A+ CHARTER SCHOOLS, INC.

Home of A+ Academy and Inspired Vision Academy

Notice of Regular Meeting
Conference Room
September 21, 2026 4:00 PM

Item Description

Call Meeting to Order
Mrs. Theda Green, Board President

Pledges

1. U.S. Pledge of Allegiance
2. Texas Pledge of Allegiance

Invocation

Open Forum

Parental Comment Portal

Superintendent's Report
Dr. Brenton White, Superintendent

1. CAPS/ Enrollment
2. General Updates

Consent Agenda

1. Minutes of August 31, 2026, Board Meeting

Action Items

1. Consider approval of Financial Reports for August 2026
2. Consider approval of Laserfiche Truancy Enhancement
3. Consider approval of Student/Parent Handbook and Student Code of Conduct
4. Consider Approval of the 2026-2027 A+ Charter Schools District Improvement Plan

Closed Session

1. TEX. GOV'T CODE 551.074 Personnel Matters
   a. Discussion of Employee Relations
2. TEX. GOV'T CODE 551.074 Personnel Matters
   a. Discussion of Potential Board Member Appointment

Reconvene into Open Session

Consider and take possible action on matters discussed in Closed Session

1. Consider and take possible action in deliberations regarding TEX. GOV'T CODE 551.074 Personnel Matters: Discussion of Employee Relations
2. Consider and take possible action in deliberations regarding TEX. GOV'T CODE 551.074 Personnel Matters: Discussion of Potential Board Member Appointment

Adjourn

If, during the course of the meeting, discussion of any item on the agenda should be held in o closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 557, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be token in open meeting.

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on:

_____, Superintendent / CEO

BOARD MEETING -AUDIENCE PARTICIPATION SIGN-UP

The Board shall allow public comment on specific agenda items where a member of the public desires to speak. Notice must be submitted to Board Secretary, Mrs. Linda Davis no less than ten (10) minutes before the start of the meeting by email apluscharterschools@aplus-cs.org

A Plus Charter Schools, Inc



2026-2027 District Improvement Plan

Generated by Plan4Learning.com
September 15, 2026 at 10:04 AM

Mission Statement

The mission of A+ Charter Schools, Inc. is to develop students with integrity who are aware of their potential and able to obtain high goals through innovative educational programs.









Vision

A+ Charter Schools, Inc.

Empowering . . . Modeling . . . Impacting

Value Statement



Dr. Brenton White, Superintendent of Schools/CEO

Table of Contents

Comprehensive Needs Assessment 5

Priority Problem Statements 7

Data Documentation for CNA 14

- Improvement Planning Data 15
- Accountability Data 15
- Student Data: Assessments 15
- Student Data: Student Groups 16
- Student Data: Behavior and Other Indicators 17
- Employee Data 17
- Parent/Community Data 17
- Support Systems and Other Data 18

Goals 19

- Goal 1 : A+ Charter Schools will empower students to achieve academic growth an... 20
- Goal 2 : A+ Charter Schools will actively seek, develop, and retain highly qualified ... 32
- Goal 3 : A+ Charter Schools will allocate resources to ensure optimum educational ... 35
- Goal 4 : A+ Charter Schools will prioritize and allocate resources for district operati... 42

Title I Summary 61

- Title I Personnel 62

Assurances 63

Funding Summary 65

- 211 Title I, Part A 66
- 255 Title II, Part A 66
- 263 Title III 66

Addendums 67

Comprehensive Needs Assessment

Priority Problem Statements

	Problem Statement	Root Cause
1	While A+ Charter Schools maintains high graduation and CCMR rates, the percentage of students who score at the Meets Performance Level and above STAAR is lower than the state average (A+ Acadmey is 14% lower than the state average and Inspired Vision Academy is 23% lower than the state average).	Tier one instructional delivery is not at the level of rigor needed to meet on-grade-level expectations due to teachers lack of understanding of scaffolding, depth and complexity needed for higher levels of learning, high impact instructional strategies.
2	A+ Charter Schools has a lot of first and second year teachers who do not have the experience and knowledge to meet student needs.	The district has developed a recruiting program that entices experienced, credential educators, but the district culture needs additional emphasis on collaborative leadership, and increased teacher support to value and retain good teachers.
3	A+ Academy and Inspired Vision Academy STAAR data shows SPED students as the lowest demographic scoring at the Meets performance level in ELAR (5% scoring at the Meets performance level).	Fidelity of the inclusion teaching model. Inclusion teachers need more training on inclusion and classroom support.
4	A+ Academy and Inspired Vision Academy intervention data shows that students are not improving with the usage of Imagine Math and Read180 intervention programs.	Teachers are not implementing the program with fidelity and ensuring students meet the minimum weekly time requirements for the program. For Imagine Math, teachers are dividing time of usage between it and the iXL program. Need to redefine usage for campuses.
5	A+ Academy STAAR data shows the lowest Masters performance level demographic group is SPED in Social Studies and Science (0% scoring at Masters).	Fidelity of the inclusion teaching model. Inclusion teachers need more training on inclusion and classroom support.
6	Inspired Vision Academy STAAR data shows that African Americans are underperforming in comparison to other demographic groups in Math.	Teachers are not trained in culturally relevant teaching strategies that help meet the needs of all demographics.

7

Inspired Vision Academy STAAR data shows that EB students score lower than other demographic groups on all STAAR performance (exception is SPED). EB are underperforming on STAAR "All Tests" compared to the region and the state.

Teachers are not consistently using Content Based Learning Instructional strategies and differentiating for language supports. There is a consistent rate of teaching staff that are novice and/or uncertified.

8

Teachers have access to a variety of instructional technology applications, but usage reports show less than half of teachers utilize current supplemental instructional technology applications.

Professional development is geared toward technology compliance and does not include opportunities to learn about instructional technology applications available for district usage.Technology access is limited for instructional resources during summer professional development days preventing proper training. Initial and ongoing training is needed on these platforms.

9

Students Meets and Masters performance levels are below state and Region 10 targets on STAAR.

Tier 1 instruction must be differentiated to provide more rigorous and accelerated material to our students. Teacher knowledge of curriculum resources and practice are limited which impacts Tier 1 instruction.

10

Emergent Bilingual and SPED demographic groups are underperforming.

Content-Based Learning Instruction (CBLI) and the Inclusion model are not implemented with fidelity. Staff knowledge on what CBLI is limited and district EB supports are limited due to staffing. Programs and interventions have not been evaluated for effectiveness in improving student achievement.

11

A+ Academy PEIMS data shows that we have 72.10% students coded as at-risk and Inspired Vision Academy PEIMS data shows that we have 78.49% students coded as at-risk, which has impacted our testing scores from year to year.

Lack of training on Tier 1 and differentiated instruction to meet the learning needs of at-risk students.

12

Teachers instructing Emergent Bilingual students are not providing adequate and quality instruction that meets their academic needs resulting in low test scores.

Lack of proper certification for bilingual and ESL teachers leads to underutilization of effective second language acquisition techniques. The 24-25 Bilingual Education Exception Document reflects that A+ Academy filed for 27 exceptions and 8 waivers and Inspired Vision filed for 15 exceptions and 7 waivers causing most emergent bilingual students to be coded in an Alternative Language Program.

13

23-24 TAPR data shows that we have 20.8% beginning teachers at A+ Academy and 23.5% beginning teachers at Inspired Vision Academy which impacts quality of instruction and student performance on assessments.

Principal and teacher turnover rates, lack of stability and consistency on campuses/district, lack of recruiting and promoting our district.

14

There are not dual credit programs to help students move into trade schools/programs.

These programs offered at Eastfield College have limited capacity and are often offered at times that creates difficulty in scheduling students.

15

Students complete programs of study for CTE but do not take IBC exams. Sometimes IBC exams are not reported by PEIMS.

Due to a turnover in counselors, some IBCs have not been reported in Ascender.

16

Students have limited engagement in SEL programs.

Students lack information and training on SEL programs by teachers and counselors.

17

Students with attendance problems often drop out of school.

Once students have fallen below the 75% attendance point, the campus cannot help them regain credit which often leads to students dropping out or transferring to online schools.

18 ★

A lack of engagement exists between students and the counseling department. Students only go to the counselors when they have problems. Currently, no preventative measures exist.

Counselors wait for students to come to them rather than being proactive in providing SEL training in classrooms.

19 ★

There are not enough qualified personnel to attend to the medical needs of the students.

The district needs to recruit, interview, and hire qualified candidates and ensure they are provided with the necessary training they need to attend to students' medical needs.

20 ★

Students are often not current on immunizations.

Parents need resources that will provide free or low-cost immunizations for students.

21 ★

Pre-K through 2nd grade students are not meeting district benchmarks on reading and math interim assessments.

Early foundational learning gaps, driven by limited targeted support and interventions, are reducing readiness for later grades and widening achievement disparities by STAAR-tested years.

22 ★

The district needs to improve the consistency and effectiveness of communication with parents and families regarding student progress, district and campus information, available resources, and opportunities for engagement.

Communication practices are not consistent across campuses and the district. Changes in leadership have contributed to a lack of consistency. Information is not always communicated to parents and staff with sufficient advance notice. Families may not be fully aware of available resources or how to access them.

23 ★

Parents and families do not consistently have accessible, user-friendly information and support needed to understand their children's academic progress and school expectations.

The parent portal is not user-friendly for all families. Parents may need additional training and support in accessing and using the parent portal. Parents need additional information regarding assessments, curriculum resources, and academic expectations. Methods for communicating student progress are not consistent across campuses.

24 ★

Parent and family participation in district and campus engagement opportunities is not at the desired level.

Parent and family engagement activities are not always advertised with sufficient advance notice. Communication regarding engagement opportunities is inconsistent. Campuses have lacked a consistent structure for coordinating Parent and Family Engagement activities. The district does not currently have active PTO/PTA organizations to provide an additional structure for parent involvement.

25 ★

Parent communication and family engagement practices are not consistently implemented across campuses.

Changes in leadership have resulted in inconsistent practices. Horizontal alignment among campuses is limited. Expectations for parent communication and family engagement have not been consistently implemented districtwide. Responsibility for coordinating and documenting Parent and Family Engagement activities has not been sufficiently defined.

26 ★

Too many devices are broken by accidents and vandalism.

Teachers are not being held accountable for managing the devices in the classrooms.

27 ★

Not all technology devices are up to date.

Not enough funding to replace everything.

28 ★

Too many badges need to get replaced because of loss.

People are not held responsible, too many changes in positions, high turnover rate.

29 ★

Teachers/staff do not know how to use instructional technology.

Not enough training is being provided for instructional technology.

30 ★

Cybersecurity processes are not being followed.

Staff is not receiving enough training.

31 ★

Too many errors are occurring in Ascender.

Too many people have access and staff are making too many errors in student and teacher accounts.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**

- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

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

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

Goals

Goal 1

A+ Charter Schools will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction and social/emotional learning.

Performance Objective 1

☑ **High Priority**

EB STAAR SCORES: Inspired Vision Academy STAAR scores at the Meets performance level for Emergent Bilingual students will increase from 20% to 25% by June 2027.

Evaluation Data Source: STAAR scores

Strategy 1

Teachers will implement Content-Based Language Instruction (CBLI) strategies in their daily teaching.

Strategy's Expected Result/Impact: Increase in EB student performance at the Meets level on STAAR.

Staff Responsible for Monitoring: Director of Emergent Bilingual
Assistant Superintendent of Student Engagement
Principals
Teachers

Problem Statements: District Processes & Programs 4

Funding Sources: Summit K-12 263 Title III, $23,860, Bilingual Aide 263 Title III, $45,943

Formative Reviews

November	February	March	June

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
4	Emergent Bilingual and SPED demographic groups are underperforming.	Content-Based Learning Instruction (CBLI) and the Inclusion model are not implemented with fidelity. Staff knowledge on what CBLI is limited and district EB supports are limited due to staffing. Programs and interventions have not been evaluated for effectiveness in improving student achievement.

Performance Objective 2 ☑ High Priority

EB STAAR SCORES: A+ Academy STAAR scores at the Meets performance level for Emergent Bilingual students will increase from 30% to 35% by June 2027.

Evaluation Data Source: STAAR scores

Strategy 1

Teachers will implement Content-Based Language Instruction (CBLI) strategies in their daily teaching.

Strategy's Expected Result/Impact: Increase in EB student performance at the Meets level on STAAR.

Staff Responsible for Monitoring: Director of Emergent Bilingual
Assistant Superintendent of Student Engagement
Principals
Teachers

Problem Statements: District Processes & Programs 4

Funding Sources: Summit K-12 263 Title III, $23,860, Bilingual Aide 263 Title III, $45,943

Formative Reviews

November	February	March	June

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
4	Emergent Bilingual and SPED demographic groups are underperforming.	Content-Based Learning Instruction (CBLI) and the Inclusion model are not implemented with fidelity. Staff knowledge on what CBLI is limited and district EB supports are limited due to staffing. Programs and interventions have not been evaluated for effectiveness in improving student achievement.

Performance Objective 3 ☑ High Priority

SPECIAL EDUCATION STAAR SCORES: A+ Academy STAAR scores at the Meets performance level for Special Education students will increase from 24% to 29%. Inspired Vision Academy STAAR scores at the Meets performance level for Special Education students will increase from 15% to 20% by June 2027.

Evaluation Data Source: STAAR scores

Strategy 1 ☑ Results Driven Accountability

Special Education staff will participate in professional development to strengthen specially designed instruction in resource and inclusion settings.

Strategy's Expected Result/Impact: Increase in Special Education student scores

Staff Responsible for Monitoring: Director of Special Education
Assistant Superintendent of Student Engagement
Special Education Coordinator
Campus Principals
Teachers

Problem Statements: Student Learning 2, 4

Formative Reviews

November	February	March	June

Strategy 2

Special Education staff will review student data on a regular cycle to adjust instruction, accommodations, and grouping.

Strategy's Expected Result/Impact: Staff will identify student needs and make informed instructional decisions.

Staff Responsible for Monitoring: Director of Special Education
Assistant Superintendent of Student Engagement
Special Education Coordinator
Principals
Teachers

Problem Statements: Student Learning 2, 4

Formative Reviews

November	February	March	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	A+ Academy and Inspired Vision Academy STAAR data shows SPED students as the lowest demographic scoring at the Meets performance level in ELAR (5% scoring at the Meets performance level).	Fidelity of the inclusion teaching model. Inclusion teachers need more training on inclusion and classroom support.
4	A+ Academy STAAR data shows the lowest Masters performance level demographic group is SPED in Social Studies and Science (0% scoring at Masters).	Fidelity of the inclusion teaching model. Inclusion teachers need more training on inclusion and classroom support.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

STAAR ASSESSMENTS SCORES: Students scoring at the Meets performance level on STAAR Assessments in reading and math will increase by 5% by June 2027 (HB3 Goals 2 and 3).
Students performance on STAAR at the Meets and Masters level will increase:
IVE 29% to 34%
IVAS 26% to 31%
APE 31% to 36%
APS 39% to 44%

Evaluation Data Source: STAAR Assessments

Strategy 1

Implement a uniform Tier 1 resource in K-12 reading and math including differentiation strategies to meet the needs of all students.

Strategy's Expected Result/Impact: Increase of 5% by End of Year Assessments in reading and math at the projected Meets performance level

Staff Responsible for Monitoring: Curriculum & Instruction Department
Principals
Teachers

Formative Reviews

November	February	March	June

Strategy 2

Implement a comprehensive intervention system of targeted instructional support focused on

accelerated learning.

Strategy's Expected Result/Impact: 5% increase by End of Year Assessments in Reading and Math at the projected Meets performance level

Staff Responsible for Monitoring: Curriculum & Instruction Department
Campus Leadership

Formative Reviews

November	February	March	June

Performance Objective 5 ☑ High Priority

STUDENT DISCIPLINE: Student discipline at A+Academy will decrease from 13% to 8% and Inspired Vision Academy will decrease from 11% to 6% by June 2027.

Evaluation Data Source: Ascender Data
PEIMS Data
Internal Monthly Discipline Audits

Strategy 1

District will hold a district leadership retreat to create school culture systems that provides behavioral interventions and support that encourages positive student behavior.

Strategy's Expected Result/Impact: Decrease in student referrals
Decrease in Drop Out rate
Increase in attendance

Staff Responsible for Monitoring: Principals
Assistant Principals
Assistant Superintendent of Administrative Services
Director Of PEIMS

Funding Sources: 255 Title II, Part A,

Formative Reviews

November	February	March	June

Strategy 2

Campuses will be trained in Behavior Intervention and Supports.

Strategy's Expected Result/Impact: Reduction in referrals
Increase student engagement

Staff Responsible for Monitoring: Principals
Assistant Superintendent of Administrative Services

Formative Reviews

November	February	March	June

Performance Objective 6 ☑ High Priority ☑ HB3 Goal

COLLEGE & CAREER READINESS: A+ Academy will maintain student participation in College and Career Readiness activities by increasing Industry Based Certification completion by 4% by June 2027 and Inspired Vision Academy secondary schools will maintain student participation in College and Career Readiness activities at 100% by June 2027 (HB3 Goal 1).

Evaluation Data Source: CCMR Data

Strategy 1

Secondary campuses will offer Industry Based Certifications (IBCs) through Career and Technical Education that are aligned to programs of study.

Strategy's Expected Result/Impact: Increased enrollment in IBC programs

Staff Responsible for Monitoring: Assistant Superintendent of Student Engagement

Formative Reviews

November	February	March	June

Strategy 2

Secondary campuses will collaborate with a post-secondary institution to provide dual enrollment opportunities for students allowing some students to graduate with their associates degree.

Strategy's Expected Result/Impact: More students will be able to graduate with an associates degree upon completion of high school

Staff Responsible for Monitoring: Assistant Superintendent of Student Engagement; Dual Credit Counselor

Formative Reviews

November	February	March	June

Strategy 3

Secondary campuses will provide students with various activities to learn about CTE programs of study, endorsements, IBCs, and dual enrollment opportunities.

Strategy's Expected Result/Impact: Students will have more choices in post- secondary experiences

Staff Responsible for Monitoring: Assistant Superintendent of Student Engagement; Dual Credit Counselor

Formative Reviews

November	February	March	June

Performance Objective 7 ☑ High Priority

SOCIAL & EMOTIONAL LEARNING: Counselors will improve student social-emotional development by increasing engagement in SEL activities by 50% for by May 2027.

Evaluation Data Source: Student Attendance Documentation in SEL
Number of Lessons Completed in Ripple Effects (program usage for APS, IVS, IVE)

Strategy 1

Counselors and teachers will use Ripple Effects to teach students about Social Emotional Learning.

Strategy's Expected Result/Impact: Students will become better equipped with the ability to understand and manage their emotions in making decisions. Decrease in number of discipline referrals.

Staff Responsible for Monitoring: Principals, Counselors, Assistant Superintendent of Student Engagement

Funding Sources: Ripple Effects Software 211 Title I, Part A, A+ Academy, $18,942.5, Ripple Effects Software 211 Title I, Part A, Inspired Vision Academy, $18,942.5

Formative Reviews

November	February	March	June

Strategy 2

Counselors will go to classrooms to do SEL lessons and activities.

Strategy's Expected Result/Impact: Students will become better equipped with the ability to understand and manage their emotions in making decisions. Decrease in number of discipline referrals.

Staff Responsible for Monitoring: Principals

Formative Reviews

November	February	March	June

Strategy 3

For the 2026- 2027 school year, a minimum fifteen-minute SEL period is included in the school schedule so that students will have daily opportunities to engage in SEL instruction.

Strategy's Expected Result/Impact: Students will become better equipped with the ability to understand and manage their emotions in making decisions.

Staff Responsible for Monitoring: Principals
Counselors

Formative Reviews

November	February	March	June

Performance Objective 8 ☑ High Priority

PROFESSIONAL DEVELOPMENT: A+ Charter Schools will continue to train all staff in scaffolding, depth, and complexity of instruction to increase the Meets and Masters passing percentage on STAAR by 5% in June 2027.

Students performance on STAAR at the Meets and Masters level will increase:
IVE 29% to 34%
IVAS 26% to 31%
APE 31% to 36%
APS 39% to 44%

Evaluation Data Source: STAAR Scores

Strategy 1

Train leadership around collaborative structures that focus on scaffolding, depth, and complexity during district-wide professional development and campus Professional Learning Communities (PLCs).

Strategy's Expected Result/Impact: Student achievement on campus and district assessments will increase by 5% on Meets and Masters performance on STAAR in Domain 1.

Staff Responsible for Monitoring: Principals
School Improvement Facilitators

Formative Reviews

November	February	March	June

Strategy 2

Implement a professional development system to support Tier 1 instruction that addresses the instructional needs of all students.

Strategy's Expected Result/Impact: Student achievement on campus and district assessments will increase by 5% on Meets and Masters performance on STAAR in Domain 1.

Staff Responsible for Monitoring: Assistant Superintendent of Student Engagement

Formative Reviews

November	February	March	June

Strategy 3

Conduct leadership meetings that will allow leaders to collaborate on high-impact instructional strategies for use in Professional Learning Communities (PLCs).

Strategy's Expected Result/Impact: Student achievement on campus and district assessments will increase by 5% on Meets and Masters performance on STAAR in Domain 1.

Staff Responsible for Monitoring: Principals
School Improvement Facilitators
Principal Supervisors

Formative Reviews

November	February	March	June

Performance Objective 9 ☑ High Priority

INSTRUCTION: By June 2027, teachers who previously demonstrated gaps in effectively meeting the academic needs of students will demonstrate a 10% growth in instructional delivery and student engagement.

Evaluation Data Source: Formative and summative assessments
Observable improvement in student engagement (T-TESS Observation Data Domains 2 & 3)

Strategy 1

Teachers will collaborate on high-yield instructional strategies and student engagement through lesson internalization.

Strategy's Expected Result/Impact: Teachers become reflective practitioners that lead to students academic growth

Staff Responsible for Monitoring: Campus Leadership

Formative Reviews

November	February	March	June

Strategy 2

Implementation of the lesson internalization process will be documented in lesson plans and observation protocols and feedback.

Strategy's Expected Result/Impact: Teachers will become reflective practitioners that lead to students academic growth.

Staff Responsible for Monitoring: Campus Leadership

Formative Reviews

November	February	March	June

Strategy 3

Teachers will utilize STAAR results, curriculum-based assessments, district assessments, teacher-made assessments to identify learning gaps and plan intervention strategies to increase performance on the STAAR assessment.

Strategy's Expected Result/Impact: Teachers will become reflective practitioners that lead to students academic growth.

Staff Responsible for Monitoring: Campus Leadership

Formative Reviews

November	February	March	June

Strategy 4

Teachers will receive high quality services through vetted improvement partners that are aligned

to the essential actions of the Effective Schools Framework.

Strategy's Expected Result/Impact: Increase Meets and Masters performance of all students on STAAR assessment

Staff Responsible for Monitoring: Campus Leadership
School Improvement Facilitators

Formative Reviews

November	February	March	June

Performance Objective 10

HEALTH & PHYSICAL EDUCATION. By June 2027, campuses will have created a robust teaching and learning model for health and physical education to increase students' physical activity and teachers' content knowledge about health and physical education.

Evaluation Data Source: Administrators' observations
Fitness assessments

Strategy 1

Physical education teachers will attend training at Region 10 to learn effective strategies for teaching physical education.

Strategy's Expected Result/Impact: Teachers will improve their content knowledge in physical education.

Staff Responsible for Monitoring: Principals
Athletic Coordinators

Formative Reviews

November	February	March	June

Strategy 2

Physical education teachers will develop and follow six weeks plans that align with the TEKS.

Strategy's Expected Result/Impact: Teachers will improve their content knowledge in physical education.

Staff Responsible for Monitoring: Principals
Athletic Coordinators

Formative Reviews

November	February	March	June

Performance Objective 11 ☑ High Priority

STUDENT ATTENDANCE: The attendance rate average will increase for all students from 93% to 95% by June 2027.

Evaluation Data Source: Student attendance records

Strategy 1

District & Campus Staff will track students' attendance weekly. Once students have fallen below the 90% rule , they will attend sessions on the campuses to make up their hours.

Strategy's Expected Result/Impact: Students' attendance and academic performance will improve.

Staff Responsible for Monitoring: Assistant Principals
Attendance Clerks
Attendance & Truancy Specialist
Director of PEIMS

Formative Reviews

November	February	March	June

Strategy 2

The district will continue to hold truancy tribunals.

Strategy's Expected Result/Impact: Parents and students will learn about the impact of attendance and truancy on students' academic performance.

Staff Responsible for Monitoring: Attendance & Truancy Specialist
Director of PEIMS
Campus Principals

Formative Reviews

November	February	March	June

Goal 2

A+ Charter Schools will actively seek, develop, and retain highly qualified personnel and provide ongoing relevant professional development learning that translates to student engagement and success.

Performance Objective 1

☑ **High Priority**

TEACHER RETENTION: A+ Academy and Inspired Vision Academy will work to decrease teacher turnover rate by 5% per year to reach the Region 10 average of 20% within four years. 24-25 TAPR data shows A+ Academy teacher turnover rate at 27.7% and Inspired Vision Academy at 36.1%.

Evaluation Data Source: TAPR Report
Human Resource Data
PEIMS Data

Strategy 1

New Teacher Mentor program will support first and second year teachers. Mentors will share pedagogical knowledge, model teaching practices, provide helpful feedback, emotional support, and instructional and organizational guidance to new teachers.

Strategy's Expected Result/Impact: New teachers will grow in their teaching content area

Staff Responsible for Monitoring: Curriculum & Instruction
Principals

Formative Reviews

November	February	March	June

Strategy 2

Implement a professional development system to support the implementation of Tier 1 resources in reading and math including supplemental instructional technology programs.

Strategy's Expected Result/Impact: 5% increase by End of Year Assessments in Reading and Math at the projected Meets performance level

Staff Responsible for Monitoring: Curriculum & Instruction Department
Campus Leadership
School Improvement Specialists

Formative Reviews

November	February	March	June

Strategy 3

A+Charter Schools will develop and maintain teacher incentive allotment (TIA) to recruit and retain highly qualified teachers.

Strategy's Expected Result/Impact: Reduce turnover rate and recruit highly qualified teacher candidates.

Staff Responsible for Monitoring: Director Of Human Resource
Director Of Curriculum & Instruction
Assistant Superintendent of Student Engagement

Formative Reviews

November	February	March	June

Performance Objective 2 ☑ High Priority

RECRUITMENT: Human Resources will create a strong recruiting plan to increase the number of certified teachers by 10% by January 2027.

Evaluation Data Source: PEIMS Data
Internal Data
TAPR Data

Strategy 1

Human Resources will recruit at colleges and universities focusing on high hispanic student population.

Strategy's Expected Result/Impact: Increase the number of certified teachers

Staff Responsible for Monitoring: Executive Director of Human Resources

Formative Reviews

November	February	March	June

Performance Objective 3

PROFESSIONAL DEVELOPMENT: A+ Charter Schools will provide on-going, relevant staff development opportunities for all staff and ensure 85% of staff will rate the professional development sessions as relevant and beneficial to their roles as measured through feedback surveys after each session.

Evaluation Data Source: Professional Development surveys

Strategy 1

A+ Charter Schools will provide staff development days throughout the school calendar year for district and campus use.

Strategy's Expected Result/Impact: Teachers will be provided with research-based best practices to improve their instructional practices.

Staff Responsible for Monitoring: Assistant Superintendent of Student Engagement

Formative Reviews

November	February	March	June

Strategy 2

Staff will be required to complete training for suicide prevention, conflict resolution, violence prevention, dyslexia treatment, sexual abuse, sex trafficking, maltreatment of children, dropout reduction, sexual harassment/sexual abuse, and dating violence.

Strategy's Expected Result/Impact: Staff can recognize different situations that impact students' academic performance.

Staff Responsible for Monitoring: Campus administration

Formative Reviews

November	February	March	June

Goal 3

A+ Charter Schools will allocate resources to ensure optimum educational services and provide transparent communication to parents, students, employees, and the community.

Performance Objective 1

PARENT & FAMILY ENGAGEMENT: By June 2027, A+ Charter Schools will increase parent and family participation in district and campus Parent and Family Engagement activities by 10% as measured by sign-in sheets, participation records, and parent feedback/surveys.

Evaluation Data Source: Sign-in sheets/participation records
Parent and family feedback/surveys
PFE activity documentation
Activity agendas/calendars

Strategy 1

A+ Academy and Inspired Vision Academy will provide Parent and Family Engagement activities and parent education opportunities that address identified family needs and support student academic achievement, including information related to assessments, curriculum resources, academic expectations, and resources available to families.

Strategy's Expected Result/Impact: Increased parent and family participation and increased understanding of academic expectations, assessments, curriculum resources, and resources available to support student achievement.

Staff Responsible for Monitoring: Director of Federal Programs
Campus Parent and Family Engagement Liaison

Problem Statements: Perceptions 2, 3

Funding Sources: 211 Title I, Part A,

Formative Reviews

November	February	March	June

Strategy 2

Each campus will designate a Parent and Family Engagement Liaison responsible for coordinating, promoting, implementing, and documenting campus Parent and Family Engagement activities. Each campus will conduct a minimum of one Parent and Family Engagement activity per semester.

Strategy's Expected Result/Impact: Consistent implementation, promotion, and documentation of Parent and Family Engagement activities across campuses, with increased opportunities for parent and family participation.

Staff Responsible for Monitoring: Director of Federal Programs
Campus Parent and Family Engagement Liaison
Campus Principal

Problem Statements: Perceptions 3, 4

Formative Reviews

November	February	March	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Parents and families do not consistently have accessible, user-friendly information and support needed to understand their children's academic progress and school expectations.	The parent portal is not user-friendly for all families. Parents may need additional training and support in accessing and using the parent portal. Parents need additional information regarding assessments, curriculum resources, and academic expectations. Methods for communicating student progress are not consistent across campuses.
3	Parent and family participation in district and campus engagement opportunities is not at the desired level.	Parent and family engagement activities are not always advertised with sufficient advance notice. Communication regarding engagement opportunities is inconsistent. Campuses have lacked a consistent structure for coordinating Parent and Family Engagement activities. The district does not currently have active PTO/PTA organizations to provide an additional structure for parent involvement.
4	Parent communication and family engagement practices are not consistently implemented across campuses.	Changes in leadership have resulted in inconsistent practices. Horizontal alignment among campuses is limited. Expectations for parent communication and family engagement have not been consistently implemented districtwide. Responsibility for coordinating and documenting Parent and Family Engagement activities has not been sufficiently defined.

Performance Objective 2

FAMILY COMMUNICATION & ACCESS TO INFORMATION: By June 2027, A+ Charter Schools will improve the consistency, timeliness, and accessibility of communication with parents and families regarding student progress, academic expectations, district and campus information, available resources, and opportunities for engagement, as measured by parent feedback, communication records, and district/campus communication practices.

Evaluation Data Source: Parent Feedback/POSSIP Survey Results
Staff and Student Perception Survey Results
District and Campus Communication Records
ParentSquare Communication Records
Parent Portal Training/Participation Records
Monthly Parent and Family Newsletters
District Website/App Information

Strategy 1

The district will maintain current and accessible information on the district website, including district and campus information, directories, calendars, policies, parent resources, and information regarding Parent and Family Engagement opportunities.

Strategy's Expected Result/Impact: Parents and families will have timely access to current district and campus information, resources, calendars, policies, and engagement opportunities.

Staff Responsible for Monitoring: Marketing Coordinator

Problem Statements: Perceptions 1

Formative Reviews

November	February	March	June

Strategy 2

The district and campuses will provide parents and families with access, information, and training necessary to effectively use the Ascender Parent Portal to monitor student grades, attendance, and academic progress.

Strategy's Expected Result/Impact: Parents will have increased access to and understanding of information regarding their students' academic progress and attendance.

Staff Responsible for Monitoring: Director of State Reporting
Director of Federal Programs
Campus Parent and Family Engagement Liaison

Problem Statements: Perceptions 2, 4

Formative Reviews

November	February	March	June

Strategy 3

The district and campuses will provide timely and consistent communication to parents and families through ParentSquare and the district app, including communication in English and Spanish and other language assistance as needed.

Strategy's Expected Result/Impact: Parents and families will receive timely, consistent, and accessible information regarding student performance, attendance, school activities, and other important district and campus information.

Staff Responsible for Monitoring: Marketing Coordinator
Campus Principals

Problem Statements: Perceptions 1, 4

Formative Reviews

November	February	March	June

Strategy 4

The district will continue to use social media (Facebook, Instagram, Parent Square, and YouTube) to communicate information with parents.

Strategy's Expected Result/Impact: Parents, families, and community members will have increased access to timely district and campus information through multiple communication platforms.

Staff Responsible for Monitoring: Marketing Coordinator

Problem Statements: Perceptions 1

Formative Reviews

November	February	March	June

Strategy 5

The district will provide a monthly parent and family newsletter to communicate important district and campus information, upcoming events and engagement opportunities, academic information, and resources available to families.

Strategy's Expected Result/Impact: Parents and families will receive consistent, timely information regarding district and campus activities, academic information, engagement opportunities, and available resources.

Staff Responsible for Monitoring: Marketing Coordinator
Campus Principals

Problem Statements: Perceptions 1, 4

Formative Reviews

November	February	March	June

Strategy 6

The district will utilize POSSIP pulse checks and other parent surveys to regularly gather parent and family feedback regarding communication, school experiences, needs, concerns, and access to resources and will use the results to inform district and campus improvement efforts.

Strategy's Expected Result/Impact: Parent and family feedback will be used to identify needs, address concerns, improve communication and engagement practices, and inform district and campus improvement efforts.

Staff Responsible for Monitoring: Director of Federal Programs
Campus Parent and Family Engagement Liaison

Problem Statements: Perceptions 1, 3, 4

Formative Reviews

November	February	March	June

Strategy 7

The district will administer perception surveys to staff and students in designated grade levels at least once per semester to gather feedback regarding communication, school climate, needs, concerns, and areas for improvement. Survey results will be reviewed and used to inform district and campus improvement efforts.

Strategy's Expected Result/Impact: Staff and student perception data will provide the district with additional information to identify needs, monitor school climate and communication, and inform district and campus improvement efforts.

Staff Responsible for Monitoring: Marketing Coordinator
Campus Principals

Problem Statements: Perceptions 4

Formative Reviews

November	February	March	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The district needs to improve the consistency and effectiveness of communication with parents and families regarding student progress, district and campus information, available resources, and opportunities for engagement.	Communication practices are not consistent across campuses and the district. Changes in leadership have contributed to a lack of consistency. Information is not always communicated to parents and staff with sufficient advance notice. Families may not be fully aware of available resources or how to access them.
2	Parents and families do not consistently have accessible, user-friendly information and support needed to understand their children's academic progress and school expectations.	The parent portal is not user-friendly for all families. Parents may need additional training and support in accessing and using the parent portal. Parents need additional information regarding assessments, curriculum resources, and academic expectations. Methods for communicating student progress are not consistent across campuses.
3	Parent and family participation in district and campus engagement opportunities is not at the desired level.	Parent and family engagement activities are not always advertised with sufficient advance notice. Communication regarding engagement opportunities is inconsistent. Campuses have lacked a consistent structure for coordinating Parent and Family Engagement activities. The district does not currently have active PTO/PTA organizations to provide an additional structure for parent involvement.
4	Parent communication and family engagement practices are not consistently implemented across campuses.	Changes in leadership have resulted in inconsistent practices. Horizontal alignment among campuses is limited. Expectations for parent communication and family engagement have not been consistently implemented districtwide. Responsibility for coordinating and documenting Parent and Family Engagement activities has not been sufficiently defined.

Performance Objective 3 ☑ High Priority

TITLE III ACTIVITIES: Maintain a 50% increase in the number of in-person Parent, Family and Community Engagement activities under Title III, while continuing to uphold the quality and consistency of activities as

achieved since the increase.

Evaluation Data Source: Sign-in Sheets/Participation Records
Activity Agendas
Title III Parent, Family, and Community Engagement Activity Documentation

Strategy 1 ☑ Results Driven Accountability

A+ Charter Schools will provide parent, family, and community engagement activities for families of Emergent Bilingual students that provide information, resources, and strategies to support their students' language development and academic achievement.

Strategy's Expected Result/Impact: Families of Emergent Bilingual students will have increased access to information, resources, and strategies to support their students' language development and academic achievement.

Staff Responsible for Monitoring: Director of Emergent Bilingual
Coordinator of Emergent Bilingual
Emergent Bilingual Lead Interventionists

Problem Statements: Perceptions 3

Funding Sources: Cocilio 263 Title III, $13,000

Formative Reviews

November	February	March	June

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Parent and family participation in district and campus engagement opportunities is not at the desired level.	Parent and family engagement activities are not always advertised with sufficient advance notice. Communication regarding engagement opportunities is inconsistent. Campuses have lacked a consistent structure for coordinating Parent and Family Engagement activities. The district does not currently have active PTO/PTA organizations to provide an additional structure for parent involvement.

Goal 4

A+ Charter Schools will prioritize and allocate resources for district operations (safety and security, technology, health services, and food services) to support optimal student learning.

Performance Objective 1

TECHNOLOGY SERVICES: IT services will maintain a 99.9% system uptime for all critical infrastructure components.

Evaluation Data Source: Technology Plan and Emergency Operating Plan

Strategy 1

The district will install/replace outdated network infrastructure equipment (to enhance system/ network for all district personnel and students as needed). Obsolete equipment will be removed in accordance with district, state, and federal requirements.

Strategy's Expected Result/Impact: Increase in student learning

Staff Responsible for Monitoring: Technology Department

Problem Statements: District Processes & Programs 13 - Technology 2

Formative Reviews

November	February	March	June

Strategy 2

The technology department will apply for Erate on an annual basis using CRW Consulting. Category 1 is for internet usage and Category 2 is for equipment such as switches and access points.

Strategy's Expected Result/Impact: Updated infrastructure

Staff Responsible for Monitoring: Technology Department

Problem Statements: District Processes & Programs 13 - Technology 2

Formative Reviews

November	February	March	June

Strategy 3

A+ Charter Schools will provide campuses with an inventory process to keep track of their technology devices by using the WASP software program.

Strategy's Expected Result/Impact: Maintain correct inventory and hold people accountable for technology devices.

Staff Responsible for Monitoring: Technology Department
Campus Principals

Problem Statements: District Processes & Programs 12 - Technology 1

Formative Reviews

November	February	March	June

Strategy 4

ID badges will be used to scan into all buildings (Kantec), printing copies (Papercut), and to clock in/out (Frontline).

Strategy's Expected Result/Impact: Safety for employees

Staff Responsible for Monitoring: Technology Department

Problem Statements: District Processes & Programs 14

Formative Reviews

November	February	March	June

Strategy 5

The district will maintain cameras to ensure safety and security. Cameras will be monitored for updates and replacements as needed.

Strategy's Expected Result/Impact: Safety

Staff Responsible for Monitoring: Technology Department
Police Department

Problem Statements: District Processes & Programs 13 - Technology 2

Formative Reviews

November	February	March	June

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
12	Too many devices are broken by accidents and vandalism.	Teachers are not being held accountable for managing the devices in the classrooms.
13	Not all technology devices are up to date.	Not enough funding to replace everything.
14	Too many badges need to get replaced because of loss.	People are not held responsible, too many changes in positions, high turnover rate.

Performance Objective 1 Problem Statements Identifying Technology

	Problem Statement	Root Cause
1	Too many devices are broken by accidents and vandalism.	Teachers are not being held accountable for managing the devices in the classrooms.
2	Not all technology devices are up to date.	Not enough funding to replace everything.

Performance Objective 2

TECHNOLOGY SERVICES: To support seamless and secure access to technology resources and to ensure reliable and user-friendly access for teachers and students, the IT department will maintain 85% satisfaction rate from teachers on the annual technology survey.

Evaluation Data Source: Annual survey responses

Strategy 1

A+ Charter schools will use Ascender for student accountability and financial accountability. Ascender is a cloud based platform that provides online tools for school administration, registration, data collection, and communication.

Strategy's Expected Result/Impact: Maintain correct student information.

Staff Responsible for Monitoring: PEIMS Director
Business Director

Formative Reviews

November	February	March	June

Strategy 2

The district will purchase Mobile Device Management systems for student devices (Google for chromebooks and Intune and Apple School manager for Ipads).

Strategy's Expected Result/Impact: Minimize cybersecurity threats and loss of devices

Staff Responsible for Monitoring: Director of Technology

Problem Statements: District Processes & Programs 13 - Technology 2

Formative Reviews

November	February	March	June

Strategy 3

A+ Charter schools will maintain device repair the technology department.

Strategy's Expected Result/Impact: Maintain student device usage

Staff Responsible for Monitoring: Director of Technology

Problem Statements: District Processes & Programs 13 - Technology 2

Formative Reviews

November	February	March	June

Strategy 4

Clever will be used as a single sign in portal for most instructional technology programs. Classlink will be used for Amplify on the IV side.

Strategy's Expected Result/Impact: Increase effectiveness of student learning

Staff Responsible for Monitoring: Director of Technology

Problem Statements: District Processes & Programs 15 - Technology 3

Formative Reviews

November	February	March	June

Strategy 5

Provide a dedicated help desk with accessible support channels and fast response times to resolve user issues as quickly as possible using Eduphoria.

Strategy's Expected Result/Impact: Increase effectiveness of teacher instruction

Staff Responsible for Monitoring: Director of Technology

Problem Statements: District Processes & Programs 12, 15 - Technology 1, 3

Formative Reviews

November	February	March	June

Strategy 6

A+ Charter Schools will provide campuses with an inventory process. (WASP for inventory and Follett for books)

Strategy's Expected Result/Impact: Maintain inventory and hold people accountable

Staff Responsible for Monitoring: Campus Leads
Technology Department

Problem Statements: District Processes & Programs 12 - Technology 1

Formative Reviews

November	February	March	June

Strategy 7

Teachers will use the Goguardian program to monitor and filter student usage of devices.

Strategy's Expected Result/Impact: Maintain proper instructional learning environment

Staff Responsible for Monitoring: Technology Department

Problem Statements: District Processes & Programs 12 - Technology 1

Formative Reviews

November	February	March	June

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
12	Too many devices are broken by accidents and vandalism.	Teachers are not being held accountable for managing the devices in the classrooms.
13	Not all technology devices are up to date.	Not enough funding to replace everything.
15	Teachers/staff do not know how to use instructional technology.	Not enough training is being provided for instructional technology.

Performance Objective 2 Problem Statements Identifying Technology

	Problem Statement	Root Cause
1	Too many devices are broken by accidents and vandalism.	Teachers are not being held accountable for managing the devices in the classrooms.
2	Not all technology devices are up to date.	Not enough funding to replace everything.
3	Teachers/staff do not know how to use instructional technology.	Not enough training is being provided for instructional technology.

Performance Objective 3 ☑ High Priority

Technology Services: The Technology Department will achieve 95% compliance with established security controls to strengthen and maintain a safe, secure, and resilient cybersecurity environment for students, staff, and district operations by implementing and monitoring cybersecurity controls aligned with applicable Texas cybersecurity requirements.

Evaluation Data Source: Technology plan
Emergency Operations plan and Cybersecurity Annex

Strategy 1

The district will continue to follow policies to meet compliance and reporting for CIPA, COPPA, and FERPA requirements.

Strategy's Expected Result/Impact: Following required compliance for student safety

Staff Responsible for Monitoring: Technology Department
PEIMS Department

Problem Statements: District Processes & Programs 17 - Technology 5

Formative Reviews

November	February	March	June

Strategy 2

Employees and students will be required to sign an Acceptable Use Policy for technology use.

Strategy's Expected Result/Impact: Ensure proper use of school devices. Minimize security issues.

Staff Responsible for Monitoring: Technology Department
HR Department
Campus Administration

Problem Statements: District Processes & Programs 16 - Technology 4

Formative Reviews

November	February	March	June

Strategy 3

The district will ensure that all critical technology applications can be recovered in a timely manner.

Strategy's Expected Result/Impact: District report safety

Staff Responsible for Monitoring: Technology Department

Problem Statements: District Processes & Programs 16 - Technology 4

Formative Reviews

November	February	March	June

Strategy 4

A+ Charter Schools will employ multi-factor authentication (MFA), implement firewalls, anti-virus software (Goguardian), and intrusion detection systems (Barracuda).

Strategy's Expected Result/Impact: Cybersecurity awareness and safety.

Staff Responsible for Monitoring: Technology Department

Problem Statements: District Processes & Programs 16 - Technology 4

Formative Reviews

November	February	March	June

Strategy 5

Staff will continue to fulfill an annual cybersecurity training and AI training requirements if a computer is used more than 25% of the time.

Strategy's Expected Result/Impact: cybersecurity safety

Staff Responsible for Monitoring: Technology Department

Problem Statements: District Processes & Programs 16 - Technology 4

Formative Reviews

November	February	March	June

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
16	Cybersecurity processes are not being followed.	Staff is not receiving enough training.

17	Too many errors are occurring in Ascender.	Too many people have access and staff are making too many errors in student and teacher accounts.

Performance Objective 3 Problem Statements Identifying Technology

	Problem Statement	Root Cause
4	Cybersecurity processes are not being followed.	Staff is not receiving enough training.
5	Too many errors are occurring in Ascender.	Too many people have access and staff are making too many errors in student and teacher accounts.

Performance Objective 4 ☑ High Priority

SCHOOL SAFETY: To foster a safe and secure school environment, the A+ Charter Schools will achieve a 100% completion rate for scheduled safety drills, equipment inspections, and security system maintenance by the end of the academic year. Additionally, resources will be allocated to conduct monthly safety audits, ensuring compliance with school safety regulations, and to provide training sessions for staff on emergency procedures and risk prevention. The goal is to maintain a safe environment, reflected in a 90% satisfaction rate in annual safety surveys completed by students and staff.

Evaluation Data Source: Emergency Operations Plan, TEA safety requirements list

Strategy 1

A+ Charter Schools will provide resources to maintain equipment and vehicles that the police department is required to have.

Strategy's Expected Result/Impact: Safety for employees

Staff Responsible for Monitoring: Chief of Police
Transportation Coordinator

Formative Reviews

November	February	March	June

Strategy 2

A+ Charter Schools will provide monitors at IVS, IVE, APS, and APE to assist in maintaining a safe and secure environment for students.

Strategy's Expected Result/Impact: Safety for employees

Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services

Formative Reviews

November	February	March	June

Strategy 3

To be in compliance with federal requirements, campuses will use Raptor for the Visitor Management and Emergency Management programs.

Strategy's Expected Result/Impact: Safety

Staff Responsible for Monitoring: Chief of Police
Director of Technology

Formative Reviews

November	February	March	June

Strategy 4

A+ Charter Schools will maintain interior and exterior cameras at all district institutions.

Strategy's Expected Result/Impact: Safety for employees

Staff Responsible for Monitoring: Chief of Police

Formative Reviews

November	February	March	June

Strategy 5

A+ Secondary, A+ Elementary, Inspired Vision Secondary, and Inspired Vision Elementary will have installed vape sensors in their bathrooms.

Strategy's Expected Result/Impact: Safety

Staff Responsible for Monitoring: Principals
Campus monitors

Formative Reviews

November	February	March	June

Strategy 6

All A+ Charter School campuses will have nonclimbing fences surrounding the 95% of the properties and electrical gates that will function with badges and timers. Any other fences will be secured accordingly.

Strategy's Expected Result/Impact: Safety

Staff Responsible for Monitoring: Director of Maintenance
Director of Technology

Formative Reviews

November	February	March	June

Strategy 7

The district police department will have a comprehensive safety plan created in collaboration with campuses; and all members of the school community will be trained on the plan and will practice implementation procedures.

Strategy's Expected Result/Impact: Safety of employees

Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services
Chief of Police

Formative Reviews

November	February	March	June

Strategy 8

The district maintenance department will have a plan for regularly scheduled maintenance, will conduct maintenance walks, and will have clear protocols for reporting maintenance concerns.

Strategy's Expected Result/Impact: Building Safety

Staff Responsible for Monitoring: Director of Maintenance

Formative Reviews

November	February	March	June

Strategy 9

Aplus Charter Schools Police Department will establish a communication with other first responders to establish dispatching with local law enforcement.

Strategy's Expected Result/Impact: Improved speed of responders

Staff Responsible for Monitoring: Chief of Police

Formative Reviews

November	February	March	June

Performance Objective 5 ☑ High Priority

HEALTH SERVICES: By the end of 2026, the district will be 100% staffed with qualified personnel that can attend to student medical needs at all campuses.

Evaluation Data Source: Recruitment and Training Records

Strategy 1

Recruit, interview, and hire qualified candidates including medical assistants, nurse assistants, and licensed nurses

Strategy's Expected Result/Impact: Qualified personnel will be able to attend to students' medical needs.

Staff Responsible for Monitoring: Assistant Superintendent
District Lead Nurse

Problem Statements: District Processes & Programs 9

Formative Reviews

November	February	March	June

Strategy 2

Train new medical staff on common health conditions/problems and teach proper interventions.

Strategy's Expected Result/Impact: Qualified personnel will be able to attend to students' medical needs.

Staff Responsible for Monitoring: Assistant Superintendent
District Lead Nurse

Formative Reviews

November	February	March	June

Strategy 3

Provide professional development opportunities through local programs

Strategy's Expected Result/Impact: Qualified personnel will be able to attend to students' medical needs.

Staff Responsible for Monitoring: Assistant Superintendent
District Lead Nurse

Formative Reviews

November	February	March	June

Performance Objective 5 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
9	There are not enough qualified personnel to attend to the medical needs of the students.	The district needs to recruit, interview, and hire qualified candidates and ensure they are provided with the necessary training they need to attend to students' medical needs.

Performance Objective 6

IMMUNIZATIONS: By the end of 2027, the district will be 100% compliant with immunization requirements.

Evaluation Data Source: Immunizations Records

Strategy 1

Provide the registration department with a copy of the annual school immunizations required per the Texas Department of State Health and Human Services.

Strategy's Expected Result/Impact: Students will be current on immunizations.

Staff Responsible for Monitoring: Assistant Superintendent
District Lead Nurse

Problem Statements: District Processes & Programs 10

Formative Reviews

November	February	March	June

Strategy 2

Work with community health programs to provide students and families free and/or low-cost immunization resources.

Strategy's Expected Result/Impact: Students will be current on immunizations.

Staff Responsible for Monitoring: Assistant Superintendent
District Lead Nurse

Problem Statements: District Processes & Programs 10

Formative Reviews

November	February	March	June

Strategy 3

Provide reminders for immunization non-compliance for provisionally enrolled students.

Strategy's Expected Result/Impact: Students will be current on immunizations.

Staff Responsible for Monitoring: Assistant Superintendent
District Lead Nurse

Formative Reviews

November	February	March	June

Performance Objective 6 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
10	Students are often not current on immunizations.	Parents need resources that will provide free or low-cost immunizations for students.

Performance Objective 7 ☑ High Priority

HEALTH SERVICES: By the end of 2026, the district will have at least one non-medical staff member trained to assist with health-related duties at each campus.

Evaluation Data Source: Training Records

Strategy 1

Train designated staff member on basic medication administration and first aid.

Strategy's Expected Result/Impact: A non-medical staff member will be able to assist with health-related duties.

Staff Responsible for Monitoring: District Nurse
Assistant Superintendent

Formative Reviews

November	February	March	June

Strategy 2

Provide designated staff member with Unlicensed Diabetic Care Assistant (UDCA).

Strategy's Expected Result/Impact: A non-medical staff member will be able to assist with health-related duties.

Staff Responsible for Monitoring: District Nurse
Assistant Superintendent

Formative Reviews

November	February	March	June

Strategy 3

Train designated staff member on emergency medication administration, such as rescue inhalers, epi-pens, glucagon, etc.

Strategy's Expected Result/Impact: A non-medical staff member will be able to assist with health-related duties.

Staff Responsible for Monitoring: District Nurse
Assistant Superintendent

Formative Reviews

November	February	March	June

Performance Objective 8

FOOD AND CHILD NUTRITION: By April 2027, conduct one Menu Advisory Committee (MAC) meeting with up to 20 participants representing students, parents, school staff, and district leadership. Participants will taste-test at least three new or proposed menu items and provide feedback on taste, appearance, texture, and overall acceptability. The results will be documented and used to inform future menu planning.

Evaluation Data Source: MAC meeting sign-in sheet, taste-testing evaluation forms/surveys, compiled participant feedback, meeting notes, and documented menu recommendations. Completion will be verified by April 2027.

Strategy 1

The Child Nutrition Director will coordinate with food vendors to identify new and proposed menu items and request product information and complimentary samples for MAC taste-testing.

Strategy's Expected Result/Impact: Increased access to new menu items and complimentary samples will provide opportunities for the MAC to evaluate potential products before they are added to school menus.

Student and stakeholder feedback from taste testing will support data-driven menu decisions, improve meal acceptability and student satisfaction, and help identify new menu items with strong potential for student participation.

Staff Responsible for Monitoring: Director of Food Nutrition

Formative Reviews

November	February	March	June

Performance Objective 9

TRAUMA - INFORMED PRACTICES: By the end of 2026, the District will implement trauma-informed practices across all campuses.

Evaluation Data Source: Professional Training Records on Trauma-Informed Practices
Administrative Walk-throughs

Strategy 1

Staff members will use trauma-informed practices to support student mental and physical health.

Strategy's Expected Result/Impact: Trauma-informed practices will create a safe school culture, build relationships, and support students' self-efficacy.

Staff Responsible for Monitoring: Executive Director of Student Engagement
Campus Administrators

Formative Reviews

November	February	March	June

Strategy 2

Staff members will be aware of events, tasks, or activities that could trigger a trauma response for students.

Strategy's Expected Result/Impact: Trauma-informed practices will create a safe school culture, build relationships, and support students' self-efficacy.

Staff Responsible for Monitoring: Assistant Superintendent of Student Engagement
Campus Administrators

Formative Reviews

November	February	March	June

Strategy 3

Staff members will demonstrate compassion by withholding judgment and avoiding assumptions that student behaviors or responses perceived as non-compliant or negative are intentional.

Strategy's Expected Result/Impact: Trauma-informed practices will create a safe school culture, build relationships, and support students' self-efficacy.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November	February	March	June

Strategy 4

Staff members will help students understand that they have a "voice" and "choice" in the school environment by providing strategies such as, positive behavior plans, journaling, and active listening exercises.

Strategy's Expected Result/Impact: Trauma-informed practices will create a safe school culture, build relationships, and support students' self-efficacy.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November	February	March	June

Strategy 5

Staff members will help students develop a "growth" mindset by providing students with positive feedback that is encouraging and self-affirming.

Strategy's Expected Result/Impact: Trauma-informed practices will create a safe school culture, build relationships, and support students' self-efficacy.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November	February	March	June

Strategy 6

Staff members will use restorative practices that minimize punitive discipline outcomes.

Strategy's Expected Result/Impact: Trauma-informed practices will create a safe school culture, build relationships, and support students' self-efficacy.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November	February	March	June

Strategy 7

Staff members will create an atmosphere of trustworthiness and transparency by focusing on

building positive relationships with students.

Strategy's Expected Result/Impact: Trauma-informed practices will create a safe school culture, build relationships, and support students' self-efficacy.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November	February	March	June

Strategy 8

Staff members will meet students where they are by refraining from asking multiple probing questions that require students to formulate extensive responses. They will acknowledge students feelings and give them time to respond.

Strategy's Expected Result/Impact: Trauma-informed practices will create a safe school culture, build relationships, and support students' self-efficacy.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November	February	March	June

Strategy 9

The District will provide training on trauma-informed practices.

Strategy's Expected Result/Impact: Trauma-informed practices will create a safe school culture, build relationships, and support students' self-efficacy.

Staff Responsible for Monitoring: Assistant Superintendent of Student Engagement

Formative Reviews

November	February	March	June

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Aguilar, Jennifer	Aide	Title I, Part A - IV Elementary	1
Corbett, Kristie	K-12 Math Facilitator	Title I & Title II - IV Academy	0.5
Corbett, Kristie	K-12 Math Facilitator	Title I & Title II - A+ Academy	0.5
Davis, Debra B.	Aid	Title I, Part A - A+ Secondary	1
Demming, Cameron	Aide	Title I, Part A - A+ Secondary	1
Dixon, Tasha	K-12 Sci, Soc Studies, CTE Facilitator	Title I & Title II - IV Academy	0.5
Dixon, Tasha	K-12 Sci, Soc Studies, CTE Facilitator	Title I & Title II - A+ Academy	0.5
French, Savannah	Aide	Title I, Part A - A+ Elementary	1
Hawkins, Barry	Secondary Curriculum Coordinator	Title I & Title II - IV Academy	0.5
Hawkins, Barry	Secondary Curriculum Coordinator	Title I & Title II - A+ Academy	0.5
Hernandez, Leslie	Aide	Title I, Part A - IV Elementary	1
Lattier, Sharon	Aide	Title I, Part A - IV Secondary	1
McGee, Brandy	Aide	Title I, Part A - A+ Elementary (EEC)	1
Mendez, Erika	Aide	Title I, Part A - A+ Elementary (EEC)	1
Oliveros, Lluvia	Aide	Title I, Part - IV Elementary	1
Ortega, Jennifer	Aide	Title I, Part A - A+ Elementary	1
Ortega, Leslie	Aide	Title I, Part A - A+ Elementary	1
Ortiz Gonzalez, Martha	Aide	Title III, Part A - A+ Elementary	1
Porter, Diana	Aide	Title I, Part A - A+ Elementary	1
Puente, Iliana	Aide	Title I, Part A - IV Elementary	1
Quiroz, Jessica	Aide	Title I, Part - IV Elementary	1
Rivera, Karla	Aide	Title I, Part A - A+ Elementary (EEC)	1
Robles, Litsy	Aide	Title I, Part - A+ Secondary	1
Rodriguez, Ana	Aide	Title I, Part A - A+ Elementary (EEC)	1
Rojas, Vicenta	Aide	Title I, Part A - A+ Elementary (EEC)	1
Rojas, Vicenta	Aide	Title I, Part A - A+ Elementary (EEC)	1
Seleznoff, Cari	Elementary Coordinator	Title I & Title II - A+ Academy	0.5
Seleznoff, Cari	Elementary Coordinator	Title I & Title II - IV Academy	0.5
Stanley, Raytosha	Aide	Title I, Part A - IV Secondary	1
Valenciana, Christina	Aide	Title I, Part A - A+ Elementary (EEC)	1

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

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

Funding Summary

Funding Summary

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Ripple Effects Software	A+ Academy	$18,942.50
1	7	1	Ripple Effects Software	Inspired Vision Academy	$18,942.50
3	1	1		--	$0.00
				Sub-Total	$37,885.00

255 Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1		--	$0.00
				Sub-Total	$0.00

263 Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Summit K-12	--	$23,860.00
1	1	1	Bilingual Aide	--	$45,943.00
1	2	1	Summit K-12	--	$23,860.00
1	2	1	Bilingual Aide	--	$45,943.00
3	3	1	Cocilio	--	$13,000.00
				Sub-Total	$152,606.00

Comprehensive Needs Assessment Process

Purpose

The purpose of a comprehensive needs assessment is to examine multiple sources of data to identify the most important academic needs within a school. This data assist schools in monitoring and assessing the impact of programs and instruction on student achievement. The analysis of the data can guide in the improvement of the instructional practices within the school. These decisions should be based on data rather than assumptions.

The comprehensive needs assessment focuses on gathering data in four specific areas: demographics, student learning, district processes and programs, and perceptions. If possible, meetings should be held relating to each area and data gathered. Meetings should evaluate data and determine pressing needs of the schools. In order to compare the achievement between subgroups, data should be disaggregated based on gender, race, and ethnicity, economically disadvantaged, and limited English proficiency. Data may be examined across multiple years, grade levels or schools to identify patterns and trends.

The Four Areas of Concentration

The following should be addressed when planning the comprehensive needs assessment:

- **Demographics**
  - How do we describe our school? What is our story? ex., size, grade span, age, location, magnet, open enrollment, neighborhood school
  - Who are our stakeholders? How are they included in the planning process as contributing partners in the development & implementation of the improvement plan?
  - Do our special programs align with the needs and desires of our students, parents, and community? Do they align with the philosophy and beliefs of our teachers and administrators? ex., Gifted/Talented, CTE, Fine Arts
  - What percentage of students who are migrant, experiencing homelessness, served in special education, English learners/Emergent Bilinguals, at-risk, gifted are enrolled in special programs?
  - What are student behavior trends, discipline referrals, suspensions, and expulsions? Does it vary between student groups? How is this impacting students and learning?
  - What is our student mobility rate? Why? What systems do we have in place to address the effects of mobility?
  - What are our dropout rates, and which students are dropping out?
  - What are the retention rates for all groups of employees?
  - What is the average class size, student-to-teacher ratio, and student-to-support staff ratio?

- What are attendance/tardy, truancy, drop-out/retention rates? Are there trends? What procedures/practices are in place to address these?
- What race/ethnicity/gender percentages make up our student population and how does it differ from the past?
- What percentage of students do we serve in various groups? ex. economically disadvantaged, ELs/EBs, SpEd, homeless, migrant, GT, AP, at-risk
- Who are our staff and how do their skills align with student needs/demographics? ex. years' experience, capacity levels, certifications, race/ethnicity
- Who resides in our community and what is it like? ex. professions, ages, diversity, education levels, owners/renters, emergency services, crime rates?
- How do we interact with the major employers and the universities/community colleges in our community?

- **Student Learning**

In summatively state tested grades and subjects (ELA, Math, Science, Social Studies)...

- How are our students performing overall, compared to other similar schools / school systems?
- How are our subgroups performing? (Consider race/ethnicity, gender, English proficiency, Section 504, students with disabilities, economic status)
- Are indicators available to suggest individual student growth / longitudinal data? What does this data tell us about individual student learning?

In formatively state or locally tested grades and subjects (ELA, Math, Science, Social Studies)...

- How do our formative results compare to our summative results?
- How are our formative results used to improve student learning and / or classroom teaching?
- How are our youngest learners (PreK - 3rd) performing in ELA and Math? (Consider subgroups)

Additional Academic Success Indicators to consider…

- What programs do we have in place to address struggling or at-risk students? Do these programs meet the needs of our students with disabilities, Section 504 students, general education students in need of interventions, and/or chronically absent students?
- What additional help do we offer to students who are failing or retained? How do we meet individual student needs of retained students and/or students who persistently struggle with academic content?
- How is academic success measured with regards to our local educational programs?
- What percentage of our students are on track to graduate on time? How do we prevent our students from dropping out of school?

- Are our students College and Career Ready when they graduate? What data supports this claim and how?
- How are our high school students performing on the ACT / SAT / PSAT? Are our high school students participating in AP and IB programs? Are they successful?
- How is Response to Intervention (RtI) being implemented? Is there data to suggest the implementation is successful?
- What do classroom observations reveal about the correlation between student success and teacher effectiveness?

- **Processes and Programs**
  - What is the process for recruiting and hiring high-quality educators?
  - Are roles and responsibilities clear?
  - Are educators' strengths matched to classrooms and subjects based on student need?
  - What professional learning opportunities are provided to grow teachers and develop instructional leaders, including actions to support powerful teaching & learning?
  - What systems are in place to support new or struggling teachers?
  - Do teacher evaluation results correlate to summative and formative student data?
  - What level of understanding and buy-in does staff have in regards to continuous improvement and CNA processes?
  - What is the process for developing a focused improvement plan that addresses the root causes of low performance?
  - How are all stakeholders involved in this process?
  - What systems are in place to address needs and track progress towards intended outcomes or performance objectives?
  - How are all students, especially those at-risk, given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction, including providing enrichment and acceleration?
  - How well do we coordinate and integrate academic and CTE content, college and career guidance counseling, and blended learning experiences?
  - Is lesson planning data driven and include formative assessments and interventions?
  - In what ways do we protect and maximize instructional time?
  - Is there equity of service for all students?
  - What procedures are in place to support students during transitions from one grade to the next and one campus to the next throughout EC-Elementary-Middle School-High School-Post Secondary?
  - What are the significant classroom management or disciplinary trends/findings? What procedures are in place to reduce discipline referrals?

- What is the data for bullying, drug, violence, and suicide prevention, as appropriate? Include data on unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate.
- Do the programs we have in place align with our vision, mission, goals, and values?
- What is our plan for school safety? How do we address safety issues?

- **Perceptions**
  - How do students and staff describe the school and learning environment?
  - Do our students and staff feel safe, and have a sense of belonging? Do our teachers feel they are supported in student discipline?
  - Do our teachers want to teach at the school? How do you explain staff turnover?
  - Do our teachers feel supported in their daily work, both by administration and by each other?
  - How are we mentoring new teachers and struggling teachers? Is our process working?
  - Do our students want to attend school daily? Do they feel supported and protected? Do they feel challenged and engaged?
  - Is there a difference in attendance, discipline, and academic data among varying subgroups of students?
  - What is our drop-out rate? How do we explain it? Are there ethnic or race group trends?
  - Do our students feel there are processes in place to support them academically, emotionally, and physically? Are the processes working?
  - Do we provide conflict resolution among students? Is it working to decrease conflict?
  - How do our parents and community stakeholders describe our school? Do they feel welcomed into the school?
  - What kind of opportunities are we providing for community and parent involvement at our school to improve student achievement?
  - How do we consult with employers, business leaders, philanthropic organizations, or individuals with expertise in engaging parents and family members in education?
  - What is the level of support from our community? How do we measure participation?
  - Do we create pathways to engage and support the community?
  - How do our parents, students, and community stakeholders describe our school and school administration? How do they describe the climate and culture of our school and school district?

- Do our parents feel their children are safe at school, and on the way to and from school?
- What strategies do we have in place to address student behaviors and bullying?
- How does our school communicate with families, staff and stakeholders about student performance, standards, activities, etc.? Is it effective?
- How do we engage all stakeholders in vision, mission, goals, strategies, and values that focus on a safe environment and high academic expectations? Do we have any barriers to allowing and / or accepting stakeholder involvement?
- How does our school ensure access to information for our non-English speaking families?

Steps and Summary

A stakeholder survey is sent out for public comment from parents and community members. Meetings are held throughout the year during planning times on campuses amongst administrators, teachers, counselors, paraprofessionals, and other support staff to go over collected data. Data is analyzed to determine strengths and weaknesses. The data from the needs assessment then helps write the school improvement plan that has specific targets and strategies designed to improve the school and student achievement.

A+ Charter Schools, Inc.

Home of A+ Academy and Inspired Vision Academy

Title I, Part A 13 Required Descriptors

2025-2026

Descriptor 1: Student Progress Monitoring and Supports

A+ Academy and Inspired Vision Academy implement a comprehensive instructional program that combines both academic rigor and social-emotional learning to meet the diverse needs of our students. We regularly monitor progress using a variety of assessments, including STAAR assessments, curriculum-based assessments, and formative data to identify students at risk of academic failure.

To support these students, we provide targeted interventions through programs such as Imagine Math, Read180, iXL, and high-impact instructional strategies. Our tiered instructional model ensures that all students receive the support they need at the right level. Additionally, through professional learning communities (PLCs), and data-driven instruction, we focus on individual student growth and work to close achievement gaps across all subgroups.

We also offer accelerated learning days and after-school tutoring to provide additional support for students at risk of academic failure, ensuring they have the resources they need to succeed both in and out of the classroom.

Descriptor 2: Teacher Quality

A+ Academy and Inspired Vision Academy are committed to addressing disparities in teacher quality by implementing a strategic recruitment plan designed to increase the number of certified teachers and reduce the reliance on inexperienced or out-of-field educators, particularly in our low-income and minority student populations.

To support beginning educators, we offer a New Teacher Mentor Program, which provides mentorship and guidance during their critical first years in the classroom. Additionally, we prioritize ongoing professional development that focuses on enhancing instructional practices, ensuring that teachers are equipped with the latest teaching strategies and pedagogical tools.

In addressing teacher retention, we work to reduce turnover rates by fostering a collaborative leadership environment and providing targeted supports for teachers. This approach helps promote instructional excellence and equity across campuses, ensuring that all students, regardless of background, benefit from high-quality teaching.

Descriptor 3: School Improvement and Support Activities

A+ Academy and Inspired Vision Academy support campuses identified for Comprehensive**,** Targeted, or Additional Targeted Support by implementing data-informed improvement plans aligned with the Effective Schools Framework. We collaborate closely with improvement partners to ensure that strategies are effective and tailored to the specific needs of each campus.

Through regular leadership meetings, we focus on monitoring instructional strategies and tracking student outcomes. Additionally, staff engage in ongoing professional learning to address the root causes of underperformance, with a particular emphasis on supporting Special Education and Emergent Bilingual populations.

By utilizing a collaborative and data-driven approach, we aim to continuously improve instructional quality and student achievement across our campuses.

Descriptor 4: Measure of Poverty

A+ Academy and Inspired Vision Academy measures poverty based on the percentage of students eligible for free and reduced-price lunch (FRPL). In both of our districts, the percentage of students eligible for FRPL is close to the same across all schools, with slight variations from school to school. Currently, 94.76% (A+ Academy) and 99.65% (Inspired Vision Academy) of students district-wide qualify for FRPL, reflecting a high level of economic disadvantage throughout the district.

Given the consistency in poverty rates, all schools face similar challenges, such as limited access to education resources, higher rates of absenteeism, and the need for additional academic and social-emotion support. Although the poverty rate may differ slightly between schools, these challenges are widespread across the district, and Title I funds are allocated equitably to address the academic and support needs of all students, with a focus on reducing achievement gaps and ensuring equal access to educational opportunities.

Descriptor 5: Nature of Programs

The Title I program at both A+ Academy and Inspired Vision Academy is specifically designed to meet the academic and social-emotional needs of our most vulnerable student populations. We continuously assess student progress using formative assessments, STAAR scores, and other academic data to tailor our interventions and ensure alignment with student needs. This data-driven approach helps us refine our support and effectively close achievement gaps.

Our schools operate schoolwide programs that integrate instructional technology, inclusive teaching practices, and targeted interventions to meet the academic needs of all learners. We serve at-risk and underserved populations through specialized supports, including services for Emergent Bilingual and Special Education students.

Descriptor 6: Services to Homeless Children and Youth

A+ Academy and Inspired Vision Academy will prioritize ensuring access to stable educational environments, adequate transportation, and social-emotional support. We will collaborate closely with community partners to provide wraparound services. Additionally, our district has allocated a portion of Title I funds specifically for homeless students to support these wraparound services. We will continuously monitor and track the academic progress of homeless students, implementing targeted interventions to address any learning gaps and ensure their success.

Descriptor 7: Parent and Family Engagement Strategy

A+ Academy and Inspired Vision Academy implements a comprehensive Parent and Family Engagement strategy that includes parent education programs, regular communication through digital platforms, and feedback opportunities via surveys. We seek to rebuild community trust and strengthen school-home connections disrupted during the COVID-19 pandemic. We provide activities to support Emergent Bilingual families and foster inclusive engagement practices to improve student outcomes and participation.

Descriptor 8: Early Childhood Education Programs and Transition Plans

A+ Academy and Inspired Vision Academy provide early childhood education programs to ensure that all students, particularly those from low-income families, enter kindergarten ready to learn. Title I funds support our preschool and pre-K programs, focusing on literacy, numeracy, and social-emotional development for economically disadvantage children. These programs are designed to give children a strong foundation in language, cognitive skills, and early learning behaviors.

We also offer professional development for early childhood educators to ensure effective instruction aligned with district K-12 standards. Additionally, our programs engage families in the educational process through workshops and resources that equip parents with tools to support their children's learning and development at home.

Our Title I program prioritizes the early identification of at-risk students, particularly those from low-income families, to ensure that all students have a strong start in their educational journey. We recognize that early childhood education and smooth transitions into elementary school are essential for reducing achievement gaps. Title I funding supports both early learning programs and the transition process, ensuring that students from economically disadvantaged backgrounds enter kindergarten with the academic, social, and emotional skills they need to succeed.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

A+ Academy and Inspired Vision Academy does not currently implement a Targeted Assistance Program under Title I. Instead, we focus on providing Schoolwide Programs in all eligible schools, where Title I funds are used to support all students, particularly those who are at risk of

academic failure. These programs ensure that all students, regardless of their specific academic needs, have access to the resources and support necessary to succeed.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

A+ Academy and Inspired Vision Academy work diligently to ensure a seamless transition for student as they move from middle school to high school and ultimately to postsecondary education or careers. In the middle school, students are prepared academically through early career exploration programs and college readiness workshops. These efforts are continued in high school through dual enrollment opportunities and career-focused courses designed to foster a smooth progression toward postsecondary success.

High school students receive individualized postsecondary counseling, helping them explore all available options, from college enrollment to vocational programs. The districts place a strong emphasis on family engagement throughout these transitions, ensuring that families are well-informed and actively involved in their child's journey from high school graduation to postsecondary education or career placement.

Our schools, including A+ Secondary and Inspired Vision Secondary facilitate effective transitions from high school to postsecondary education through increased access to Industry-Based Certifications (IBCs), expanded dual credit offerings, and college and career readiness activities. We collaborate with postsecondary institutions and offer students guidance on Career and Technical Education (CTE) pathways and endorsements, ensuring that they make informed choices and are fully prepared for life after graduation.

Descriptor 11: Discipline Disproportionality

A+ Academy and Inspired Vision Academy support positive student behavior through leadership retreats, behavioral intervention training, and a focus on creating safe and inclusive environments. We implement data-driven strategies aimed at reducing student discipline referrals and increasing student engagement. Although detailed disaggregated subgroup analysis is not currently available, our efforts to address overall discipline rates and enhance student supports contribute to reducing discipline disproportionality.

Descriptor 12: Coordination and Integration

A+ Academy and Inspired Vision Academy ensures that Title I funds are coordinated and integrated with other federal, state, and local resources to provide comprehensive support for economically disadvantaged students. Title I funding is used strategically to compliment initiatives funded by other programs, such as Title II (professional development) and Title III (English language support), to address the needs of all students.

For example, Title I funds support additional instructional staff and tutoring services, while Title II funds are allocated for professional development to equip teachers with the skills necessary to improve student achievement. In addition, Title I funds are integrated into the school

improvement plans to target the specific academic needs of students, particularly in literacy and mathematics.

We also collaborate with local community organizations to provide wraparound services, such as after-school programs, mental health support, and family engagement initiatives, ensuring that all students receive the academic and emotional support they need to succeed.

Descriptor 13: Other Proposed Uses of Funds

A+ Academy and Inspired Vision Academy uses Title I funds to enhance school library access, digital literacy, and student engagement through the integration of instructional technology and SEL supports. We also focus on differentiated instruction and the development of rigorous, standards-based curriculum to improve overall academic achievement and support diverse learners. These additional strategies reflect our comprehensive use of funds to meet the goals of Title I, Part A.

A+ Charter Schools, Inc.
Home of A+ Academy and Inspired Vision Academy

Title I, Part A Program
2025-2026

Use of Funds

The purpose of the grant funds will be to meet at least one of the four TEA Strategic Priorities, which will benefit student outcomes:

1. Recruiting, supporting, and retaining teachers and principals;
2. Building a foundation of math and reading;
3. Connecting high school to career and college; or
4. Improving low-performing schools

Activities include the following:

- Instructional Support Salaries (Instructional Facilitators and Interventionists)
- Paraprofessional Salaries (Instructional paraprofessionals)
- Parent and Family Engagement
- Campus administration training – school improvement
- Early Education progress monitoring
- Staff development for instructional programs and teacher training for content areas
- Instructional supplies and materials
- Instructional software
- Title I Crate

Description of Services

All instruction enhances the regular classroom instruction. A+ Charter Schools, Inc. (A+ Academy and Inspired Vision Academy) Title I Program follows the guidelines of the Every Student Succeeds Act (ESSA). The Title I Program includes a 1% set aside of funds for parent and family engagement. All campuses of A+ Academy and Inspired Vision Academy are schoolwide Title I campuses. Title funds are set aside for homeless students. Title I services are designed to meet the needs identified in the district/campus comprehensive needs assessment and improvement plans to support improved academic achievement.

Identification of Campuses

All A+ Academy and Inspired Vision Academy schools are school-wide campuses. A+ Academy and inspired Vision Academy serves campuses in rank order for elementary and secondary and is determined by the number of students who qualify for the federal free and reduced lunch program. A campus must have an economically disadvantaged percentage of 40% to qualify as a school-wide campus. Additional grant funds from Title IV will be transferred to implement Title I activities. Campus allocations will use the following percentage for all title funding.

For the 2025-2026 school year, A+ Academy and Inspired Vision Academy campuses are ranked as follows (based upon PEIMS Data for the 2024-2025 school year):

A+ Academy	94.76%

A+ Secondary	98.23%
A+ Elementary	91.67%

Inspired Vision Academy	99.65%
Inspired Vision Secondary	100%
Inspired Vision Elementary	99.31%

District Reservation

A+ Academy and Inspired Vision Academy uses Title I funding reservations required for Parent and Family Engagement activities and district-wide professional development. The reservation for professional development provides teachers and staff continued growth for student intervention supports for core academic subjects from K-12.

Identification of Students

School-wide Campuses

Projected number of students to be served – A+ Academy 1,678 and Inspired Vision Academy 1,136

- All students receive services through supplemental instruction as needed in areas tested on STAAR and universal screening data; supplemental staff support with instruction and strategic intervention with students' academic and behavior supports.

Types of Student Services Offered at A+ Academy and Inspired Vision Academy

- Reading and Math Interventions
- Tutoring
- In classroom supports (instructional paraprofessionals and interventionists)
- Online interventions – Edgenuity, Imagine Math, Nearpod/Flocabulary, Istation
- ESGI – PreK Progress Monitoring
- STEM Scopes Math

Parent and Family Engagement Offered

Each campus of A+ Academy and Inspired Vision Academy will involve parents with activities to improve student achievement and foster positive relationships. Each campus along with the district will update its Parent and Family Engagement Policy annually and invite parents to participate in the Annual Title I meeting.

- Activities may include Math/Reading nights, English Learning Math/Reading nights, parent centers on campus for additional training and resources, and Practical Parent Education classes.

ADDENDUM FOR TITLE II, PART A

Title II, Part A – Supplement, Not Supplant Procedures

A+ Academy and Inspired Vision Academy ensures that all activities and expenditures funded under Title II, Part A are supplemental in nature and do not supplant state, local, or other non-federal funds that would otherwise be used to provide services required by law or routinely provided by the district.

Prior to approving any Title II, Part A expenditure, the district conducts a review process to determine that the activity:

- Aligns with the allowable use of funds requirements under Title II, Part A;
- Supports the district's identified needs as documented in the District Improvement Plan and Comprehensive Needs Assessment;
- Is reasonable, necessary, and allocable to the Title II, Part A program;
- Provides supplemental services, activities, or supports beyond those funded with state and local resources; and
- Does not replace or reduce the use of state or local funds for activities the district would otherwise provide.

The district utilizes the following procedures to ensure compliance with Supplement, Not Supplant requirements:

1. **Needs Assessment Review**
   All Title II, Part A activities are based on identified needs from the district's Comprehensive Needs Assessment (CNA), campus needs assessments, student performance data, teacher and principal effectiveness data, certification requirements, and professional development needs.
2. **Planning and Budget Review**
   Proposed expenditures are reviewed by district administration and the federal programs department during the budgeting and requisition approval process to ensure costs are allowable, necessary, supplemental, and aligned to Title II, Part A program objectives.
3. **Documentation Requirements**
   Departments and campuses requesting Title II, Part A funds must provide documentation demonstrating:
   - The purpose and intended outcome of the activity;
   - How the activity supports improving teacher, principal, or instructional staff effectiveness;
   - Evidence that the activity is not required under state law or local policy to be funded with non-federal funds; and
   - Alignment to district and campus improvement goals.
4. **Internal Controls and Monitoring**
   The district maintains internal controls, including budget approvals, expenditure reviews, grant coding procedures, and periodic monitoring to ensure ongoing compliance with federal grant requirements, including Supplement, Not Supplant provisions.
5. **Maintenance of State and Local Funding**
   The district maintains documentation showing that state and local funding levels for staffing,

professional development, and instructional support services are not reduced due to the availability of Title II, Part A funds.

Through these procedures, the district ensures that Title II, Part A funds are used to enhance and expand services and opportunities for educators and students rather than replace services supported through state and local funding sources.

Prioritization of Title II, Part A Funds

In accordance with federal requirements under Title II, Part A, A+ Academy and Inspired Vision Academy prioritizes the use of funds to schools implementing comprehensive support and improvement (CSI) activities and targeted support and improvement (TSI) activities under Section 1111(d) of the Elementary and Secondary Education Act (ESEA), as applicable, and to schools with the highest percentages of low-income students.

As part of the annual planning and budgeting process, the district reviews:

- Comprehensive Needs Assessment (CNA) data;
- Campus Improvement Plans (CIPs);
- Student academic performance data;
- Teacher effectiveness and retention data;
- Low-income student percentages; and
- Availability of other federal, state, and local funding sources supporting educator effectiveness and school improvement activities.

The district utilizes this review process to determine the allocation and prioritization of Title II, Part A-funded activities and services.

For the current grant cycle, the district has identified the following campuses as receiving additional school improvement and instructional leadership support through supplemental grant programs:

- Inspired Vision Secondary – Effective Schools Framework (ESF) Grant
- A+ Elementary – Effective Schools Framework (ESF) Grant
- Inspired Vision Elementary – LASO Instructional Leadership Grant

Because these campuses receive supplemental support, coaching, professional development, and/or instructional leadership resources through other grant funding sources, the district may prioritize a greater portion of Title II, Part A funds toward other campuses with identified needs and limited access to supplemental improvement funding sources.

The district ensures that funding decisions are based on documented campus needs and are coordinated across funding sources to maximize services, strategically allocate resources, and avoid duplication of federal expenditures. Documentation supporting prioritization decisions is maintained through the district's grant planning, budgeting, and improvement planning processes.