Ysleta Independent School District

Thrive Academy

Accountability Rating: B

2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

Public Presentation Date:
October 21, 2026

Generated by Plan4Learning.com
October 11, 2026 at 10:17 PM

Mission Statement

Thrive Academy is a Credit/Dropout Recovery school for YISD students 16 to 26 years of age who have fallen behind their graduating cohort. Current YISD students are referred to Thrive Academy by their home campus. Adult applicants who wish to return to school to earn their High School diploma are encouraged to apply at the campus located at 525 Greggerson, 79907.

We will work collaboratively as models of life-long learning by providing high quality learning experiences using frequent, authentic assessments and effective instructional strategies, resulting in varied opportunities for students to develop a commitment to high quality work. A beacon of life-long learning where the curriculum will challenge students with thought provoking, relevant lessons that motivate them to achieve at higher levels now and in the future.

Vision

The Vision of the Ysleta Independent School District is to improve lives by eliminating opportunity gaps while ensuring all students have a high-quality education that ignites and instills the confidence, creativity, and conceptual thinking students need to graduate college, career, and community ready.

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Comprehensive Needs Assessment

Demographics

Summary

THRIVE ACADEMY is an alternative high school in Ysleta Independent School District. THRIVE ACADEMY opened its doors in 2023 and serves predominantly at-risk students. In 2025-2026, THRIVE ACADEMY serves 180 students in grades 9 to 12. The student population is 1.09% African-American, .28% Anglo, 0% Asian, .20% Hawaiian or Other Pacific, 71.06% Hispanic, 57.79% male and 42.21% female with a low socioeconomic status of 100%. The staff population is 0% African-American, 0% Anglo, 0% Asian, 100% Hispanic, 39.47% male and 60.5% female. The drop-out rate of 1.67% and the average daily attendance rate for students is 73.25%. The average daily attendance rate for campus personnel is 96.14%. THRIVE ACADEMY serves 46 English Language Learner students, 3 students in the Gifted and Talented program, 0% males, 0% females, and 41 Language English Proficient students,26 students identified for 504 services, 1 students in RTI, 28 students served through special education services with 17%.

Strengths

At Thrive Academy, we take pride in our rigorous academic programs that attract students eager to challenge themselves and excel. Our accelerated pace is designed to push students to reach their full potential, providing them with the opportunity to engage deeply with the curriculum and develop critical thinking skills in a condensed timeframe. This approach not only prepares students for future academic endeavors but also instills a strong work ethic and time management skills that are essential for success in any field

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Low performance in English STAAR 2026 has shown that students continued to performed that 11% decreased in approaches and 3% decreased in meets.	Difficulty with content related.
2	Students coming to Thrive Academy are performing at beginning and intermendiate levels and are not making adequate yearly growth in TELPAS.	Consistency and monitoring in all four domains.
3	HB5 math and English courses provide CCR. However, for the 2026-27 school year, HB5 math course is not approved by the state.	During advisory, assigned TSI student interventions to Mr. Nava, Mr. Alvarado, Mr. Perea. During advisory assisned TSI student interventions for English to Mr. Madrid and Mr. Duran.

★ = Priority

Student Learning

Summary

In Algebra 1, we have observed a 3% decrease in the number of students meeting the expected standards. This indicates a need to reassess our instructional strategies and support systems to ensure that students are adequately prepared to meet the curriculum requirements.

In English 1, there has been an 11% decrease in the number of students approaching the expected standards. This decline suggests that we must enhance our focus on foundational skills and provide additional resources to help students improve their comprehension and analytical abilities.

Biology has experienced a significant decrease across multiple performance levels, with a 13% drop in students approaching standards, a 40% decrease in those meeting standards, and a 10% decrease in students achieving mastery. These figures highlight a critical need for intervention and curriculum adjustments to better support student learning and engagement in this subject area.

U.S. History has also seen a decline, with a 9% decrease in students approaching standards, a 27% decrease in those meeting standards, and an 18% decrease in students achieving mastery. This trend underscores the importance of reviewing our teaching methodologies and possibly integrating more interactive and engaging content to enhance student understanding and retention.

For Thrive Academy, Domain 2 is evaluated based on the relative performance of re-testers in all STAAR tests. The current relative performance raw score of 20 and a scale score of 51 provide a forecast for 2026, indicating areas where we need to focus our efforts to improve student outcomes in future assessments.

The total number of dropouts reported in the 2024-25 Annual Dropout Report is 15. This figure is a reminder of the importance of implementing effective dropout prevention strategies and providing support systems to keep students engaged and on track to graduate.

On a positive note, our College, Career, and Military Readiness (CCMR) rate has improved significantly, rising from 70.3% in 2024 to 80.7% in 2025. This improvement reflects our commitment to preparing students for post-secondary success and the effectiveness of our initiatives aimed at enhancing college and career readiness.

Strengths

At Thrive Academy, we have identified several key areas of focus and strength that guide our continuous improvement efforts. In Algebra 1, while we have observed a decrease in the percentage of students meeting the standard by 3%, this highlights our commitment to identifying and addressing specific areas where students may need additional support. Our dedicated faculty is actively working on targeted interventions to ensure that all students have the resources and guidance necessary to succeed in this foundational subject.

In English 1, the decrease in the percentage of students approaching the standard by 11% serves as a critical indicator for us to refine our instructional strategies. We are implementing enhanced literacy programs and providing professional development for our teachers to better support students in developing their reading and writing skills, ensuring they are well-prepared for future academic challenges.

Biology has presented us with a significant opportunity for growth, as evidenced by a 13% decrease in students approaching the standard, a 40% decrease in those meeting the standard, and a 10% decrease in students achieving mastery. Our science department is actively collaborating to revamp the curriculum and incorporate more hands-on, inquiry-based learning experiences

that engage students and foster a deeper understanding of biological concepts.

In U.S. History, we have noted a 9% decrease in students approaching the standard, a 27% decrease in those meeting the standard, and an 18% decrease in mastery. This data drives our efforts to enhance our history instruction by integrating more interactive and critical thinking activities that connect historical events to students' lives, thereby increasing engagement and comprehension.

Our focus on Domain 2, which measures relative performance specifically for re-testers in all STAAR tests, is a testament to our commitment to supporting all students, particularly those who require additional attempts to demonstrate their proficiency. With a relative performance raw score of 20 and a scale score of 51, we are strategically planning for future improvements and setting ambitious goals for 2026.

The total number of dropouts, as reported in the 2024-25 Annual Dropout Report, stands at 15. While this number is a concern, it also underscores our dedication to implementing comprehensive support systems and intervention programs aimed at keeping students engaged and on track to graduate.

One of our most notable achievements is the improvement in our College, Career, and Military Readiness (CCMR) rate, which has increased from 70.3% in 2024 to 80.7% in 2025. This significant progress reflects our ongoing efforts to provide students with the skills and opportunities necessary to succeed beyond high school, whether they choose to pursue higher education, enter the workforce, or serve in the military. Our commitment to preparing students for life after graduation remains a cornerstone of our educational mission.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Low performance in English STAAR 2026 has shown that students continued to performed that 11% decreased in approaches and 3% decreased in meets.	Difficulty with content related.
2	Students coming to Thrive Academy are performing at beginning and intermendiate levels and are not making adequate yearly growth in TELPAS.	Consistency and monitoring in all four domains.
3	HB5 math and English courses provide CCR. However, for the 2026-27 school year, HB5 math course is not approved by the state.	During advisory, assigned TSI student interventions to Mr. Nava, Mr. Alvarado, Mr. Perea. During advisory assisned TSI student interventions for English to Mr. Madrid and Mr. Duran.

★ = Priority

School Processes & Programs

Summary

At Thrive Academy, we operate on a quarter system, allowing students the flexibility to commence their studies at the beginning of either Quarter 1 or Quarter 3. This system is designed to accommodate various student needs and schedules, providing an opportunity for students to join the academy at multiple points throughout the academic year.

Our curriculum includes an accelerated schedule, which is tailored to challenge students and facilitate a more rapid progression through their studies. This approach is particularly beneficial for students who are eager to advance quickly and efficiently in their academic pursuits.

Students at Thrive Academy are required to take the TSIA 2 exams, which assess their proficiency in reading and math. These exams are crucial in determining the students' readiness for college-level coursework and ensuring they meet the necessary academic standards.

Additionally, our students undertake the STAAR EOC exams in key subjects such as Algebra, Biology, English 1, English 2, and U.S. History. These exams are essential for evaluating students' understanding and mastery of the core curriculum, ensuring they are well-prepared for future academic challenges.

Our school schedule from Monday through Thursday runs from 8:00 am to 4:00 pm, with a structured day that includes a 30-minute lunch break and a 30-minute advisory period. This schedule is designed to maximize instructional time while providing students with necessary breaks to recharge and seek guidance.

On Fridays, the school day is slightly shorter, from 8:00 am to 1:00 pm, with a 30-minute lunch and an extended 1-hour advisory period. This allows for a more relaxed end to the week while still maintaining a focus on academic and personal development.

For students requiring additional academic support, we offer tutoring sessions on Fridays from 1:00 pm to 3:30 pm. This dedicated time is crucial for providing targeted academic intervention, ensuring that all students have the opportunity to succeed and excel in their studies.

Strengths

Our dedicated faculty and staff are the backbone of our institution, consistently demonstrating a commitment to fostering a nurturing and intellectually stimulating environment. Their expertise and passion for education ensure that each student receives the guidance and support necessary to thrive academically and personally. By prioritizing professional development and collaboration, our team remains at the forefront of educational best practices, which directly benefits our students.

In our small group instructional settings, we are able to offer a more personalized and focused educational experience. This approach allows us to tailor our teaching methods to meet the unique needs of each student, ensuring that they are both challenged and supported in their learning journey. The accelerated pace of our curriculum is designed to

help students efficiently work towards their graduation goals, equipping them with the knowledge and skills they need to succeed in their future endeavors. This model not only enhances academic achievement but also fosters a sense of community and collaboration among students and educators alike.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	The accelerated academic pace is a challenging component for students who are behind on their credits.	Students have fallen behind on their credits due to lack of attendance in their coursework from their home campus and need an opportunity to get caught up.

★ = Priority

Perceptions

Summary

The recent employee engagement survey has yielded an average score of 4.55 out of 5.0, indicating a strong overall satisfaction and commitment among our staff. This reflects positively on our school environment and the dedication of our employees to their roles and responsibilities.

However, it is important to address the area with the lowest score of 3.94, which pertains to understanding why changes occur within the Ysleta Independent School District (YISD). The highest score of 4.87 was achieved in the area of understanding how individual work impacts the achievement of the district goal. This high score is encouraging, as it demonstrates that our employees recognize the significance of their contributions to the broader objectives of the district. It is crucial that we continue to reinforce this understanding, as it not only motivates our staff but also aligns their efforts with the district's mission and vision.

In addition, feeback indicates the need to increase student attendance rates because student attendance impacts their academic progress and performance.

Strengths

Our school takes great pride in fostering open and effective communication channels with parents and guardians. The feedback indicating that a variety of communication methods are used at the school such as Thrillshare, attendance notifications, campus newsletter, and that our staff is perceived as helpful and friendly is a testament to our commitment to building strong, supportive relationships with our school community. We strive to ensure that every interaction is positive and that parents feel welcomed and valued as partners in their children's education.

Furthermore, we are dedicated to providing an educational environment where students receive the necessary tools and support to succeed academically and personally. Our curriculum is designed to challenge and engage students while ensuring they feel safe and secure within our school. We understand that a safe learning environment is crucial for student success, and we continuously work to maintain a nurturing atmosphere where every child can thrive.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Continue to work on bringing up the student attendance rate for the 2026-2027 school year.	Students attendance impacts their academic progress and performance.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Low performance in English STAAR 2026 has shown that students continued to performed that 11% decreased in approaches and 3% decreased in meets.	Difficulty with content related.

★ = 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] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [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] **Observation Survey results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Study of best practices and high yield strategies**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Strategy 1

Campus will conduct student progress monitoring analysis involving admin, teachers, and students. Certification programs in Adobe and Vita. During Advisory: TSI study sessions, EOC student interventions & K-12 Summit for EB.

Strategy's Expected Result/Impact: Increase students getting certifications for the 2026-2027 school year and showing an increase in EOC and TELPAS English ratings.

Staff Responsible for Monitoring: Assistant Principal , Career and Technology Teacher(s) , CIS Director of Operations , Classroom Teacher(s) , Counselor , Discipline/PBIS Committee , ESL Teacher(s) , Nurse , Paraprofessional , Principal ,

Funding Sources: SEE tutors salaries and benefits Title I, Part A, $53,835

Formative Reviews

November	March	May

Performance Objective 2

Two in three students will achieve growth as measured on STAAR/EOC

Strategy 1

Students scheduled in advisory classes that will be using K-12 Summit. EOC English 1 & 2 classes to provide instruction SEPs that need extensions. Students monitored via LPAC Committee.

Strategy's Expected Result/Impact: Increase from students BOY to their MOY and EOY.

Staff Responsible for Monitoring: Classroom Teacher(s)

Formative Reviews

November	March	May

Performance Objective 3

One in two students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Support facilitation to support student learners based upon IEP. Students scheduled into advisory and students needing EOC scheduled to 2nd period EOC class for specifed class (ELAR, Biology, Algebra, U.S. History). Students IEP'S followed & adjusted to address learning needs.

Strategy's Expected Result/Impact: Increase the number of students meeting EOC.

Staff Responsible for Monitoring: Classroom Teacher(s) , Sp Ed Teacher(s) ,

Formative Reviews

November	March	May

Performance Objective 4

One in three EB students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Students will use TELPAS practice modules. Teachers will utilize ELPS 2.0 strategies to provide students with varied differentiated instruction. EB students will be placed in advisory to work on K-12 summit.

Strategy's Expected Result/Impact: Students will be utilizing K-12 summit a minimum of 4 days out of the week for 30 min.

Staff Responsible for Monitoring: Classroom Teacher(s) , ESL Teacher(s) , Paraprofessional , Part-time tutors ,

Funding Sources: salary/benefits State Bilingual, $47,391

Formative Reviews

November **March** **May**

Performance Objective 5

One in four SPED students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Support facilitation to support student learners based upon IEP. Students scheduled into advisory and students needing EOC scheduled to 2nd period EOC class for specifed class (ELAR, Biology, Algebra, U.S. History). Students IEP'S followed & adjusted to address learning needs.

Strategy's Expected Result/Impact: Increase the number of students meeting EOC.

Staff Responsible for Monitoring: Classroom Teacher(s) , Sp Ed Teacher(s)

Formative Reviews

November **March** **May**

Performance Objective 6

Nine in ten students will graduate from high school in four, five, or six years

Strategy 1

Teachers and administrators will monitor student progress and provide student interventions each quarter; students in jeopardy of failing are provided tutoring services.

Strategy's Expected Result/Impact:
Academic Triggers: A course grade below 70% at the 3-week, 6-week, and 9-week (quarter) marks.

Staff Responsible for Monitoring: Assistant Principal , Career and Technology Teacher(s) , CIS/Home Liaison , Classroom Teacher(s) , College Bound Advisor , Counselor , ESL Teacher(s) , Instructional Coaches , Part-time tutors , Principal

Formative Reviews

November **March** **May**

Performance Objective 7

Maintain an A rating on the percent of graduates who are considered college, career, or military ready as

defined by state accountability

Strategy 1

Teachers and administrators will monitor student progress and provide student interventions each quarter; students in jeopardy of failing are provided tutoring services. Student review meetings will be held every quarter.

Strategy's Expected Result/Impact: For students in jeopardy of failing, the expected result is not just attendance in tutoring, but a direct reduction in failing grades.80% or more of students identified as "in jeopardy of failing" actively attend at least 80% of their assigned tutoring sessions.

Staff Responsible for Monitoring: Assistant Principal , CIS/Home Liaison , Classroom Teacher(s) , Counselor , ESL Teacher(s) , Instructional Coaches , Part-time tutors , Principal , Sp Ed Teacher(s)

Funding Sources: 6 FTE salary/benefits SCE Accelerated Education, $1,994,800

Formative Reviews

November	March	May

Performance Objective 8

Eight in ten graduates will be considered college ready as defined by state accountability

Strategy 1

Students will be placed in College Prep English and Math to assist them with passing the TSIA2 English and Math exam. In addition, students will have opportunity to participate in U.S. History OnRamps course for the 2026-2027 school year if they need a full year of U.S. History.

Strategy's Expected Result/Impact: Diagnostic Testing: Administer a baseline TSIA2 diagnostic test at the start of the fall semester to find skill gaps.Targeted Instruction: Use College Prep English and Math curricula to focus directly on TSIA2 student success standards.Progress Monitoring: Teachers provide interventions to track student growth.Retesting Schedule: Provide opportunities for students to take the official TSIA2 exam. Utilization of TSIA2 spreadsheet to track and monitor the results.

Staff Responsible for Monitoring: College Prep English & Math teacher, college prep advisory teachers, testing coordinator, Go Center specialist, Assistant Principal, Principal

Formative Reviews

November	March	May

Performance Objective 9

Six in ten graduates will be considered career ready as defined by state accountability

Strategy 1

Utilize campus Go Center specialists as the central tracking and motivation hub for student progression in career readiness skills.

Strategy's Expected Result/Impact: Maximize state accountability CCMR indicators by turning Career and Technical Education (CTE) concentrators into credentialed, service-oriented graduates.

Staff Responsible for Monitoring: CTE teachers, Go Center Specialists, Testing Coordinator (ASVAB testing), Assistant Principal, Principal

Formative Reviews

November	March	May

Performance Objective 10

One in six SPED students will earn an advanced degree upon graduation

Strategy 1

IEP followed & adjusted during ARD's for learning needs. Scheduled classes to put them on pathway to graduate to include advanced classes. Academic support such as TSI & test on-line to afford opportunity to utilize built in testing accommodations.

Strategy's Expected Result/Impact: Use annual and periodic ARD meetings to review performance data. Adjust the IEP to match the rigor of advanced courses.

Staff Responsible for Monitoring: Assistant Principal , CIS/Home Liaison , Classroom Teacher(s) , Counselor , ESL Teacher(s) , Instructional Coaches , Part-time tutors , Principal , Sp Ed Teacher(s)

Funding Sources: SPED salary/benefits State Special Education, $118,821

Formative Reviews

November	March	May

Performance Objective 11

One in three graduates will be considered college ready in both reading and math through the TS-A or the SAT assessments

Strategy 1

Provide interventions for TSI enrichment & students take college prep Eng and Math course, logged supports via PASS tutors and teacher interventions.

Strategy's Expected Result/Impact: A minimum 70% passing rate in College Prep English and passing TSIA 2 in Math while taking College Prep Math courses to assist.

Staff Responsible for Monitoring: Assistant Principal , Career and Technology Teacher(s) , CIS/Home Liaison , Classroom Teacher(s) , Go Center Specialist , Counselor , ESL Teacher(s) , Instructional Coaches , Part-time tutors , Principal

Formative Reviews

November	March	May

Performance Objective 12

One in three graduates will have earned college credits while in high school

Strategy 1

Students will have opportunity to participate in U.S. History OnRamps course for the 2026-2027 school year if they need a full year of U.S. History, students would need to earn a 70% to earn college credits from UT Austin.

Strategy's Expected Result/Impact: Students participate actively in assigned student reviews, timelines, and unit preparation, and creating targeted Intervention: Use formative assessments and essay feedback early in the fall term to identify gaps before midterms.

Staff Responsible for Monitoring: U.S. History teacher, tutors, counselor, assistant principal, principal

Formative Reviews

November	March	May

Performance Objective 13

Six in ten graduates will have earned an industry-based certification and complete a program of study while in high school.

Strategy 1

Students taking classes with CTE teacher and working on curriculum programs with Microsoft certification & taking E2020 courses for CTE pathway alignment. Students taking financial math with CTE math teacher & taking E2020 course for CTE with VITA.

Strategy's Expected Result/Impact: Cohort: Business/IT PathwaySoftware Mastery & Digital LiteracyMicrosoft Certification Curriculum + E2020 CTE Alignment CoursesMOS Certification Cohort 2: Finance PathwayTax Law & Applied Financial MathematicsFinancial Math (CTE Teacher) + E2020 + VITA CertificationIRS VITA Volunteer Certification & Tax Prep

Staff Responsible for Monitoring: CTE teachers, counselor, assistant principal, principal

Funding Sources: CTE salary/benefits State Career and Technical, $132,078

Formative Reviews

November	March	May

Performance Objective 14

One in ten SPED graduates will be considered college ready in both reading and math through the TSI-A or the SAT assessments

Strategy 1

IEP followed & adjusted during ARD's for learning needs. Scheduled classes to put them on pathway to graduate to include college prep classes and testing for TSIA2 with opportunity to utilize built in testing accommodations per IEP.

Strategy's Expected Result/Impact: IEP Accommodations are Implemented: All specified classroom and testing accommodations are consistently applied across all scheduled courses.ARD Committee Alignment: Regular Admission, Review, and Dismissal (ARD) meetings successfully monitor progress and dynamically adjust learning goals based on performance data.College Preparatory Enrollment: The student is actively enrolled in required college prep classes, ensuring all baseline graduation pathway milestones are met.TSIA2 Readiness and Testing: The student completes the TSIA2 assessment utilizing their mandated IEP testing accommodations

Staff Responsible for Monitoring: SPED teacher, paraprofessional, diagnostican, counselor, teachers, ARD committee, testing coordinator, assistant principal, principal

Formative Reviews

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Goal 2 Our People

Performance Objective 1

Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey

Evaluation Data Source: Employee Engagement Survey

Strategy 1

Encourage all staff to participate in the employee engagement survey and during PLC, faculty meetings, and have teachers accessing campus progress

Strategy's Expected Result/Impact: employee engagement survey participation and integrate data tracking into Professional Learning Communities (PLCs) and faculty meetings (student breaks, attendance, discipline, student products, parking lot questions/answers, etc.)

Staff Responsible for Monitoring: faculty and staff, campus leadership

Formative Reviews

November	March	May

Performance Objective 2

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Strategy 1

Campus communication to parent of attendance, grades, & parental sessions offered by the campus. Staff & admin will promote active parent and community engagement by providing quarterly school events, SEL presentation to parents by school counselor.

Strategy's Expected Result/Impact: The expected results of these communication and engagement strategies are improved student attendance, higher academic performance, and stronger partnerships between families and the school.

Staff Responsible for Monitoring: Faculty and staff, campus leadership, counselor, go center specialist, testing coordinator, CIS, truancy officer

Formative Reviews

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Performance Objective 3

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Evaluation Data Source: parental handouts, surveys, workshop presentation, agenda, sign in sheets

Strategy 1

Parental sessions will held once every quarter semester in the am and pm sessions.

Funding Sources: parental materials for presentations/handouts Title I, Part A, $888

Formative Reviews

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Performance Objective 4

Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, and/or volunteer extra-curricular activity.

Strategy 1

There will be a minimum of 1 volunteer extra-curricular activity per quarter.

Strategy's Expected Result/Impact: There will be one activity per quarter: quarter 1: Thank a veteran, create a card for a veteran you know
quarter 2: Create a winter card for a family for CASFV, quarter 3: Make someone smile day, Give someone a positive affirmation, quarter 4: Career Poster- Students will create a career poster, to be hung in the hallways

Staff Responsible for Monitoring: CIS, counselor

Formative Reviews

November	March	May

Goal 3 Our Investment

Performance Objective 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

Consistent meetings with Secretary/budget reviewing campus budget and will meet all district, state, and federal guidelines with minimal number of budget amendments.

Strategy's Expected Result/Impact: Established, non-negotiable monthly calendar reviews between the Principal and Secretary to cross-reference the campus ledger against the district's centralized financial software reports.

Staff Responsible for Monitoring: secretary, principal

Formative Reviews

November	March	May

Performance Objective 2

Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Focused on preventative controls, campus oversight, and continuous campus-level training. The core objective is to eliminate any material audit, compliance, inventory, cash handling, or financial procedure findings at the school level.

Strategy's Expected Result/Impact: campus documentation provided on time and approved during periodic compliance checks.

Staff Responsible for Monitoring: faculty and staff, assistant principal, principal

Formative Reviews

November	March	May

Performance Objective 3

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

Administration, teachers & custodial staff will follow the district safety plan. Nurse will work with the population to provide medical support.

Strategy's Expected Result/Impact: All employees complete mandated safety training modules for the 2026-2027 school year. Safety drills will be performed per the scheduled district safety plan timeline.

Staff Responsible for Monitoring: Assistant Principal , CIS , Classroom Teacher(s) , Counselor , Custodian , Discipline Committee , Instructional Coach, Part-time tutors , Principal , Safe Schools Coordinator

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Thrive Academy

Total SCE Funds: $1,994,800.00

Total FTEs Funded by SCE: 23

Brief Description of SCE Services and/or Programs

All SCE Accelerated Education funds are used for employee salaries.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

- Event: It took place during Parent/Teacher Night on August 25, 2026.
- Collaborative Discussion: The CNA was also discussed during the CEIC (Campus Education Improvement Committee) meeting on August 25, 2026.
    - Staff Representatives: Teachers from various grade levels and departments, specialized support staff, and campus administrators are selected to ensure instructional alignment.
    - Parents & Community Members: Participants are recruited through open invitations during Parent/Teacher Night and official CEIC outreach to ensure diverse family representation.
    - The committee reviews the campus across multiple standardized dimensions, often referred to as the multiple measures of data:
        - **Demographics:** Student enrollment trends, attendance rates, and subgroup populations.
            - **Student Achievement:** State assessment scores, local benchmarks, and growth data.
            - **School Culture & Climate:** Behavior/discipline data, survey responses from parents and staff, and engagement metrics.
            - **Staff Quality & Professional Development:** Teacher retention, certification areas, and training needs.
            - **Curriculum, Instruction, & Assessment:** Alignment of materials, technology integration, and instructional consistency.
            - **Family & Community Engagement:** Involvement rates, communication effectiveness, and community partnerships.
    - **Primary Sources:** We prioritize objective metrics, including historical state testing data, diagnostic assessments, demographic portfolios, and official discipline/ attendance logs.
    - **Perception Data:** We integrate subjective data from annual school climate surveys completed by students, staff, and parents to capture community sentiment.
    - **Disaggregation:** Selected data is broken down by student subgroups (e.g., special education, English learners, economically disadvantaged) to explicitly identify achievement and opportunity gaps.

1.2 Location for Evidence of Multiple Meetings Held

- Event: It took place during Parent/Teacher Night on August 25, 2026. It also took place during our 9:00 am -10:00 am and 5:00 pm -6:00 pm parent sessions.

- Collaborative Discussion: The CNA was also discussed during the CEIC with the time frame from 3:15 pm -4:00 pm (Campus Education Improvement Committee) meeting on August 25, 2026.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The planning process spans the late summer and early fall to ensure the plan is active and driving instruction for the current school year.

- August 25, 2026 (CNA Launch): The initial CNA data review and problem identification occur during Parent/Teacher Night and the concurrent CEIC meeting.
- November 2026, February 2027, April 2027 (Formative Reviews): The committee meets quarterly to monitor the implementation of the strategies and evaluate progress toward goals using real-time benchmark data.

2.2 Stakeholders 1114(b)(2)

Our Campus Improvement Plan (CIP) is developed through a shared-decision-making process that actively engages staff, families, and community members to ensure diverse perspectives shape our school's goals.

We intentionally include stakeholders at multiple stages of the planning process using varied strategies to remove barriers to participation:

- Staff Inclusion: Teachers and campus staff collaborate through departmental and grade-level team meetings to identify instructional needs. They review draft goals during dedicated Professional Development (PD) sessions and provide feedback via digital reflection forms.
- Family & Community Inclusion: Parents and community partners are integrated into the core planning committee during CEIC meetings and major campus events like the August 25, 2026, Parent/Teacher Night.
- Soliciting Feedback: To gather broad feedback on the draft plan, we host open-forum Title I Annual Meeting, during parent sessions, we elicit feedback. The presentations are hosted in both English and Spanish.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

- Plan is posted on the district website
- The final CIP is submitted electronically and once approved by the Board of Trustees then it is posted digitally on the school website.
- Parents & Families: A printed copy is kept at the Front Reception Desk in the main office for public viewing.
- The Public: The complete document is posted digitally on the School Website making it universally accessible, the school website has the feature of transcribing it via different languages with the google translate feature.

We are committed to removing communication barriers by ensuring the plan is easy to read and available in the native languages of our community:

- Plain Language Formatting: The plan is translated into a Parent-Friendly Summary Guide that avoids complex academic jargon, using clear visual infographics, bullet points, and charts to highlight campus goals and strategies.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

not applicable

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

not applicable

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Our school evaluates its program effectiveness through a systematic, ongoing review process closely aligned with Title I guidelines and district compliance policies.

All compliance notes, evaluations, and artifacts are explicitly placed in the Plan4Learning portal. The district also has a BIS portal where documents are uploaded in the event the Plan4Learning portal system is at capacity.

Our monitoring routine ensures the Schoolwide program is effective and compliant:

- Formative Reviews (Quarterly Monitoring): As a best practice, the committee logs detailed monitoring notes directly into the Formative Reviews quarterly (November, February, and April) or at a minimum *semiannually*. These reviews evaluate whether specific strategies are on track to hit target performance metrics.
- Summative Review (Annual Evaluation): At the end of the school year, notes capturing the comprehensive annual evaluation of the Schoolwide program plan are formally entered into the Summative Review section of the plan. This assessment determines which initiatives succeeded, which need adjustment, and which should be discontinued.

To meet strict program evaluation standards, all documented artifacts are tightly cross-referenced:

- The Documentation Archive: Agendas, comprehensive minutes, and role-specific sign-in sheets provide administrative proof that the CEIC met specifically to evaluate program effectiveness.
- The evaluation relies on a deliberate mix of quantitative and qualitative data. We systematically analyze state assessments (STAAR), local benchmark performance data, student attendance/discipline logs, and perception data gathered from parent, student, and teacher school climate surveys.