

DeSoto Independent School District

Amber Terrace Discovery and Design Early Childhood Academy

2026-2027 Campus Improvement Plan



Mission Statement

To inspire curiosity and consciousness, develop character, build courage, and nurture compassion.

Vision

To ensure students, without exception, learn and grow at their highest levels.

Value Statement

Ms. Keishla Coleman

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	9
Perceptions	12
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	20
Goals	22
Goal 1: Attains maximum student achievement through relevant and rigorous instructional programs.	22
Goal 2: Attracts, hires, and retains exemplary employees who are competent, caring, and inspiring role models.	28
Goal 3: Initiates and supports thriving partnerships with the home and community, which are immersed in the educational experience of their students.	30
Goal 4: Provides a safe, purpose-driven school environment reflective of a quality learning culture that promotes exemplary performance.	35
Goal 5: Operates a business finance division that maximizes revenues and constantly evaluates resource allocations.	37
Goal 6: Promotes its programs and activities with aggressive communication.	39
Goal 7: Provides aesthetically pleasing, well-maintained, and comfortable facilities that support the educational programs.	41
Goal 8: Secures emerging technology to maximize student achievement and manage information efficiently.	43
Campus Improvement Plan Advisory Committee	45

Comprehensive Needs Assessment

Demographics

Demographics Summary

Amber Terrace Early Childhood Learning Center serves 402 students in grades PK-3 and PK-4. As an urban school in the DeSoto Independent School District, our student population is diverse and primarily economically disadvantaged. Therefore, we strive to provide services that meet the needs of all students, including special education, 504, Emergent Bilingual/ESL, and other identified needs. In addition, we have a quality staff that works diligently to differentiate for the diverse needs of our students. Currently, we have 2 teachers who have earned a Teacher Incentive Allotment (TIA) designation. The areas in which we are developing our classroom teachers include:

- Understanding developmental milestones (social, emotional, cognitive, motor, and language)
- Differentiating instruction for various developmental stages
- Positive behavior guidance strategies (e.g., Conscious Discipline, PBIS Foundations)
- Creating a safe, nurturing, and predictable classroom environment
- Implementing play-based and inquiry-based learning
- Integrating early literacy and numeracy through hands-on activities

Our school is unique because we offer a single grade experience in Pre-K emphasizing the social-emotional, physical, cognitive, and language development of young children. Our focus is creating experiences that develop the whole child through integrated learning opportunities. These opportunities encourage students' interest and support. In the 2024-25 academic year, our average attendance rate was 91.6%. We continue to strive for improvements in our attendance rate, but are pleased with the progress we have made since the pandemic.

Our campus also works closely with our families and community, and offered over a dozen engagement opportunities this past year. A few of these opportunities included: Grand Parents Day, Muffins with Mom, Donuts with Dad, Friendsgiving, Skating Lessons, Car Seat Right Fit, and Community Fairs. In addition to engaging our families and community, we are striving to increase our overall student enrollment by offering choice options that appeal to students and families. We partner with Head Start of Greater Dallas to provide wrap around services for our most in need families. Unfortunately, due to a decrease in federal funding, we lost a Head Start classroom at the end of the 2023-2024 school year. As a result, we have seen a decrease in enrollment of 5% this past year.

Our campus is committed to the district's mission and vision and will continue to work towards achieving the district's strategic goals to ensure success for all students.

From 2024 TAPR Data:

Students by Demographics:

- 76.37% African American
- 18.91% Hispanic
- 1.24% White
- 0% American Indian
- 3.48% Two or More Races
- 87.31% Economically Disadvantaged
- 3.00% Student Mobility Rate (foster students)
- 0% Student Attrition Rate (as a single campus school, our campus (PK) is the launching pad for all of DeSoto ISD's campuses)

Students by Program:

- 50 Emergent Bilingual/ESL Students
- 31 Special Education Students
- N/A Gifted and Talented Students
- N/A Career and Technical Education Students (if applicable)

Staff by Demographics:

- 46 Total Staff
- 50% Professional Staff
- 48% Educational Paraprofessionals
- 2% Auxiliary Staff
- 81.7% African American
- 13.7% Hispanic

- 4.7% White
- 0% Two or More Races

Teaching Staff by Experience:

- 55.3% 0-5 Years experience
- 17.6% 6-10 Years experience
- 27.1% 11-20+ Years of experience

Demographics Strengths

- Offering cultural experiences for our diverse population.
- Serving our at-risk population through quality programs.
- Creating opportunities for family engagement.
- Recruiting and retaining an experienced staff.
- Providing quality, ongoing professional development to teachers.
- Offering meaningful learning experiences for students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance continues to be an area of need, resulting in some scholars missing critical instructional experiences necessary to develop foundational academic, social-emotional, and kindergarten-readiness skills.

Root Cause: The campus needs to strengthen family awareness of the impact of consistent attendance on school readiness while proactively identifying and addressing barriers that contribute to chronic or excessive absences.

Problem Statement 2 (Prioritized): Family engagement in scholars' academic learning and understanding of student progress is not yet consistent across all Amber Terrace families.

Root Cause: Communication regarding CIRCLE assessment results, developmental benchmarks, kindergarten-readiness expectations, and strategies for supporting learning at home has not been sufficiently consistent or accessible to ensure all families understand and actively participate in their scholar's academic progress.

Problem Statement 3 (Prioritized): Amber Terrace maintains relatively low staff turnover; however, the campus experiences challenges recruiting and hiring fully certified early childhood educators and certified special education teachers to meet the diverse instructional and developmental needs of PreK scholars.

Root Cause: The available applicant pool of educators who hold the appropriate early childhood and special education certifications is limited, creating challenges in filling specialized instructional positions with fully certified candidates.

Student Learning

Student Learning Summary

Amber Terrace Early Childhood Learning Center is a thriving campus dedicated to ensuring that students learn at the highest levels. In 2023, our campus received an overall rating of B. This rating aligns with that of Katherine Johnson’s campus, as we do not have STAAR-tested subject areas—serving only Pre-K3 and Pre-K4 students.

Our students are assessed using the CIRCLE Progress Monitoring tool. Results show that 89% of tested students met or exceeded benchmark expectations in Overall Phonological Awareness, and 95% met or exceeded benchmarks in Overall Math.

Student Learning Strengths

92% of PK students are on track in both reading and math.

Students are consistently engaged in rigorous and challenging learning activities.

Defined and comprehensive instructional plans for literacy and numeracy support our alignment with best practices.

Our teachers plan lessons in alignment with the district’s curriculum.

Our teachers use high-quality instructional materials to support student learning and academic success.

Teachers are held to high standards for quality instruction by campus leadership.

Administrators are regularly in classrooms and focused on instructional improvement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The District Goal of 96% of PreK students scoring on track in the area of Overall Math, was not met as evidenced by a score of 90% for overall math on the 2025-2026 EOY CIRCLE assessment.

Root Cause: Classroom instruction is not effectively differentiated to ensure the needs of all student groups are met.

Problem Statement 2: Student attendance continues to be an area of need, resulting in some scholars missing critical instructional experiences necessary to develop foundational academic, social-emotional, and kindergarten-readiness skills.

Root Cause: The campus needs to strengthen family awareness of the impact of consistent attendance on school readiness while proactively identifying and addressing barriers that contribute to chronic or excessive absences.

Problem Statement 3 (Prioritized): Student attendance continues to be an area of need, resulting in some scholars missing critical instructional experiences necessary to develop foundational academic, social-emotional, and kindergarten-readiness skills.

Root Cause: The campus needs to strengthen family awareness of the impact of consistent attendance on school readiness while proactively identifying and addressing barriers that contribute to chronic or excessive absences.

Problem Statement 4 (Prioritized): Family engagement in scholars' academic learning and understanding of student progress is not yet consistent across all Amber Terrace families.

Root Cause: Communication regarding CIRCLE assessment results, developmental benchmarks, kindergarten-readiness expectations, and strategies for supporting learning at home has not been sufficiently consistent or accessible to ensure all families understand and actively participate in their scholar's academic progress.

Problem Statement 5 (Prioritized): Although Amber Terrace scholars have demonstrated overall success in early literacy, continued growth is needed in phonological awareness to ensure all scholars develop the foundational literacy skills necessary for kindergarten reading readiness and future reading success.

Root Cause: There is a need for greater consistency in the implementation of explicit, systematic, and differentiated phonological awareness instruction across classrooms to ensure instruction is responsive to individual scholar needs.

Problem Statement 6 (Prioritized): Continued growth in early numeracy is needed to ensure all Amber Terrace scholars meet or exceed developmental expectations and enter kindergarten with strong foundational mathematics skills.

Root Cause: Tier 1 mathematics instruction requires continued strengthening in differentiation, number sense, mathematical reasoning, and problem-solving to appropriately address scholars' varying levels of readiness.

Problem Statement 7 (Prioritized): Although Amber Terrace has increased access to instructional technology, scholars and staff do not yet have sufficient access to developmentally appropriate digital programs, resources, and professional learning.

Root Cause: The addition of new technology has outpaced the availability of developmentally appropriate instructional programs and targeted professional development needed to build staff capacity for effective technology integration.

Problem Statement 8 (Prioritized): Classroom learning environments are not consistently organized and maintained to meet developmentally appropriate early childhood standards and support scholar learning.

Root Cause: A need exists for consistent classroom environment assessments, monitoring, and feedback to ensure all classrooms meet established expectations for safety, organization, accessibility, and developmentally appropriate learning experiences.

School Processes & Programs

School Processes & Programs Summary

Amber Terrace's 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. Leadership has established expectations for routine planning and data analysis, and communicates these expectations through the following means:

- staff meetings
- team lead meetings
- extended planning sessions
- targeted PLCs

Professional development is provided for Amber Terrace'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:

Targeted Small Groups, Circle Intervention Activities, Aligned Center Activities, PreK Guidelines, Early Numeracy Skills, Developmentally Appropriate Writing, Student Work: Product vs. Process, Managing Challenging Behaviors .
Pre-K Guideline-aligned resources and materials are used for all instruction.

Amber Terrace's teachers and staff collaborate with Region 10 Early Childhood Staff, and Child Care Group, to plan, implement, monitor, and adjust practices to best meet the needs of our students. Social-emotional learning and [student management process] 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: Conscious Discipline, Ready Rosie, and Wrap around Services provided by Child Care Group.

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: Engaging the staff to participate meaningfully in decisions affecting children, families, and the learning environment while maintaining clear leadership structure and accountability. All staff have an opportunity to collaborate and give meaningful input.

School Processes & Programs Strengths

Quality services are provided to students with social, emotional, and behavioral challenges.

Professional learning communities utilize data to inform instructional planning and ensure alignment.

Our staff embraces a growth mindset and models lifelong learning.

Goal setting and feedback processes focus on developing effective instructional practices.

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: The developmental and social-emotional needs of PreK scholars require continued strengthening of consistent, developmentally appropriate classroom management and behavior-support practices across the campus.

Root Cause: Staff require continued professional learning, modeling, coaching, and practical strategies to effectively prevent and respond to challenging behaviors while maintaining safe, nurturing, predictable, and engaging early childhood learning environments.

Problem Statement 2: Scholars have varying levels of readiness, and instruction must be more consistently differentiated to meet their individual needs.

Root Cause: Teachers need continued opportunities to strengthen the use of assessment data to intentionally plan flexible small groups, scaffold instruction, provide targeted intervention, and extend learning based on individual scholar needs.

Problem Statement 3 (Prioritized): Although Amber Terrace scholars have demonstrated overall success in early literacy, continued growth is needed in phonological awareness to ensure all scholars develop the foundational literacy skills necessary for kindergarten reading readiness and future reading success.

Root Cause: There is a need for greater consistency in the implementation of explicit, systematic, and differentiated phonological awareness instruction across classrooms to ensure instruction is responsive to individual scholar needs.

Problem Statement 4 (Prioritized): Family participation in campus events, instructional activities, and engagement opportunities is not consistently reaching all Amber Terrace families.

Root Cause: The campus needs to continue strengthening two-way communication and relationships with families while providing varied and accessible opportunities for parents and caregivers to understand student progress and actively participate in their scholar's learning.

Problem Statement 5 (Prioritized): Amber Terrace maintains relatively low staff turnover; however, the campus experiences challenges recruiting and hiring fully certified early childhood educators and certified special education teachers to meet the diverse instructional and developmental needs of PreK scholars.

Root Cause: The available applicant pool of educators who hold the appropriate early childhood and special education certifications is limited, creating challenges in filling specialized instructional positions with fully certified candidates.

Problem Statement 6 (Prioritized): Although Amber Terrace has increased access to instructional technology, scholars and staff do not yet have sufficient access to developmentally appropriate digital programs, resources, and professional learning.

Root Cause: The addition of new technology has outpaced the availability of developmentally appropriate instructional programs and targeted professional development needed to build staff capacity for effective technology integration.

Problem Statement 7 (Prioritized): Student attendance continues to be an area of need, resulting in some scholars missing critical instructional experiences necessary to develop

foundational academic, social-emotional, and kindergarten-readiness skills.

Root Cause: The campus needs to strengthen family awareness of the impact of consistent attendance on school readiness while proactively identifying and addressing barriers that contribute to chronic or excessive absences.

Problem Statement 8 (Prioritized): Continued improvement is needed to ensure schoolwide safety procedures are consistently implemented and that staff, scholars, and families are informed and prepared to respond appropriately during emergencies.

Root Cause: A need exists for ongoing safety training, consistent practice of emergency procedures, and timely communication with families to strengthen campus preparedness and awareness.

Problem Statement 9 (Prioritized): Families need increased opportunities to understand and actively support campus safety procedures, social-emotional learning, and academic expectations.

Root Cause: Campus communication and family engagement opportunities have not consistently provided families with the information and resources needed to reinforce school expectations and support scholar success at home.

Problem Statement 10 (Prioritized): Families do not consistently receive or access timely information about campus events, student learning, and school activities through digital communication platforms.

Root Cause: A need exists for more consistent use of social media and digital communication platforms to ensure families receive timely updates and have opportunities to stay informed and engaged in campus activities.

Problem Statement 11 (Prioritized): Continued alignment of campus spending with district strategic goals is needed to ensure resources effectively support early childhood instruction, campus safety, and family engagement.

Root Cause: A need exists for ongoing review and prioritization of campus expenditures to ensure financial resources are strategically allocated to support district initiatives and identified campus needs.

Problem Statement 12 (Prioritized): Classroom learning environments are not consistently organized and maintained to meet developmentally appropriate early childhood standards and support scholar learning.

Root Cause: A need exists for consistent classroom environment assessments, monitoring, and feedback to ensure all classrooms meet established expectations for safety, organization, accessibility, and developmentally appropriate learning experiences.

Perceptions

Perceptions Summary

Amber Terrace 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:

- Encourage Collaboration and Active Participation
- Offering varied and relevant learning experiences
- Providing positive reinforcement for efforts and achievements

The social, emotional, and behavioral wellness of our students continues to be a priority for our district and campus. Our counselors have also played a key role in supporting our students. Our counselors held routine individual and group sessions with students this year, and conducted year long 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 continuing to provide teachers new to Pre-K (0-5 years of experience) with developmentally appropriate tools to effectively manage challenging student behaviors.

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.

- **Having a sense of trust**
- **Feeling connected and optimistic**
- **Support of Leadership**
- **Relevance and Quality of Professional Learning**

Each year, we measure and analyze our stakeholder perception data. This past year, we made gains in 60% of the overall categories.

- Teachers: 6 of 7 categories made gains.
- Staff: 6 of 6 categories made gains.
- Families: 1 of 4 categories made gains. 2 of 4 categories remained the same.

Summary

Topic Description	Results	Comparison
Barriers to Engagement Factors that can create challenges for families to interact with or become involved with their child's school. Survey-takers responded to the question, "How big of a problem are the following issues for becoming involved with your child's current school?"	91% 0 since last survey	82% DeSoto ISD
Family Engagement The degree to which families become involved with and interact with their child's school.	29% ▲15 since last survey	25% DeSoto ISD
School Climate Perceptions of the overall social and learning climate of the school.	87% ▼2 since last survey	64% DeSoto ISD
School Safety Perceptions of student physical and psychological safety at school.	93% 0 since last survey	78% DeSoto ISD

116 responses

Summary

Topic Description	Results	Comparison
Belonging How much faculty and staff feel that they are valued members of the school community.	54% ▼6 since last survey	64% DeSoto ISD
Cultural Awareness and Action (Student Focus) How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture.	68% ▲11 since last survey	61% DeSoto ISD
Feedback and Coaching Perceptions of the amount and quality of feedback faculty and staff receive.	71% ▲2 since last survey	59% DeSoto ISD
Professional Learning Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.	66% ▲3 since last survey	53% DeSoto ISD
School Climate Perceptions of the overall social and learning climate of the school.	68% ▲6 since last survey	52% DeSoto ISD
Staff-Family Relationships Perceptions of faculty and staff relationships with the families at their school.	81% ▲1 since last survey	64% DeSoto ISD
Well-being Faculty and staff perceptions of their own professional well-being.	64% ▲2 since last survey	63% DeSoto ISD

20 responses


Amber Terrace ECLC
 "Spring 2025 School Staff Survey, Staff Survey"



Topic Description	Results	Comparison
Belonging How much faculty and staff feel that they are valued members of the school community.	71% ▲ 3 since last survey	69% DeSoto ISD
Feedback and Coaching Perceptions of the amount and quality of feedback faculty and staff receive.	53% ▲ 1 since last survey	50% DeSoto ISD
Professional Learning Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.	63% ▲ 11 since last survey	53% DeSoto ISD
School Climate Perceptions of the overall social and learning climate of the school.	75% ▲ 9 since last survey	58% DeSoto ISD
Staff-Family Relationships Perceptions of faculty and staff relationships with the families at their school.	73% ▲ 10 since last survey	68% DeSoto ISD
Well-being Faculty and staff perceptions of their own professional well-being.	73% ▲ 4 since last survey	71% DeSoto ISD

24 responses

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

Strong volunteerism by parents and the community.

High levels of parent satisfaction and engagement.

High levels of staff satisfaction and engagement.

Teachers have high expectations for students.

There is a strong feeling of safety among students and staff.

The counseling program has been effective in meeting students' social/emotional needs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Families need increased opportunities to understand their scholar's academic and developmental progress and how campus assessments are used to measure growth and kindergarten readiness.

Root Cause: Campus communication regarding CIRCLE assessment results, developmental benchmarks, and strategies for supporting learning at home has not been sufficiently consistent or accessible to ensure all families understand their scholar's progress.

Problem Statement 2: Establish and sustain a PTA support network to maintain parent engagement throughout the school year and beyond

Root Cause: Amber Terrace is a single-grade school, and the students are only here for one to two years.

Problem Statement 3 (Prioritized): Family participation in campus events, instructional activities, and engagement opportunities is not consistently reaching all Amber Terrace families.

Root Cause: The campus needs to continue strengthening two-way communication and relationships with families while providing varied and accessible opportunities for parents and caregivers to understand student progress and actively participate in their scholar's learning.

Problem Statement 4: Student attendance continues to be an area of need, resulting in some scholars missing critical instructional experiences necessary to develop foundational academic, social-emotional, and kindergarten-readiness skills.

Root Cause: The campus needs to strengthen family awareness of the impact of consistent attendance on school readiness while proactively identifying and addressing barriers that contribute to chronic or excessive absences.

Problem Statement 5 (Prioritized): Student attendance continues to be an area of need, resulting in some scholars missing critical instructional experiences necessary to develop foundational academic, social-emotional, and kindergarten-readiness skills.

Root Cause: The campus needs to strengthen family awareness of the impact of consistent attendance on school readiness while proactively identifying and addressing barriers that contribute to chronic or excessive absences.

Problem Statement 6 (Prioritized): Continued improvement is needed to ensure schoolwide safety procedures are consistently implemented and that staff, scholars, and families are informed and prepared to respond appropriately during emergencies.

Root Cause: A need exists for ongoing safety training, consistent practice of emergency procedures, and timely communication with families to strengthen campus preparedness and awareness.

Problem Statement 7 (Prioritized): Families need increased opportunities to understand and actively support campus safety procedures, social-emotional learning, and academic expectations.

Root Cause: Campus communication and family engagement opportunities have not consistently provided families with the information and resources needed to reinforce school expectations and support scholar success at home.

Problem Statement 8 (Prioritized): Families do not consistently receive or access timely information about campus events, student learning, and school activities through digital communication platforms.

Root Cause: A need exists for more consistent use of social media and digital communication platforms to ensure families receive timely updates and have opportunities to stay informed and engaged in campus activities.

Problem Statement 9 (Prioritized): Continued alignment of campus spending with district strategic goals is needed to ensure resources effectively support early childhood instruction, campus safety, and family engagement.

Root Cause: A need exists for ongoing review and prioritization of campus expenditures to ensure financial resources are strategically allocated to support district initiatives and identified campus needs.

Priority Problem Statements

Problem Statement 1: Although Amber Terrace scholars have demonstrated overall success in early literacy, continued growth is needed in phonological awareness to ensure all scholars develop the foundational literacy skills necessary for kindergarten reading readiness and future reading success.

Root Cause 1: There is a need for greater consistency in the implementation of explicit, systematic, and differentiated phonological awareness instruction across classrooms to ensure instruction is responsive to individual scholar needs.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Problem Statement 2: Continued growth in early numeracy is needed to ensure all Amber Terrace scholars meet or exceed developmental expectations and enter kindergarten with strong foundational mathematics skills.

Root Cause 2: Tier 1 mathematics instruction requires continued strengthening in differentiation, number sense, mathematical reasoning, and problem-solving to appropriately address scholars' varying levels of readiness.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 3: Amber Terrace maintains relatively low staff turnover; however, the campus experiences challenges recruiting and hiring fully certified early childhood educators and certified special education teachers to meet the diverse instructional and developmental needs of PreK scholars.

Root Cause 3: The available applicant pool of educators who hold the appropriate early childhood and special education certifications is limited, creating challenges in filling specialized instructional positions with fully certified candidates.

Problem Statement 3 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Demographics

Problem Statement 4: Student attendance continues to be an area of need, resulting in some scholars missing critical instructional experiences necessary to develop foundational academic, social-emotional, and kindergarten-readiness skills.

Root Cause 4: The campus needs to strengthen family awareness of the impact of consistent attendance on school readiness while proactively identifying and addressing barriers that contribute to chronic or excessive absences.

Problem Statement 4 Areas: Demographics - Student Achievement - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: Family engagement in scholars' academic learning and understanding of student progress is not yet consistent across all Amber Terrace families.

Root Cause 5: Communication regarding CIRCLE assessment results, developmental benchmarks, kindergarten-readiness expectations, and strategies for supporting learning at home has not been sufficiently consistent or accessible to ensure all families understand and actively participate in their scholar's academic progress.

Problem Statement 5 Areas: Student Achievement - Family and Community Engagement - Demographics - Student Learning

Problem Statement 6: The District Goal of 96% of PreK students scoring on track in the area of Overall Math, was not met as evidenced by a score of 90% for overall math on the 2025-2026 EOY CIRCLE assessment.

Root Cause 6: Classroom instruction is not effectively differentiated to ensure the needs of all student groups are met.

Problem Statement 6 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 7: Amber Terrace maintains relatively low staff turnover; however, the campus experiences challenges recruiting and hiring fully certified early childhood educators and certified special education teachers to meet the diverse instructional and developmental needs of PreK scholars.

Root Cause 7: The available applicant pool of educators who hold the appropriate early childhood and special education certifications is limited, creating challenges in filling specialized instructional positions with fully certified candidates.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention - School Organization - School Processes & Programs

Problem Statement 8: Although Amber Terrace has increased access to instructional technology, scholars and staff do not yet have sufficient access to developmentally appropriate digital programs, resources, and professional learning.

Root Cause 8: The addition of new technology has outpaced the availability of developmentally appropriate instructional programs and targeted professional development needed to build staff capacity for effective technology integration.

Problem Statement 8 Areas: Student Achievement - Curriculum, Instruction, and Assessment - School Organization - Technology - Student Learning - School Processes & Programs

Problem Statement 10: Families do not consistently receive or access timely information about campus events, student learning, and school activities through digital communication platforms.

Root Cause 10: A need exists for more consistent use of social media and digital communication platforms to ensure families receive timely updates and have opportunities to stay informed and engaged in campus activities.

Problem Statement 10 Areas: School Culture and Climate - Family and Community Engagement - School Processes & Programs - Perceptions

Problem Statement 11: Continued alignment of campus spending with district strategic goals is needed to ensure resources effectively support early childhood instruction, campus safety, and family engagement.

Root Cause 11: A need exists for ongoing review and prioritization of campus expenditures to ensure financial resources are strategically allocated to support district initiatives and identified campus needs.

Problem Statement 11 Areas: School Culture and Climate - School Organization - School Processes & Programs - Perceptions

Problem Statement 12: Classroom learning environments are not consistently organized and maintained to meet developmentally appropriate early childhood standards and support scholar learning.

Root Cause 12: A need exists for consistent classroom environment assessments, monitoring, and feedback to ensure all classrooms meet established expectations for safety, organization, accessibility, and developmentally appropriate learning experiences.

Problem Statement 12 Areas: Student Achievement - Curriculum, Instruction, and Assessment - School Organization - Student Learning - School Processes & Programs

Problem Statement 13: Family participation in campus events, instructional activities, and engagement opportunities is not consistently reaching all Amber Terrace families.

Root Cause 13: The campus needs to continue strengthening two-way communication and relationships with families while providing varied and accessible opportunities for parents and caregivers to understand student progress and actively participate in their scholar's learning.

Problem Statement 13 Areas: School Culture and Climate - Family and Community Engagement - School Processes & Programs - Perceptions

Problem Statement 14: Continued improvement is needed to ensure schoolwide safety procedures are consistently implemented and that staff, scholars, and families are informed and prepared to respond appropriately during emergencies.

Root Cause 14: A need exists for ongoing safety training, consistent practice of emergency procedures, and timely communication with families to strengthen campus preparedness and awareness.

Problem Statement 14 Areas: School Culture and Climate - School Organization - School Processes & Programs - Perceptions

Problem Statement 15: Families need increased opportunities to understand and actively support campus safety procedures, social-emotional learning, and academic expectations.

Root Cause 15: Campus communication and family engagement opportunities have not consistently provided families with the information and resources needed to reinforce school expectations and support scholar success at home.

Problem Statement 15 Areas: School Culture and Climate - School Organization - School Processes & Programs - 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: By May 2027, 96% of Pre-K students will score "on track" in the area Overall Math as measured by Circle Assessment.

Evaluation Data Sources: Circle Progress Monitoring Data
Lesson Plans and Instructional Walkthroughs
PLC Agendas and Meeting Notes

Strategy 1 Details	Reviews			
Strategy 1: Strengthen high-quality Tier 1 instruction, that is developmentally appropriate, and aligned to the Texas Prekindergarten Guidelines by providing professional development, ensuring alignment of lesson plans, and conducting regular instructional walkthroughs with feedback, with a focus on increasing student engagement, mathematical reasoning, and overall early numeracy proficiency. Specific practices include: Hands-on learning: Teachers will use manipulatives, ten frames, counters, and real-world objects to help students visualize numbers, operations, and patterns. Number sense development: Students will engage in counting, subitizing, and number recognition activities that encourage conceptual understanding. Operations and problem-solving: Teachers will model simple addition and subtraction using story problems, number lines, and interactive games to build mathematical reasoning. Measurement, data, and geometry: Students will explore concepts such as comparing, sorting, classifying, shape recognition, and spatial reasoning through guided play and structured activities. Differentiated instruction: Teachers will provide scaffolded supports for learners who need additional assistance and enrichment opportunities for advanced learners, ensuring all students access the core curriculum. Integration of formative assessment: Teachers will observe student engagement and understanding during daily activities, adjusting instruction based on real-time data to meet the needs of all learners. Collaborative and play-based approaches: Math learning will be embedded in small-group activities, cooperative learning, and guided play to encourage problem-solving, discussion, and application of skills. Family and community engagement: Teachers will provide opportunities for families to reinforce early numeracy at home through simple, practical activities. Strategy's Expected Result/Impact: Increased student performance in all areas of the Math Circle assessments Staff Responsible for Monitoring: CIP Lead, Lead Teachers, Principal and Assistant Principal Problem Statements: Demographics 2 - Student Learning 1, 4 - Student Achievement 5, 6 - Curriculum, Instruction, and Assessment 4 - Family and Community Engagement 3	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Monitor and support student progress by administering the Circle assessment three times a year (BOY, MOY, EOY). Use data protocols to review Circle assessment data during PLCs to identify: student needs and adjust instruction accordingly, and implementation of small groups. Strategy's Expected Result/Impact: Increased student performance in all areas of the Math Circle assessments Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials Problem Statements: Student Learning 1 - Student Achievement 6 - Curriculum, Instruction, and Assessment 4		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Family engagement in scholars' academic learning and understanding of student progress is not yet consistent across all Amber Terrace families. Root Cause: Communication regarding CIRCLE assessment results, developmental benchmarks, kindergarten-readiness expectations, and strategies for supporting learning at home has not been sufficiently consistent or accessible to ensure all families understand and actively participate in their scholar's academic progress.
Student Learning
Problem Statement 1: The District Goal of 96% of PreK students scoring on track in the area of Overall Math, was not met as evidenced by a score of 90% for overall math on the 2025-2026 EOY CIRCLE assessment. Root Cause: Classroom instruction is not effectively differentiated to ensure the needs of all student groups are met.
Problem Statement 4: Family engagement in scholars' academic learning and understanding of student progress is not yet consistent across all Amber Terrace families. Root Cause: Communication regarding CIRCLE assessment results, developmental benchmarks, kindergarten-readiness expectations, and strategies for supporting learning at home has not been sufficiently consistent or accessible to ensure all families understand and actively participate in their scholar's academic progress.

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

Performance Objective 2: By May 2027, at least 90% of PreK scholars will score "On Track" in Literacy as measured by the CIRCLE Progress Monitoring System, with an intentional campus focus on increasing proficiency in Phonological Awareness.

Evaluation Data Sources: Circle Progress Monitoring Data
Lesson Plans and Instructional Walkthroughs
PLC Agendas and Meeting Notes

Strategy 1 Details	Reviews			
Strategy 1: Strengthen early literacy instruction by providing daily, explicit, systematic, and developmentally appropriate phonological awareness instruction, including consistent implementation of Heggerty phonological awareness lessons. Strategy's Expected Result/Impact: Scholars will demonstrate increased proficiency in phonological awareness, resulting in stronger foundational literacy and kindergarten reading-readiness skills. Increased student performance in all areas of the Literacy Circle assessments Staff Responsible for Monitoring: Principal, Assistant Principal, Lead Teachers, Classroom Teachers Problem Statements: Student Learning 5 - Student Achievement 1 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize CIRCLE and formative assessment data to provide targeted, differentiated small-group literacy instruction based on scholar strengths and areas of need. Staff Responsible for Monitoring: Teachers Principal Assistant Principal Problem Statements: Student Learning 5 - Student Achievement 1 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 5: Although Amber Terrace scholars have demonstrated overall success in early literacy, continued growth is needed in phonological awareness to ensure all scholars develop the foundational literacy skills necessary for kindergarten reading readiness and future reading success. **Root Cause:** There is a need for greater consistency in the implementation of explicit, systematic, and differentiated phonological awareness instruction across classrooms to ensure instruction is responsive to individual scholar needs.

School Processes & Programs

Problem Statement 3: Although Amber Terrace scholars have demonstrated overall success in early literacy, continued growth is needed in phonological awareness to ensure all scholars develop the foundational literacy skills necessary for kindergarten reading readiness and future reading success. **Root Cause:** There is a need for greater consistency in the implementation of explicit, systematic, and differentiated phonological awareness instruction across classrooms to ensure instruction is responsive to individual scholar needs.

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

Performance Objective 3: By the end of the 2027 Summer Bridge Program, at least 80% of participating Pre-K students will demonstrate growth in kindergarten readiness skills (early literacy, numeracy, and social-emotional development) as measured by pre- and post-assessments.

Evaluation Data Sources: Pre and Post Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted Summer Bridge Program for rising kindergarten scholars designed to reinforce and extend critical kindergarten-readiness skills. Instruction will focus on: Early Literacy: phonological awareness, oral language, vocabulary, concepts of print, and other foundational literacy skills. Early Numeracy: number sense, counting, quantity, mathematical reasoning, and problem-solving. Social-Emotional Readiness: independence, communication, self-regulation, following routines, and successful transition to kindergarten. Strategy's Expected Result/Impact: At least 80% of participants demonstrating measurable growth in early literacy, early math, and kindergarten readiness skills. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Problem Statements: Student Learning 6 - Student Achievement 2 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 6: Continued growth in early numeracy is needed to ensure all Amber Terrace scholars meet or exceed developmental expectations and enter kindergarten with strong foundational mathematics skills. Root Cause: Tier 1 mathematics instruction requires continued strengthening in differentiation, number sense, mathematical reasoning, and problem-solving to appropriately address scholars' varying levels of readiness.

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

Performance Objective 1: By May 2027, Amber Terrace will increase teacher retention of high-quality early childhood educators to 95%, and ensure that 100% of new hires receive targeted onboarding, mentoring, and professional development aligned to early learning best practices.

Evaluation Data Sources: Hiring data
Interview rubrics
Candidate pipeline reports

Strategy 1 Details	Reviews			
Strategy 1: Strengthen the recruitment and hiring process by including instructional leaders and Pre-K team members in interviews to assess candidates' knowledge of early childhood development. Strategy's Expected Result/Impact: Retention of exemplary employees who are competent, caring, and inspiring role models. Staff Responsible for Monitoring: Principal and Assistant Principal Problem Statements: School Processes & Programs 5 - Staff Quality, Recruitment, and Retention 2 - School Organization 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Invest in continuous professional growth by offering high-impact professional development focused on early literacy, math, classroom management, and child development and providing time for collaborative planning, vertical alignment, and instructional rounds within grade-level teams. Strategy's Expected Result/Impact: Retention of exemplary employees who are competent, caring, and inspiring role models. Staff Responsible for Monitoring: Principal and Assistant Principal Problem Statements: Demographics 3 - Demographics 1 - Student Achievement 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Amber Terrace maintains relatively low staff turnover; however, the campus experiences challenges recruiting and hiring fully certified early childhood educators and certified special education teachers to meet the diverse instructional and developmental needs of PreK scholars. **Root Cause:** The available applicant pool of educators who hold the appropriate early childhood and special education certifications is limited, creating challenges in filling specialized instructional positions with fully certified candidates.

School Processes & Programs

Problem Statement 5: Amber Terrace maintains relatively low staff turnover; however, the campus experiences challenges recruiting and hiring fully certified early childhood educators and certified special education teachers to meet the diverse instructional and developmental needs of PreK scholars. **Root Cause:** The available applicant pool of educators who hold the appropriate early childhood and special education certifications is limited, creating challenges in filling specialized instructional positions with fully certified candidates.

Goal 3: Initiates and supports thriving partnerships with the home and community, which are immersed in the educational experience of their students.

Performance Objective 1: By May 2027, Amber Terrace will increase meaningful family and community engagement by 20%, as measured by participation in school events, parent feedback surveys, and documented partnerships that directly support student learning and development.

Strategy 1 Details	Reviews			
Strategy 1: Improve communication and access by: Using multiple platforms (e.g., ClassDojo, Remind, newsletters, phone calls) to share student learning, school news, and resources. Ensuring all communication is available in families' home languages. Conducting biannual family surveys to gather input and adjust engagement strategies based on feedback. Strategy's Expected Result/Impact: Thriving partnerships with the home and community, which are immersed in the educational experience of their students. Staff Responsible for Monitoring: Principal Assistant Principal Problem Statements: School Processes & Programs 10 - School Culture and Climate 5 - Perceptions 8 - Family and Community Engagement 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop community partnerships that enrich learning by: Partnering with local organizations (e.g., libraries, health clinics, museums) to provide on-campus experiences and resources. Inviting guest speakers, volunteers, or community readers to enhance classroom learning. Collaborating with businesses to sponsor or support school events and student initiatives. Strategy's Expected Result/Impact: Thriving partnerships with the home and community, which are immersed in the educational experience of their students. Staff Responsible for Monitoring: Principals Assistant Principals Problem Statements: School Processes & Programs 10 - School Culture and Climate 5 - Perceptions 8 - Family and Community Engagement 4	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 10: Families do not consistently receive or access timely information about campus events, student learning, and school activities through digital communication platforms. **Root Cause:** A need exists for more consistent use of social media and digital communication platforms to ensure families receive timely updates and have opportunities to stay informed and engaged in campus activities.

Perceptions

Problem Statement 8: Families do not consistently receive or access timely information about campus events, student learning, and school activities through digital communication platforms. **Root Cause:** A need exists for more consistent use of social media and digital communication platforms to ensure families receive timely updates and have opportunities to stay informed and engaged in campus activities.

Goal 3: Initiates and supports thriving partnerships with the home and community, which are immersed in the educational experience of their students.

Performance Objective 2: By the end of the school year, the campus will increase Pre-K enrollment by at least 15% through targeted family engagement and recruitment activities.

Evaluation Data Sources: Enrollment Data

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted family engagement and recruitment activities, including outreach, campus tours, and informational sessions. Strategy's Expected Result/Impact: Increased enrollment and family partnerships Staff Responsible for Monitoring: Campus Administration Problem Statements: School Processes & Programs 10 - School Culture and Climate 5 - Perceptions 8 - Family and Community Engagement 4	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 10: Families do not consistently receive or access timely information about campus events, student learning, and school activities through digital communication platforms. Root Cause: A need exists for more consistent use of social media and digital communication platforms to ensure families receive timely updates and have opportunities to stay informed and engaged in campus activities.
Perceptions
Problem Statement 8: Families do not consistently receive or access timely information about campus events, student learning, and school activities through digital communication platforms. Root Cause: A need exists for more consistent use of social media and digital communication platforms to ensure families receive timely updates and have opportunities to stay informed and engaged in campus activities.

Goal 3: Initiates and supports thriving partnerships with the home and community, which are immersed in the educational experience of their students.

Performance Objective 3: By May 2027, Amber Terrace will increase average daily student attendance toward the district target of 95% and reduce chronic absenteeism through proactive, family-centered attendance systems.

Evaluation Data Sources: Average Daily Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Implement a campus-wide attendance system that includes: - Daily monitoring of student attendance. - Early identification of scholars demonstrating patterns of absences, tardiness, or early pickups. - Teacher outreach to families following student absences. - Regular review of attendance data by campus leadership. - Parent attendance conferences when patterns of concern are identified. - Individualized support and referrals when barriers to attendance are identified. - Collaboration among administration, teachers, counselor, attendance/PEIMS staff, families, and district personnel. Strategy's Expected Result/Impact: Increased average daily attendance Reduction in the number of students identified as chronically absent. Improved family awareness of attendance expectations and the connection between daily attendance and academic success. Earlier identification and support for students experiencing attendance barriers. Staff Responsible for Monitoring: Principal, Attendance Clerk, Counselor, Teachers Problem Statements: Demographics 1 - Demographics 2 - Student Learning 3 - Student Achievement 4 - School Processes & Programs 7 - Perceptions 5	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Student attendance continues to be an area of need, resulting in some scholars missing critical instructional experiences necessary to develop foundational academic, social-emotional, and kindergarten-readiness skills. Root Cause: The campus needs to strengthen family awareness of the impact of consistent attendance on school readiness while proactively identifying and addressing barriers that contribute to chronic or excessive absences.

Student Learning

Problem Statement 3: Student attendance continues to be an area of need, resulting in some scholars missing critical instructional experiences necessary to develop foundational academic, social-emotional, and kindergarten-readiness skills. **Root Cause:** The campus needs to strengthen family awareness of the impact of consistent attendance on school readiness while proactively identifying and addressing barriers that contribute to chronic or excessive absences.

School Processes & Programs

Problem Statement 7: Student attendance continues to be an area of need, resulting in some scholars missing critical instructional experiences necessary to develop foundational academic, social-emotional, and kindergarten-readiness skills. **Root Cause:** The campus needs to strengthen family awareness of the impact of consistent attendance on school readiness while proactively identifying and addressing barriers that contribute to chronic or excessive absences.

Perceptions

Problem Statement 5: Student attendance continues to be an area of need, resulting in some scholars missing critical instructional experiences necessary to develop foundational academic, social-emotional, and kindergarten-readiness skills. **Root Cause:** The campus needs to strengthen family awareness of the impact of consistent attendance on school readiness while proactively identifying and addressing barriers that contribute to chronic or excessive absences.

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

Performance Objective 1: By the end of the 2026-2027 school year, Amber Terrace will enhance its learning environment by implementing systems and supports that foster a greater sense of safety, purpose, and engagement among students. Success will be measured by a 10% increase in positive responses in the area of School Climate on the spring Panorama survey from staff, teachers, and families.

Strategy 1 Details	Reviews			
Strategy 1: Implement and monitor schoolwide safety protocols by conducting regular fire, lockdown, and severe weather drills, and communicating procedures and outcomes to families following each drill. Strategy's Expected Result/Impact: 100% of scheduled safety drills will be conducted and documented, with post-drill communication shared with families within five school days. As a result, staff, teachers, and families will report increased confidence in the campus's safety procedures. Staff Responsible for Monitoring: Principal, Assistant Principal, and Safety Committee Problem Statements: School Processes & Programs 8 - School Culture and Climate 3 - Perceptions 6 - School Organization 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strengthen communication with families and community by providing regular updates via newsletters, ClassDojo/Remind, and events. conduct at least two family engagement nights focused on safety, SEL, and academic expectations. Strategy's Expected Result/Impact: Staff, teachers, and families will report increased confidence in the campus's safety procedures. Staff Responsible for Monitoring: Principal, Assistant Principal, and Safety Committee Problem Statements: School Processes & Programs 9 - School Culture and Climate 4 - Perceptions 7 - School Organization 4	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 8: Continued improvement is needed to ensure schoolwide safety procedures are consistently implemented and that staff, scholars, and families are informed and prepared to respond appropriately during emergencies. **Root Cause:** A need exists for ongoing safety training, consistent practice of emergency procedures, and timely communication with families to strengthen campus preparedness and awareness.

Problem Statement 9: Families need increased opportunities to understand and actively support campus safety procedures, social-emotional learning, and academic expectations. **Root Cause:** Campus communication and family engagement opportunities have not consistently provided families with the information and resources needed to reinforce school expectations and support scholar success at home.

Perceptions

Problem Statement 6: Continued improvement is needed to ensure schoolwide safety procedures are consistently implemented and that staff, scholars, and families are informed and prepared to respond appropriately during emergencies. **Root Cause:** A need exists for ongoing safety training, consistent practice of emergency procedures, and timely communication with families to strengthen campus preparedness and awareness.

Problem Statement 7: Families need increased opportunities to understand and actively support campus safety procedures, social-emotional learning, and academic expectations. **Root Cause:** Campus communication and family engagement opportunities have not consistently provided families with the information and resources needed to reinforce school expectations and support scholar success at home.

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

Performance Objective 1: By the end of the 2026-2027 school year, Amber Terrace will demonstrate fiscal efficiency by maintaining alignment of 100% of budgeted resources to instructional priorities and early childhood program needs.

Strategy 1 Details	Reviews			
Strategy 1: Conduct quarterly budget reviews aligned to campus goals by reviewing expenditures with leadership and the administrative assistant. Strategy's Expected Result/Impact: All expenditures will directly support teaching, learning, and early childhood program needs. Staff Responsible for Monitoring: Principal, Assistant Principal, SBDM Committee, and Administrative Assistant Problem Statements: School Processes & Programs 11 - School Culture and Climate 6 - Perceptions 9 - School Organization 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure spending aligns with district's strategic goals, including early learning curriculum, safety, and family engagement. Strategy's Expected Result/Impact: All expenditures will directly support teaching, learning, and early childhood program needs. Staff Responsible for Monitoring: Principal, Assistant Principal, SBDM Committee, and Administrative Assistant Problem Statements: School Processes & Programs 11 - School Culture and Climate 6 - Perceptions 9 - School Organization 5	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 11: Continued alignment of campus spending with district strategic goals is needed to ensure resources effectively support early childhood instruction, campus safety, and family engagement. Root Cause: A need exists for ongoing review and prioritization of campus expenditures to ensure financial resources are strategically allocated to support district initiatives and identified campus needs.

Perceptions

Problem Statement 9: Continued alignment of campus spending with district strategic goals is needed to ensure resources effectively support early childhood instruction, campus safety, and family engagement. **Root Cause:** A need exists for ongoing review and prioritization of campus expenditures to ensure financial resources are strategically allocated to support district initiatives and identified campus needs.

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

Performance Objective 1: By the end of the 2026-2027 school year, Amber Terrace will increase family and community engagement by implementing a multi-channel communication plan, resulting in at least a 15% increase in family participation in school events and a 10% increase in positive responses on the spring family engagement survey in the area of Family Engagement.

Strategy 1 Details	Reviews			
Strategy 1: Leverage social media and digital platforms by maintaining active social media pages (e.g., Facebook, ClassDojo, PowerSchool) to share real-time updates, photos, and event promotions. Strategy's Expected Result/Impact: At least 10% increase in positive responses on the spring Panorama Family Engagement Survey, specifically in areas related to school communication and connectedness. Staff Responsible for Monitoring: Assistant Principal and Communications Liaison Problem Statements: School Processes & Programs 10 - School Culture and Climate 5 - Perceptions 8 - Family and Community Engagement 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Highlight student achievements, classroom projects, and school events via the Principal's monthly newsletters. Strategy's Expected Result/Impact: At least 10% increase in positive responses on the spring Family Engagement Survey, specifically in areas related to school communication and connectedness. Staff Responsible for Monitoring: Campus Principal Problem Statements: School Processes & Programs 10 - School Culture and Climate 5 - Perceptions 8 - Family and Community Engagement 4	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 10: Families do not consistently receive or access timely information about campus events, student learning, and school activities through digital communication platforms. Root Cause: A need exists for more consistent use of social media and digital communication platforms to ensure families receive timely updates and have opportunities to stay informed and engaged in campus activities.

Perceptions

Problem Statement 8: Families do not consistently receive or access timely information about campus events, student learning, and school activities through digital communication platforms. **Root Cause:** A need exists for more consistent use of social media and digital communication platforms to ensure families receive timely updates and have opportunities to stay informed and engaged in campus activities.

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

Performance Objective 1: By the end of the 2026-2027 school year, Amber Terrace will ensure that 100% of instructional and common areas are clean, safe, well-maintained, and visually engaging, while also promoting early childhood development, as evidenced by 100% of classrooms meeting early learning environmental standards.

Strategy 1 Details	Reviews			
Strategy 1: Conduct beginning-, mid-, and end-of-year classroom environment audits using the CLI Engage Classroom Environment Checklist. Strategy's Expected Result/Impact: High-quality physical environments that support cognitive, social-emotional, and motor skill development in early learners. Staff Responsible for Monitoring: Principal and Assistant Principal Problem Statements: Student Learning 8 - Student Achievement 9 - School Processes & Programs 12 - Curriculum, Instruction, and Assessment 7 - School Organization 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct monthly facility walkthroughs of classrooms, restrooms, hallways, playgrounds, and entryways with administrators and custodial leads to monitor cleanliness, safety, and aesthetics. Strategy's Expected Result/Impact: Increased safety and well-being, enhanced cleanliness and hygiene, proactive facility management, and positive perception by families and staff. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Instructional Assistants, Administrative Assistant, Beautification Committee, and Custodial Staff Problem Statements: Student Learning 8 - Student Achievement 9 - School Processes & Programs 12 - Curriculum, Instruction, and Assessment 7 - School Organization 6	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 8: Classroom learning environments are not consistently organized and maintained to meet developmentally appropriate early childhood standards and support scholar learning. Root Cause: A need exists for consistent classroom environment assessments, monitoring, and feedback to ensure all classrooms meet established expectations for safety, organization, accessibility, and developmentally appropriate learning experiences.

School Processes & Programs

Problem Statement 12: Classroom learning environments are not consistently organized and maintained to meet developmentally appropriate early childhood standards and support scholar learning. **Root Cause:** A need exists for consistent classroom environment assessments, monitoring, and feedback to ensure all classrooms meet established expectations for safety, organization, accessibility, and developmentally appropriate learning experiences.

Goal 8: Secures emerging technology to maximize student achievement and manage information efficiently.

Performance Objective 1: By the end of the 2026-2027 school year, Amber Terrace will increase effective use of available technology by implementing a peer-led professional learning community focused on free digital tools and resource sharing, resulting in 100% of teachers and instructional assistants integrating at least one technology tool into their instruction each semester.

Strategy 1 Details	Reviews			
Strategy 1: Establish a peer-led technology learning community to share tips, free tools, and lesson ideas. Strategy's Expected Result/Impact: Students will demonstrate increased engagement and foundational digital literacy skills during technology-supported activities. Staff Responsible for Monitoring: Principal and Technology Liaison Problem Statements: Student Learning 7 - Student Achievement 8 - School Processes & Programs 6 - Curriculum, Instruction, and Assessment 6 - School Organization 2 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implementation of a free comprehensive technology-based program designed specifically for PreK 3 and 4-year-olds that builds foundational literacy and numeracy skills. Strategy's Expected Result/Impact: Improved school readiness Staff Responsible for Monitoring: Principal, Classroom Teachers, Instructional Assistants, and Technology Liaison Problem Statements: Student Learning 7 - Student Achievement 8 - School Processes & Programs 6 - Curriculum, Instruction, and Assessment 6 - School Organization 2 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 7: Although Amber Terrace has increased access to instructional technology, scholars and staff do not yet have sufficient access to developmentally appropriate digital programs, resources, and professional learning. Root Cause: The addition of new technology has outpaced the availability of developmentally appropriate instructional programs and targeted professional development needed to build staff capacity for effective technology integration.

School Processes & Programs

Problem Statement 6: Although Amber Terrace has increased access to instructional technology, scholars and staff do not yet have sufficient access to developmentally appropriate digital programs, resources, and professional lea **Root Cause:** The addition of new technology has outpaced the availability of developmentally appropriate instructional programs and targeted professional development needed to build staff capacity for effective technology integration.

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Community Representative	Peter DeJesus	2026-2027 Representative
Parent Representative	Kendal Harden	2026-2027 Representative
SPED Teacher	Vonquita Lumpkin	2026-2027 Representative
Business Representative	Sonya Palmer	2025-2026 Representative
Paraprofessional	Candy Bell	2025-2026 Representative
Classroom Teacher	Reginia Dean	2025-2026 Representative
Administrator	Keishla Coleman	Principal