthrough/observation data

Evaluation Data Sources: PTA/event planning records, event calendars, photographs, walkthrough/observation data, and stakeholder feedback

Goal 8: Advances student achievement through the purposeful use of emerging technology to enhance learning, strengthen problem-solving, and build coding and STEM competencies.

Performance Objective 1: By June 2027, KJTMA will increase the percentage of students meeting or exceeding expected academic growth from baseline to end-of-year assessments through the purposeful use of technology, coding, and STEM learning experiences. As evidence of implementation, 100% of students will complete at least one coding or STEM project each nine weeks, documented through platform progress reports, student work products, and walkthrough data.

Evaluation Data Sources: Coding platform reports will track student progress by grade level. Student projects and STEM showcases will show application of skills. Walkthroughs and lesson plans will confirm students are creating with technology, not just using it. Teacher surveys and PD records will measure teacher readiness.

Strategy 1 Details	Reviews			
	Formative			Summative
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Strategy 1: Campus administrators and academic facilitators will provide quarterly professional development on the effective integration of iPads, Chromebooks, i-Ready, Google Workspace, and district-adopted digital tools into Tier 1 instruction, intervention, and STAAR preparation to address identified gaps in grade-level mastery and increase the percentage of students meeting or exceeding expected academic growth. Technology integration will increase by 15% by June 2027 as evidence of strategy implementation. Strategy's Expected Result/Impact: Improved grade-level mastery and academic growth, particularly for students requiring intervention. Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Facilitators. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 1, 3 - Student Achievement 1, 4 - School Processes & Programs 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			
Strategy 2: Campus and district leaders will conduct semesterly technology audits and classroom technology-usage reviews to monitor availability and ensure equitable distribution of devices following campus closure and the redistribution of Chromebooks and iPads. Equitable access will support consistent participation in standards-aligned Tier 1 instruction, intervention, and digital learning designed to improve student mastery of grade-level standards. Technology audits will maintain 100% reporting by June 2027. Strategy's Expected Result/Impact: Reduce technology-access barriers that may limit students' opportunities to engage in instruction and intervention supporting grade-level mastery. Staff Responsible for Monitoring: Administrative Assistant, Principal, Executive Directors, Superintendent. ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - Student Achievement 1, 4 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Grade-level leads, mentor teachers, and GT specialists will collaborate to develop and showcase model digital lessons demonstrating effective use of limited devices, including shared iPads in K-2 and rotating Chromebook stations in grades 3-8. Lessons will incorporate differentiated instruction, enrichment, coding, and STEM experiences to address student achievement gaps, strengthen application of grade-level standards, and increase the percentage of students demonstrating academic growth and mastery. Model lessons will be developed and/or showcased weekly through June 2027. Strategy's Expected Result/Impact: Increased mastery of grade-level standards through differentiation, enrichment, problem-solving, and application of academic content. Staff Responsible for Monitoring: Grade Level Leads, Mentor Teachers, GT Specialists. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 1, 3, 6 - Student Achievement 1, 4, 6 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - School Organization 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: A majority of our teaching staff are novices with limited experience and instructional knowledge, as evidenced by the 17.9% of teachers with 0-5 years of experience, because **Root Cause:** we are not effectively supporting our new teachers through training, coaching, and resources.

Problem Statement 2: The demographics include a population of students who may not have met the criterion to perform at the expected level of rigor. **Root Cause:** KJTMA is a magnet school that transitioned from students being assigned to the campus to now having to go through the application process. The transition took place in 2021-2022.

Student Learning

Problem Statement 1: The number of students meeting their goals on i-Ready is below the national norm, as evidenced by the end-of-year data showing 38% of students failing to reach target in math and 34% of students failing to reach target in reading, because **Root Cause:** some teachers are not utilizing effective Tier 1 instructional strategies and differentiating based on individual student needs.

Problem Statement 3: Some students are not meeting or exceeding their individual growth goals as indicated by normed reference assessments. The data also did not accurately indicate where teachers were. **Root Cause:** It is more challenging to see growth in students who are already performing at a high level. In addition, the teachers were still learning how to interpret the i-ready data and effectively utilize it to make instructional decisions.

Problem Statement 6: There is a need to implement an effective GT program at KJTMA in order to better serve our GT population of students. **Root Cause:** The district has not had GT coordinators in the past.

School Processes & Programs

Problem Statement 2: There is not enough instructional time to adequately meet the diverse learning needs of our students, as evidenced by including only 31.75% of 4th grade students and 39.68% of 6th grade students meeting grade level in Math, and only 31.75% of 4th grade students and 40.98% of 3rd grade students meeting grade level in Reading - of students failing to pass STAAR, because **Root Cause:** there are no defined expectations for how instructional time should be utilized.

Goal 9: Builds meaningful, two-way partnerships with families and the community that strengthen student attendance, belonging, engagement, and achievement.

Performance Objective 1: Increase the district's average daily attendance rate from 93% to 96% by 2029 and reduce chronic absenteeism through consistent district and campus attendance monitoring, intervention, and family outreach systems. Through partnerships, we will recognize and award scholars with incentives each six weeks.

Evaluation Data Sources: PEIMS attendance reports; average daily attendance reports; chronic absenteeism reports; truancy and withdrawal data; campus attendance dashboards; attendance intervention records; family outreach logs; student subgroup attendance data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Katherine Johnson Technology Magnet Academy will increase its average daily attendance rate from 93% to 96% by 2029 and reduce chronic absenteeism by implementing a consistent, data-driven attendance system across all campuses. The district will establish clear expectations for daily attendance monitoring, early intervention, family communication, and accountability for student attendance outcomes. Key strategies include: Establish district and campus attendance teams that meet regularly to review average daily attendance, chronic absenteeism, truancy, withdrawals, and subgroup data. Use campus attendance dashboards and PEIMS reports to identify students with emerging attendance concerns, including students absent two or more days per month, students nearing chronic absenteeism, and students with patterns of unexcused absences. Implement a tiered intervention system: Tier 1: Daily attendance messaging, schoolwide incentives, classroom recognition, and parent education on the importance of attendance. Tier 2: Counselor or attendance clerk check-ins, parent phone calls, attendance improvement plans, mentoring, and small-group supports. Tier 3: Individualized attendance plans, home visits, community agency referrals, truancy prevention interventions, and campus or district attendance conferences. Create consistent family outreach procedures, including same-day absence notifications, automated messaging, personal phone calls, letters, conferences, and documented outreach logs. Provide professional development for principals, attendance clerks, counselors, teachers, registrars, and campus intervention teams on attendance coding, PEIMS compliance, chronic absenteeism prevention, trauma-informed outreach, and effective family engagement. Monitor attendance disparities among student subgroups, including economically disadvantaged students, students receiving special education services, multilingual learners, foster or homeless students, and students with repeated discipline or academic concerns. Recognize and celebrate improved attendance at the student, classroom, grade-level, and campus levels while ensuring incentives are equitable and encourage growth as well as perfect attendance. Review truancy and withdrawal data monthly to ensure timely intervention, accurate documentation, and coordinated support for students at risk of disengagement.				

Progress Monitoring

District and campus leaders will review PEIMS attendance reports, average daily attendance reports, chronic absenteeism reports, campus dashboards, intervention records, family outreach logs, truancy data, withdrawal data, and student subgroup attendance data at least monthly. Quarterly reviews will identify campuses requiring additional support and allow the district to adjust interventions, share effective practices, and monitor progress toward the 2029 goal.

Strategy's Expected Result/Impact: By 2029, Katherine Johnson Technology Magnet Academy will increase its average daily attendance rate from 93% to 96% and demonstrate a measurable reduction in chronic absenteeism across all campuses. Consistent attendance monitoring, timely interventions, and stronger family outreach will allow campuses to identify attendance concerns early and provide support before absences become chronic or lead to truancy and withdrawal.

Students will benefit from increased instructional time, stronger academic engagement, improved relationships with school staff, and greater access to counseling, academic, and behavioral supports. The district will also reduce attendance disparities among student subgroups and strengthen accountability through consistent documentation, data review, and campus-level intervention systems.

Staff Responsible for Monitoring: Katherine Johnson Technology Magnet Academy leadership team that includes campus principal, assistant principal, counselors, teachers, instructional specialist, GT Specialist and administrative assistant will be responsible for monitoring attendance data and implementing interventions. The district attendance office will oversee PEIMS compliance, districtwide reporting, and campus support, while campus leaders will review attendance dashboards, chronic absenteeism reports, intervention records, and family outreach logs on a regular basis.

Problem Statements: Perceptions 2



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: There is a perceived lack of communication between teachers and leadership as evidenced by the 61% satisfaction rating on the Panorama survey, because
Root Cause: staff feedback is not being gathered before key leadership decisions are made.

Goal 9: Builds meaningful, two-way partnerships with families and the community that strengthen student attendance, belonging, engagement, and achievement.

Performance Objective 2: Increase the percentage of families who report that district and campus communication is timely, accessible, two-way, and responsive, and that they have meaningful opportunities to participate in decisions affecting their children, from the established baseline to 75% by 2029.

Evaluation Data Sources: Annual family engagement and climate survey results; Title I parent and family engagement annual evaluations; parent advisory committee participation; campus event attendance; PTA and family organization participation; communication platform analytics; survey response rates; multilingual communication records; family feedback logs; documented actions taken in response to family input.

Strategy 1 Details	Reviews			
Strategy 1: Katherine Johnson Technology Magnet Academy will increase the percentage of families who report that district and campus communication is timely, accessible, two-way, and responsive, and that they have meaningful opportunities to participate in decisions affecting their children, to 75% by 2029. The district and campuses will implement a coordinated family engagement system that provides clear, consistent, and accessible communication through multiple platforms, including text messages, emails, phone calls, websites, social media, newsletters, parent portals, and face-to-face meetings. Communication will be translated as needed and written in family-friendly language. Key strategies include: Establish campus family engagement teams and parent advisory groups that include diverse family voices and meet regularly to provide feedback on campus needs, programs, safety, academic supports, and student services. Create consistent expectations for timely communication, including advance notice of major events, clear explanations of academic and behavioral expectations, and prompt follow-up to family questions and concerns. Provide meaningful opportunities for families to participate in decisions through surveys, focus groups, counselor advisory committees, parent PLCs, Title I meetings, PTA meetings, and advisory committees. Use family feedback logs to document concerns, suggestions, responses, and actions taken. Campuses will communicate back to families about how their input informed decisions or improvements. Expand multilingual communication and interpretation support to ensure families can access important district and campus information in their preferred language. Offer flexible engagement opportunities, including virtual and in-person meetings, morning and evening events, recorded sessions, and child-friendly family events to reduce barriers to participation. Provide staff training on customer service, culturally responsive family engagement, two-way communication, conflict resolution, and responding to family concerns with professionalism and empathy. Review communication platform analytics, event attendance, survey response rates, and parent organization participation to identify families who may not be receiving information or participating regularly. Strategy's Expected Result/Impact: By 2029, at least 75% of responding families will report that district and campus communication is timely, accessible, two-way, and responsive. Families will have stronger relationships with schools, increased confidence that their voices are valued, and more meaningful opportunities to contribute to decisions affecting their children. Increased family participation will support student attendance, academic achievement, behavior, school climate, and overall trust in Katherine Johnson Technology Magney Academy and DeSoto ISD as a whole. Staff Responsible for Monitoring: Family engagement staff, campus principal, assistant principal, counselors, teachers, PTA leaders, campus family engagement teams, and parent advisory committee members will monitor implementation. They will review annual family engagement and climate survey data, Title I evaluations, participation records, communication analytics, multilingual communication records, feedback logs, and documented actions taken in response to family input. Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: There is a lack of overall student engagement as evidenced by a 63% positive response rate on the Panorama survey, because (select one) **Root Cause:** there is limited time spent on building relationships with students and understanding what motivates them.

Problem Statement 2: There is a perceived lack of communication between teachers and leadership as evidenced by the 61% satisfaction rating on the Panorama survey, because **Root Cause:** staff feedback is not being gathered before key leadership decisions are made.

Goal 10: Provides a safe, supportive, and purpose-driven learning environment that promotes student belonging, positive behavior, wellbeing, and academic success.

Performance Objective 1: Increase the percentage of students who report positive perceptions of school safety, belonging, relationships, and overall school climate from the established baseline to 65% by 2029. We will expand leadership opportunities through student leadership highlights and seasonal campus surveys.

Evaluation Data Sources: Annual student climate survey results; Panorama survey data; campus climate surveys; student focus groups; attendance data; discipline referral data; counseling and student-support utilization data; campus walkthrough data.

Goal 10: Provides a safe, supportive, and purpose-driven learning environment that promotes student belonging, positive behavior, wellbeing, and academic success.

Performance Objective 2: Reduce the percentage of student disciplinary offenses classified as violent from 29% to 15% by 2029.

Evaluation Data Sources: PEIMS discipline reports; district discipline dashboards; campus referral records; DAEP and JJAEP placement data; threat-assessment records; restraint and crisis-intervention data, as applicable; monthly campus discipline reports.

Goal 10: Provides a safe, supportive, and purpose-driven learning environment that promotes student belonging, positive behavior, wellbeing, and academic success.

Performance Objective 3: Reduce the number of incidents classified as major disruptions from the verified 2025-2026 baseline to the district-established 2029 target through consistent prevention, intervention, staff training, and progress monitoring.

Evaluation Data Sources: PEIMS discipline reports; district and campus referral data; classroom removal records; DAEP placement data; incident reports; campus disruption logs; monthly discipline dashboards; staff training records.

Goal 11: Maintains a fiscally responsible, transparent, and compliant financial system that maximizes available revenues, protects district resources, and aligns expenditures with strategic priorities.

Performance Objective 1: Increase the district's unrestricted general fund balance from the verified baseline to at least 15% of annual operating expenditures by 2029 through disciplined budgeting, expenditure controls, revenue maximization, and ongoing financial monitoring.

High Priority

Evaluation Data Sources: Annual Financial Report; adopted and amended budgets; monthly financial statements; budget-to-actual expenditure reports; cash-flow projections; fund balance forecasts; Single Audit Report; School FIRST reports; and TEA financial desk-review results.

Strategy 1 Details	Reviews			
Strategy 1: During the 2026-2027 school year, KJTMA will support the district's financial sustainability efforts by monitoring campus budgets monthly, ensuring expenditures align with campus improvement priorities, maximizing the use of allocated resources, and adhering to district purchasing and inventory procedures. Strategy's Expected Result/Impact: Campus funds and resources will be utilized efficiently and responsibly, reducing unnecessary expenditures, maintaining compliance with district financial procedures, and ensuring resources are available to support student achievement and campus goals. Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Secretary, Department/Grade-Level Leaders, and District Business Services through budget reviews, purchase requests, inventory records, and expenditure monitoring. ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: There is a perceived lack of communication between teachers and leadership as evidenced by the 61% satisfaction rating on the Panorama survey, because Root Cause: staff feedback is not being gathered before key leadership decisions are made.

Goal 11: Maintains a fiscally responsible, transparent, and compliant financial system that maximizes available revenues, protects district resources, and aligns expenditures with strategic priorities.

Performance Objective 2: Strengthen the district's financial position and creditworthiness to support improvement of the district's bond rating from A- toward AA- by 2029.

High Priority

Evaluation Data Sources: Credit-rating agency reports; bond-rating reviews; Annual Financial Report; fund balance and liquidity reports; debt-service coverage indicators; cash-flow reports; debt-management schedules; audit findings; and financial presentation materials provided to rating agencies.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: During the 2026-2027 school year, KJTMA will support the district's efforts to strengthen its financial position and bond rating by maintaining accurate inventory records, safeguarding district assets, adhering to purchasing and budget procedures, and ensuring resources are used efficiently and in alignment with campus priorities. Strategy's Expected Result/Impact: Improved stewardship of campus resources, increased compliance with district financial procedures, reduced loss and misuse of district assets, and stronger support of the district's long-term financial stability and creditworthiness. Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Secretary, Technology Liaison, Department/Grade-Level Leaders, and District Business Services through inventory audits, budget reviews, purchasing records, and compliance monitoring ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing Problem Statements: Perceptions 2				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: There is a perceived lack of communication between teachers and leadership as evidenced by the 61% satisfaction rating on the Panorama survey, because Root Cause: staff feedback is not being gathered before key leadership decisions are made.

Goal 12: Provides timely, transparent, consistent, and strategic communication that strengthens public trust, promotes district programs and accomplishments, and supports student and staff recruitment and retention.

Performance Objective 1: Increase the frequency of external-facing social media and website communications from 15 per week to 25 per week by 2029 while maintaining district standards for accuracy, timeliness, accessibility, brand consistency, and audience engagement.

Evaluation Data Sources: District communications calendar; website analytics; social media reach and engagement reports; email communication analytics; content accuracy reviews; campaign performance reports; audience feedback; and communication response-time records.

Strategy 1 Details		Reviews			
Strategy 1: During the 2026-2027 school year, KJTMA will strengthen family and community engagement by providing timely, consistent, and transparent communication through the parent newsletter, staff newsletter, ClassDojo, Band, the campus website, district and campus social media platforms, PTA partnerships, All Pro Dads events, and parent volunteer opportunities. Strategy's Expected Result/Impact: Families and community members will be more informed, engaged, and connected to the campus, resulting in increased participation in school events, stronger school-family partnerships, greater visibility of student and staff accomplishments, and enhanced support for student recruitment and retention. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Campus Secretary, PTA Leadership, All Pro Dads Coordinator, teachers, parent volunteer coordinators, and designated communication staff will monitor implementation through communication logs, newsletter distribution records, social media engagement metrics, parent participation data, volunteer records, and event attendance reports TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Problem Statements: Perceptions 1, 2		Formative			Summative
		Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a lack of overall student engagement as evidenced by a 63% positive response rate on the Panorama survey, because (select one) Root Cause: there is limited time spent on building relationships with students and understanding what motivates them.

Perceptions
Problem Statement 2: There is a perceived lack of communication between teachers and leadership as evidenced by the 61% satisfaction rating on the Panorama survey, because Root Cause: staff feedback is not being gathered before key leadership decisions are made.

Goal 12: Provides timely, transparent, consistent, and strategic communication that strengthens public trust, promotes district programs and accomplishments, and supports student and staff recruitment and retention.

Performance Objective 2: Increase the number of student, staff, campus, and program spotlights published each month from three to six by 2029.

Evaluation Data Sources: District content calendar; social media and website publication records; spotlight tracking logs; audience reach and engagement data; campus and department submission records; newsletter analytics.

Strategy 1 Details	Reviews			
Strategy 1: During the 2026-2027 school year, KJTMA will increase recognition of students, staff, and campus achievements through weekly and monthly celebrations, including Student of the Week, Teacher and Staff Member of the Month, STAAR Interim and i-Ready performance recognitions, birthday celebrations, Eagle Academy acknowledgements, and campus observances that celebrate diverse cultures, abilities, and awareness initiatives. Strategy's Expected Result/Impact: Increased recognition opportunities will strengthen school culture, improve student and staff morale, promote positive behavior and academic achievement, and increase awareness of KJTMA's successes within the school community. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, teachers, PTA Leadership, All Pro Dads Coordinator, and campus leadership teams will monitor implementation through recognition logs, Eagle Academy celebrations, newsletter features, social media posts, and participation data. Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: There is a lack of overall student engagement as evidenced by a 63% positive response rate on the Panorama survey, because (select one) Root Cause: there is limited time spent on building relationships with students and understanding what motivates them.
Problem Statement 2: There is a perceived lack of communication between teachers and leadership as evidenced by the 61% satisfaction rating on the Panorama survey, because Root Cause: staff feedback is not being gathered before key leadership decisions are made.

Goal 12: Provides timely, transparent, consistent, and strategic communication that strengthens public trust, promotes district programs and accomplishments, and supports student and staff recruitment and retention.

Performance Objective 3: Increase district student enrollment from 5,680 to 5,964 students by 2029 through coordinated recruitment, re-enrollment, family outreach, program promotion, and retention efforts.

Evaluation Data Sources: PEIMS enrollment reports; student enrollment and withdrawal data; re-enrollment completion data; campus enrollment trends; new-student inquiry and application data; student attrition data; family survey data; campaign response data; and exit or withdrawal reason reports.

Strategy 1 Details	Reviews			
Strategy 1: During the 2026-2027 school year, KJTMA will support district enrollment and retention efforts by promoting its choice school programs, including Algebra I, Spanish I, Spanish II, and Career and Technical Education (CTE) courses that provide high school credit, through campus showcases, family outreach, social media, newsletters, PTA events, All Pro Dads activities, and community partnerships. The campus will also provide timely communication regarding enrollment assessments, re-enrollment, and intradistrict transfer opportunities for academically qualified students. Strategy's Expected Result/Impact: KJTMA will maintain or increase enrollment above its current level by retaining existing students, attracting academically qualified new students, increasing awareness of its high school credit opportunities and signature programs, and strengthening family engagement and satisfaction. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Campus Secretary, PTA Leadership, All Pro Dads Coordinator, teachers of high school credit courses, and the campus leadership team will monitor implementation through enrollment and retention data, choice program application data, student transfer requests, family engagement participation, and recruitment event attendance records. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 2 - Student Learning 6 - Student Achievement 6 - School Organization 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: The demographics include a population of students who may not have met the criterion to perform at the expected level of rigor. **Root Cause:** KJTMA is a magnet school that transitioned from students being assigned to the campus to now having to go through the application process. The transition took place in 2021-2022.

Student Learning

Problem Statement 6: There is a need to implement an effective GT program at KJTMA in order to better serve our GT population of students. **Root Cause:** The district has not had GT coordinators in the past.