

Doral Academy of Texas



**DORAL
ACADEMY**

IMAGINATION. INNOVATION. EXCELLENCE.

Doral Academy Texas

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Doral Academy is a growing PK–9 campus serving a racially, ethnically, economically, and academically diverse student population. Approximately 59.8% of students are economically disadvantaged, and the campus provides services through special education, Section 504, gifted and talented, emergent bilingual/ESL, dyslexia, and intervention programs. State accountability data reflect representation from Hispanic, African American, White, Asian, and multiracial student groups. The campus earned an overall B rating in 2026, with School Progress identified as a relative strength. Student-group differences remain evident, particularly for students receiving special education services and in mathematics achievement. Graduation and CCMR outcomes are not yet available because the campus has not served a traditional graduating cohort.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Doral serves a diverse student population, including students in special populations, emergent bilingual students, and economically disadvantaged students. This diversity requires staff to intentionally identify and address individual student needs while maintaining high academic expectations and providing equitable access to rigorous learning opportunities.	Doral will focus on hiring and developing highly qualified staff who are equipped with the knowledge, skills, and training necessary to meet the diverse needs of the school's growing student population.

★ = Priority

Student Learning

Summary

Student achievement strengths include strong RLA performance, improving mathematics achievement, and evidence of student academic growth. In 2026, 52% of STAAR tests met or exceeded grade level, including 60% in RLA, while mathematics improved from 41% to 48% Meets or above. The campus also earned a School Progress score of 81, demonstrated strong outcomes among gifted and talented students, and maintained 100% state-assessment participation. Social Studies EOC scores improved from 10% to 24% but are still considerable low and will need intentional systems to improve. 5th Grade science improved from 27% to 48% while 8th Grade science improved from 13% to 35%. Biology maintained a 100% pass rate.

Strengths

Student learning strengths include positive academic growth, strong RLA achievement, and improving mathematics performance. Students demonstrated measurable year-to-year growth, with RLA remaining a relative strength and mathematics Meets-or-above performance increasing from 41% to 48%.

Alg- 100% pass rate

Biology 100% pass rate

8th Grade math increased from 9% proficiency to 45%

ELAR Grade 6 44% to 56% increase

ELAR Grade 8 62% to 74% increase

ELAR Grade 7 73% of students earned a growth point

ELAR Grade 8 87% of students earned a growth point

Math Grade 8 overall 86% of students earned a growth point

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Mathematics achievement remains below desired levels, with 48% of students meeting or exceeding grade level on the 2026 STAAR mathematics assessment. Although this increased from 41% in 2025, more than half of tested students are still not meeting grade-level expectations.	Inconsistent use of standards-aligned Tier 1 instruction, data-driven small-group differentiation, and timely intervention may be limiting students' opportunities to close unfinished learning gaps.
2 Students receiving special education services continue to demonstrate a significant achievement gap. In 2026, 27% of special education tests met or exceeded grade level across subjects compared with 52% for all students, a 25-point gap.	Instructional accommodations, specially designed instruction, and progress-monitoring practices may not be implemented consistently enough across classrooms to fully address individual student needs.
3 Emergent bilingual students are not meeting the campus target for English language proficiency growth. The 2026 TELPAS progress rate was 30%, this was below the 40% target and down from 50% in 2025.	Language-development strategies and progress monitoring may not be embedded consistently across content areas, limiting opportunities for students to develop academic language throughout the instructional day.
4 Achievement gaps persist among student groups in mathematics. In 2026, mathematics Meets-or-above performance ranged from 41% for Hispanic students and 48% for African American students to 66% for White students and 70% for Asian students.	Differentiation and intervention may not yet be consistently responsive to subgroup-level performance data, resulting in uneven access to targeted supports and acceleration.
5 RLA achievement decreased from 63% Meets or Above in 2025 to 60% in 2026. RLA achievement declined despite relatively strong academic growth, suggesting that students are growing but not yet at a sufficient rate to consistently reach grade-level expectations.	Core reading instruction may not be consistently addressing identified skill gaps through targeted small-group instruction and reteach. Foundational skill gaps may require more intensive, systematic intervention and progress monitoring.

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School Processes & Programs

Summary

Our school focused changing the format of elementary scheduling to a self-contained schedule. This benefitted the school by allowing teachers to have a true team to internalize lessons, desegregate data, and share best practices. The district adopted The Hub this summer which houses pre-planned lessons for all tested subject areas so that teachers could focus on internalizing lessons while taking away the task time of lesson planning. Doral adopted a new curriculum for RLA (HMH) to better support learning gains.

Strengths

Doral Academy process for district testing (Stop Drop & Assess) is a great strength. Utilizing I-Ready students are put on a individualized learning path that allows them to have their needs met during small group, lab resource class. Programs like DMAC house our SDA data for teachers to understand if students are ready to move on to the next chapter or if reteach is necessary. Mclass provides in depth data for teachers to identify lower elementary grade levels reading skills and growth monitoring.

Utilizing this data to form small groups, reteach, and create small group pull outs with our reading interventionist are all strengths.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Response to Intervention (RTI) was identified as an area for improvement because the school needed a more consistent and systematic process for identifying students who were struggling academically and providing targeted interventions.	Lack of a clearly defined RTI process -- staff may be unsure when a student should enter RTI, how long interventions should last, or when a student should move between tiers.

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Perceptions

Summary

Doral Academy uses feedback from students, families, and staff to evaluate school culture, communication, and overall effectiveness. End-of-year climate surveys provide information about stakeholder perceptions and have identified areas for continued improvement, including student voice and choice and opportunities for greater parent involvement. Parent feedback indicated that families wanted more opportunities to participate in the school community. In response, parents have been included on the Safety Committee, and the Spirit Squad was created to provide another avenue for family involvement.

The school also gathers information through staff feedback, student feedback, parent communication, PLC discussions, and ongoing conversations with stakeholders.

Staff retention- turnover of staff was 8 teaching staff.

Discipline trends- School referrals decreased due to higher expectation standards and overall school culture.

Moving forward, an important area of focus is ensuring that feedback is not only collected but also reviewed regularly, communicated back to stakeholders, and used to guide measurable changes in school practices.

Strengths

Schools discipline was a strength that improved the culture of learning and behavior.

Teachers consistently analyze student performance data to plan targeted instruction and reteach opportunities.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Retention of staff year to year at Doral has been low.	Hiring non-certified/ inexperienced staff, weak mentor programs for new teachers.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Results Driven Accountability (RDA)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

- ☒ Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- ☒ Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Intervention data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data

- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ Enrollment trends
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data
- ☒ Parent activity evaluations and feedback data

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices and high yield strategies
- ☒ Action research results
- ☒ Horizontal and vertical team alignments processes
- ☒ Technology and resource allocation data
- ☒ Enrichment course/materials
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1 Engage families and the community to support student achievement and enhance district goals.

Performance Objective 1

Engage with parents, community members, staff, students, and business partners. The school will actively engage parents, community members, staff, students, and business partners by implementing at least four collaborative initiatives per semester (e.g., family nights, community service projects, staff-student forums, and business partnerships). Success will be measured by achieving a minimum 75% stakeholder participation rate in scheduled events and documenting at least three new sustainable partnerships annually that directly support student learning, well-being, or career readiness.

Evaluation Data Source: Track sign-in sheets with at least 50% of families represented annually. MOUs or partnership agreements and report during board meetings. Collect staff surveys at least twice yearly with 80% satisfaction in communication and engagement.

Goal 2

Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the turnover rate.

Performance Objective 1

The school will recruit, develop, and retain highly qualified teachers and staff by increasing the percentage of teachers with more than five years of experience by 5% annually and decreasing teacher turnover by 10% by the end of the 2026-2027 school year, as measured by Human Resources reports and TEA PEIMS data.

Evaluation Data Source: Attend at least 5 career fairs and establish 2 new university partnerships annually. 100% of teachers in their first two years assigned a mentor; collect mid-year and end-of-year survey data showing at least 80% satisfaction. At least 90% teacher participation with follow-up surveys showing 80% or higher relevance/usefulness ratings. Reduce teacher turnover by 10% and increase retention of TIA-designated teachers by 15%. Achieve at least an 80% favorable response rate in overall job satisfaction.

Goal 3 Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 1

The district will ensure a guaranteed and viable curriculum by implementing 100% TEKS-aligned instructional resources across all grade levels, while customizing pacing guides and assessments to meet the unique needs of the district. Success will be measured by achieving at least 100% alignment between written, taught, and tested curriculum as evidenced by curriculum audits, walkthrough data, and student performance on district and state assessments by May 2026.

Evaluation Data Source: Curriculum maps and unit plans show at least 80% alignment between written, taught, and tested curriculum by December 2025.

100% of teachers receive updated pacing guides; walkthrough and lesson plan checks reflect 90% adherence.

Benchmark data shows at least 5% growth per administration in student proficiency levels.

90% teacher attendance with PD evaluations showing at least 80% relevance and applicability.

At least 75% of teachers report increased confidence in implementing the curriculum by May 2026.

Goal 4

Develop and implement plans, systems, and processes to support improved campus A-F ratings and ensuring academic success for students.

Performance Objective 1

The district will develop and implement data-driven plans, systems, and processes that directly support improved campus A-F ratings by increasing overall student achievement, closing achievement gaps, and strengthening academic growth measures. By May 2026, the district will demonstrate at least a 10% increase in the percentage of students meeting or exceeding grade-level expectations on STAAR and reduce the number of campuses rated below a "C" to zero, as evidenced by TEA accountability reports.

Evaluation Data Source: 100% of CIPs include targeted strategies for all accountability domains, reviewed and approved by the District Leadership Team.
Benchmark and interim assessments show at least 5% student growth each cycle; walkthroughs reflect reteach implementation in 90% of classrooms.
70% of students receiving interventions show growth on STAAR/EOC or district benchmarks.
Each campus meets at least 80% of quarterly performance targets; district report shared with the Board of Directors.
90% teacher participation with follow-up evaluations showing 80% or higher implementation confidence.
50% of families participate in at least one academic workshop; partnership logs show at least three active academic partnerships.

Goal 5

Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 1

The district will coordinate the entire instructional program, including the effective use of federal, state, and local resources, to support increased student achievement for all student groups. By May 2027, all campuses will demonstrate a minimum 10% increase in the percentage of students meeting or exceeding grade-level expectations across all student groups (At-Risk, Economically Disadvantaged, English Learners, and Special Education) as measured by STAAR and local benchmark assessments.

Evaluation Data Source: 100% of federal program budgets demonstrate direct alignment with student achievement goals in CIPs/DIPs.

Curriculum audits show at least 90% consistency between written, taught, and tested curriculum across campuses.

70% of participating students demonstrate measurable growth on local benchmarks or STAAR by end of year.

At least 90% of teachers attend PD, with 80% reporting improved capacity to meet diverse learner needs.

Each subgroup demonstrates at least 10% annual growth in Meets or Masters performance.

At least 50% of families of EB and At-Risk students participate in at least one workshop; parent surveys reflect 80% satisfaction.

Goal 6 Create and sustain safe and supportive learning environments.

Performance Objective 1

The district will create and sustain safe and supportive learning environments by fully implementing emergency operations procedures, positive behavior supports, and mental health initiatives. By May 2027, campuses will demonstrate a 10% decrease in discipline referrals and a 5% increase in student, staff, and parent survey ratings of school safety and climate, as measured by PEIMS discipline data and annual climate/culture surveys.

Evaluation Data Source: 100% compliance with drill schedule; documentation submitted to the Safety & Security Committee each semester.

10% reduction in discipline referrals compared to 2025-2026 baseline.

80% of students participate in at least two SEL activities each semester; referrals to counseling services tracked monthly.

100% staff completion of training modules; 80% or higher satisfaction rating on staff safety survey.

Achieve at least a 5% increase in positive responses regarding safety and support compared to the previous year.

Establish at least 3 active partnerships per campus that provide safety, wellness, or family support services.

Goal 7 Build capacity for school leadership.

Performance Objective 1

The district will build capacity for school leadership by developing and supporting current and aspiring leaders through targeted professional development, mentorship, and succession planning. By May 2026, at least 80% of campus leaders will demonstrate growth in leadership competencies (as measured by T-PCESS evaluations, leadership rubrics, and coaching feedback), and a minimum of two staff members per campus will be prepared for future leadership roles through participation in leadership development initiatives.

Evaluation Data Source: At least 90% of participants complete the academy; pre- and post-assessments show a minimum 15% growth in leadership competencies.

100% of principals and assistant principals receive monthly coaching; leadership evaluation data reflects improvement in at least two targeted areas per leader.

Each campus documents a minimum of two leadership candidates in succession planning reports.

90% of ILTs and PLCs submit agendas and action steps demonstrating leadership-led instructional improvement.

90% attendance rate with 80% of participants rating sessions as highly relevant/applicable.

80% of campus leaders demonstrate improvement in leadership effectiveness ratings from BOY to EOY.

Goal 8 Provide technology to support teaching and learning initiatives and support district operations.

Performance Objective 1

The district will provide and integrate technology to support teaching, learning, and operational efficiency by ensuring that all classrooms have access to up-to-date instructional technology and that staff receive ongoing training in effective technology use. By May 2026, 100% of classrooms will be equipped with district-approved technology tools, at least 80% of teachers will demonstrate effective integration of technology into instruction (as measured by walkthroughs and lesson plan reviews), and district operations will show improved efficiency through expanded use of digital systems and platforms.

Evaluation Data Source: 100% of classrooms meet district technology standards by January 2026.

At least 90% of teachers attend training; walkthrough data reflects 80% of teachers implementing technology-enhanced instruction effectively.

100% of students in grades 3-12 issued a device; 85% of students demonstrate proficiency on district digital literacy assessments.

At least 3 new operational processes transitioned to digital platforms; staff surveys reflect 80% increased efficiency.

90% of technology work orders resolved within 5 business days; annual report of system uptime at 95% or higher.

At least 75% of stakeholders report satisfaction with access to and use of technology for teaching, learning, and operations.

Goal 9 Ensure well-maintained, quality teaching and learning spaces.

Performance Objective 1

The district will ensure well-maintained, quality teaching and learning spaces by implementing proactive facility management, regular maintenance schedules, and ongoing upgrades. By May 2026, 100% of campuses will pass safety and facility inspections, and at least 85% of students, staff, and parents will report satisfaction with the quality and functionality of learning environments as measured by survey data and maintenance records.

Evaluation Data Source: 100% of campuses complete inspections with corrective action plans implemented within 30 days of findings.

90% of scheduled maintenance tasks completed on time; reduction of emergency repair work orders by 15% compared to 2024-25.

At least 25% of classrooms receive targeted upgrades each year until all spaces meet district standards.

90% of work orders resolved within 10 business days; monthly reports reviewed by district leadership.

95% satisfaction rating on custodial services in staff/student surveys; no major compliance findings in safety audits.

At least 85% satisfaction reported; results shared publicly with improvement actions documented.