Midland Independent School District

Abell Jr. High

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: September 17, 2024
Public Presentation Date: September 17, 2024

Mission Statement

The mission of Abell Junior High School is to provide academic excellence and stellar extracurriculars and elective experiences so that our students are prepared academically, socially, emotionally, and physically for the next level.

In due time, Abell JH students will graduate from their respective high schools, prepared and ready for college, career, or military.

Vision

Abell Junior High School administration and staff will work in conjunction with the community and parents toward creating a safe and secure learning environment. Instructional staff will provide experiences and opportunities enabling all students to succeed as they strive to obtain their maximum potential academically, physically, and socially.

Value Statement

*All students can learn.

*All students deserve a high-quality education.

*Parent involvement is key and we will do our best to include our parents in the educational process.

*Structures and procedures are key to a safe learning environment.

*Our students are our most valuable asset.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Abell JH **Campus Needs Assessment** for 2024-2025 has been developed with the input of various leadership teams, which includes the following: administration, counselors, department chairs, PLC leads, and CEIC members.

Demographics

Demographics Summary

CMP	GRD	TTL STU	FEMALE	MALE	AFRI AMR	HISP	WHITE	AMER IND/ ALK NAT	ASIAN	NAT HAW /PAC ISL	TWO OR MORE	ECO DIS	ELL	SPED
047 - ABELL JUNIOR HIGH														
	07	594	266	328	29	383	148	1	17		16	326	104	65
	08	535	273	262	32	343	122	1	22		15	286	114	53
CMP TTL:		**1,129**	**539**	**590**	**61**	**726**	**270**	**2**	**39**		**31**	**612**	**218**	**118**
CMP %:			48	52	5.40	64.30	23.91	0.18	3.45		2.75	54.21	19.31	10.45
DIST TTL:		**1,129**	**539**	**590**	**61**	**726**	**270**	**2**	**39**		**31**	**612**	**218**	**118**

CAMPUS	TOTAL STU	AT RISK		ECO DIS		SPED		LEP		BIL		ESL		504		GT		MALE	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	
047-ABELL JUNIOR HIGH	1,129	549	48.6%	612	54.2%	118	10.5%	218	19.3%	0	0.0%	209	18.5%	64	5.7%	94	8.3%	590	52

Demographics Strengths

BASED ON 2023.2024 EOY NWEA/MAP DATA, THE FOLLOWING STRENGTHS ARE NOTED:

Abell **Hispanic** students outperformed the district in grade 8 reading at the meets level.

Abell **African American** students matched the district percentage in grade 8 social studies at the masters level.

Abell **white** students outperformed the district and matched the state percentage on grade 7 reading at the masters level.

Abell **Asian** students outperformed the district and matched the state percentage on grade 8 math at the masters level.

Abell **EB** program exited 20 students at the end of the 23-24 school year.

Abell EOC Algebra students outperformed the district & state at the masters level.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In the area of RLA, Abell's 7th and 8th grade African American students performed lower on the STAAR than the district & state averages. **Root Cause:** Root causes might include any of the following: limited access to educational resources (especially early childhood education), lower educational attainment among parents, implicit biases & lower expectations from teachers, curriculum that lacks cultural relevance & representation.

Problem Statement 2 (Prioritized): In the area of MATH, Abell's 7th and 8th grade Hispanic students performed lower on the STAAR than the district & state averages. **Root Cause:** Root causes might include any of the following: limited proficiency in the language of the assessment, difficulty with specific academic language, quality of strong ESL instruction, lack of culturally relevant curriculum, higher poverty rates, limited access to education resources, parents with limited formal education or work responsibilities.

Problem Statement 3 (Prioritized): In the area of RLA, Abell's 7th and 8th grade EB students performed lower on the STAAR than the district & state averages. **Root Cause:** The root cause is limited proficiency in the language of instruction, as well as difficulty with specific academic language & vocabulary used on state assessments, which may differ significantly from everyday conversational language.

Problem Statement 4 (Prioritized): In the area of MATH, Abell's 7th and 8th grade EB students performed lower on the STAAR than the district & state averages. **Root Cause:** The root cause is limited proficiency in the language of instruction, as well as difficulty with specific academic language & vocabulary used on state assessments, which may differ significantly from everyday conversational language.

Student Learning

Student Learning Summary

MAP STUDENT GROWTH SUMMARY REPORTS

ABELL JUNIOR HIGH

Math: Math K-12

		Comparison Periods								Growth Eva			
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Num Stu W Gr Proj
7	452	219.0	15.2	44	227.9	20.4	55	9	0.7	6.5	1.19	88	
8	302	217.0	17.1	21	223.1	24.7	24	6	1.2	5.3	0.35	64	

ABELL JUNIOR HIGH

Language Arts: Reading

		Comparison Periods								Growth Evalu			
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Numb Stud W Gro Proje
7	460	208.8	17.4	23	213.5	16.2	25	5	0.5	4.4	0.17	57	4
8	483	209.8	18.4	15	213.6	18.3	15	4	0.5	4.1	-0.13	45	4

ABELL JUNIOR HIGH

Math: Algebra 1

		Comparison Periods								Growth Evalua			
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Numbe Studer With Growt Projecti
7	3	*			*			*					*
8	147	242.1	12.8		256.5	14.7		15	1.1				147

ABELL JUNIOR HIGH

Science: Science K-12

		Comparison Periods								Growth Evaluated			
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections
7	419	210.6	11.8	74	212.9	14.9	64	2	0.5	3.9	-0.76	22	419
8	500	213.0	12.2	70	214.9	16.8	59	2	0.5	3.6	-0.82	21	500

Student Learning Strengths

According to the **MAP STUDENT GROWTH SUMMARY REPORTS** found above, the following strengths are identified:

- In the area of MATH, both 7th and 8th grade student reports show an overall positive achievement percentile (7th-0.7 and 8th-1.2) from the FALL 2023 MAP data to the SPRING 2024 MAP data.
- In the area of ELAR, both 7th and 8th grade student reports show an overall positive achievement percentile (7th-0.5 and 8th-0.5) from the FALL 2023 MAP data to the SPRING 2024 MAP data.
- In the area of ALGEBRA, the 8th grade student report shows an overall positive achievement percentile (8th-1.1) from the FALL 2023

MAP data to the SPRING 2024 MAP data.

- In the area of SCIENCE, both 7th and 8th grade student reports show an overall positive achievement percentile (7th-0.5 and 8th-0.5) from the FALL 2023 MAP data to the SPRING 2024 MAP data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In the area of RLA, Abell's 8th grade students' latest MAP scores (May 2024) indicate a weakness in Author's Purpose and Craft and Multiple Genres. **Root Cause:** The root cause is a lack of focus on teacher efficacy, instructional strategies, and best practices that address this domain during the 23-24 school year.

Problem Statement 2 (Prioritized): In the area of RLA, Abell's 7th grade students' latest MAP scores (May 2024) indicate a weakness in the Multiple Genres domain. **Root Cause:** The root cause is a lack of focus on teacher efficacy, instructional strategies, and best practices that address this domain during the 23-24 school year.

Problem Statement 3 (Prioritized): In the area of Math, Abell's 8th grade students' latest MAP scores (May 2024) indicate a weakness in the Data Analysis domain. **Root Cause:** The root cause is that the implementation and utilization of instructional strategies to support the student's needs did not yield the desired results.

Problem Statement 4 (Prioritized): In the area of Math, Abell's 7th grade students' latest MAP scores (May 2024) indicate weaknesses in the Geometry & Measurements domain. **Root Cause:** The root cause is a lack of exposure to the geometry curriculum for the majority of 7th graders.

Problem Statement 5 (Prioritized): In the area of Science, Abell's 8th grade students' latest MAP scores (May 2024) indicate a weakness in the Earth & Space domain. **Root Cause:** The root cause is a lack of focus on teacher efficacy, instructional strategies, and best practices that address this domain during the 23-24 school year.

Problem Statement 6 (Prioritized): In the area of Algebra, Abell's 7th & 8th grade students' latest MAP scores (May 2024) indicate a weakness in the Write & Solve Linear Functions, Equations, & Inequities domain. **Root Cause:** The root cause is a lack of focus on teacher efficacy, instructional strategies, and best practices that address this domain during the 23-24 school year.

School Processes & Programs

School Processes & Programs Summary

Abell has streamlined written processes & procedures in place for all campus expectations.

Each department is directed to utilize Tier 1, Tier 2, and Tier 3 methods/resources to meet students' needs.

PLCs utilize data (CFA's, MAP) to drive instruction and lesson planning, which facilitate proficiency and interventions in all core subject areas.

Abell will implement Opportunity Culture for the 2024-2025 school year.

Abell will implement AVID for the 2024-2025 school year.

Abell will continue to be a 1:1 campus; a chrome book will be provided to each student for academic use.

All important staff/campus information is accessible through the Abell campus HUB. A weekly schedule highlighting important upcoming items/events, campus reminders, and staff shout-out's is sent to staff every Friday afternoon.

School Processes & Programs Strengths

Instructional leaders, such as PLC leads, department chairs, and MCL's, build capacity among those that they lead/support by modeling, coaching, mentoring and assigning additional responsibilities that are designed to build skill & competency.

The master schedule offers multiple opportunities to provide tutorials (before and after school), specific/targeted interventions, Saturday School/STAAR blitzes, as well as provide SEL during advisory. The schedule will also provide time to collaborate with colleagues by providing daily, common PLC time for all core subjects. Department chairs share a common conference time so they may collaborate with one another as well as with admin. The campus will be 1 to 1 again this year, with integration of technology in all subject areas. More classes will be added for the 24-25 school year in which students may earn high school credit; such as, health, touch systems and art. The AVID program will be implemented in 24-25; this program provides support in areas such as organization, time management, and focuses on strategies designed to improve student academic success; AVID also encourages a college-going culture throughout the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Below standard communication with parents regarding grades, discipline, programs & other pertinent school information. **Root Cause:** The root cause is the lack of updated contact information for parents & guardians in skyward.

Problem Statement 2 (Prioritized): Teachers do not adequately address/incorporate Tiers 1, 2, and 3 interventions in the the classroom. **Root Cause:** The root cause is a lack of training, knowledge, and resources in the areas of Tiers 1, 2, and 3 processes.

Perceptions

Perceptions Summary

Staff retention has improved from the following school year, as Abell has fewer teacher vacancies as compared to this time last year.

Parents are supportive of school events, activities, athletics, fine arts programs, and performances; however, the lack of involvement in PTA and volunteering on campus indicates decreased/minimal interest/participation among parents.

Some parents perceive an unsafe view of campus due to occasional physical altercations occurring on campus.

A majority of stakeholders agree that student cell phone use and excessive chrome book use decrease the amount of quality instruction provided in the classroom.

All stakeholders view the treatment of each other as lacking respect. ILEAD will be incorporated with students & staff for the 24-25 school year to address this concern.

Perceptions Strengths

Stakeholders report Abell JH offers a variety of courses and co/extracurricular activities; as well as offering a variety of academic courses, several with the opportunity to earn high school credits. Families are encouraged to attend school-sponsored activities, such as back-to-school nights, elective fairs, athletic events, parent-teacher conferences, open houses, etc. Families are informed about school-sponsored activities via weekly call-outs and weekly principal newsletters, the campus/district websites, & social media platforms; these also share information such as tutoring, after-school programs, and student performances. Students are academically challenged by their schoolwork and excel in academic and extracurricular activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to student reports in the K12 survey, students report that Abell has a safety issue in the restrooms and in locations where cameras are not present. **Root Cause:** The root cause is the lack of adequate adult supervision and the absence of cameras in identified problem areas.

Problem Statement 2 (Prioritized): According to parent and staff reports in the K12 survey, these specific stakeholders report that the overall increase in technology use on campus has negatively impacted students. **Root Cause:** The root cause is the large number of students who possess cell phones/air pods and use them without permission; as well as teachers relying on excessive use of chrome books in place of quality instruction being implemented.

Priority Problem Statements

Problem Statement 1: In the area of RLA, Abell's 7th and 8th grade African American students performed lower on the STAAR than the district & state averages.

Root Cause 1: Root causes might include any of the following: limited access to educational resources (especially early childhood education), lower educational attainment among parents, implicit biases & lower expectations from teachers, curriculum that lacks cultural relevance & representation.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In the area of MATH, Abell's 7th and 8th grade Hispanic students performed lower on the STAAR than the district & state averages.

Root Cause 2: Root causes might include any of the following: limited proficiency in the language of the assessment, difficulty with specific academic language, quality of strong ESL instruction, lack of culturally relevant curriculum, higher poverty rates, limited access to education resources, parents with limited formal education or work responsibilities.

Problem Statement 2 Areas: Demographics

Problem Statement 3: In the area of RLA, Abell's 7th and 8th grade EB students performed lower on the STAAR than the district & state averages.

Root Cause 3: The root cause is limited proficiency in the language of instruction, as well as difficulty with specific academic language & vocabulary used on state assessments, which may differ significantly from everyday conversational language.

Problem Statement 3 Areas: Demographics

Problem Statement 4: In the area of MATH, Abell's 7th and 8th grade EB students performed lower on the STAAR than the district & state averages.

Root Cause 4: The root cause is limited proficiency in the language of instruction, as well as difficulty with specific academic language & vocabulary used on state assessments, which may differ significantly from everyday conversational language.

Problem Statement 4 Areas: Demographics

Problem Statement 5: In the area of RLA, Abell's 8th grade students' latest MAP scores (May 2024) indicate a weakness in Author's Purpose and Craft and Multiple Genres.

Root Cause 5: The root cause is a lack of focus on teacher efficacy, instructional strategies, and best practices that address this domain during the 23-24 school year.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: In the area of RLA, Abell's 7th grade students' latest MAP scores (May 2024) indicate a weakness in the Multiple Genres domain.

Root Cause 6: The root cause is a lack of focus on teacher efficacy, instructional strategies, and best practices that address this domain during the 23-24 school year.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: In the area of Math, Abell's 8th grade students' latest MAP scores (May 2024) indicate a weakness in the Data Analysis domain.

Root Cause 7: The root cause is that the implementation and utilization of instructional strategies to support the student's needs did not yield the desired results.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: In the area of Math, Abell's 7th grade students' latest MAP scores (May 2024) indicate weaknesses in the Geometry & Measurements domain.

Root Cause 8: The root cause is a lack of exposure to the geometry curriculum for the majority of 7th graders.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: In the area of Science, Abell's 8th grade students' latest MAP scores (May 2024) indicate a weakness in the Earth & Space domain.

Root Cause 9: The root cause is a lack of focus on teacher efficacy, instructional strategies, and best practices that address this domain during the 23-24 school year.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: In the area of Algebra, Abell's 7th & 8th grade students' latest MAP scores (May 2024) indicate a weakness in the Write & Solve Linear Functions, Equations, & Inequities domain.

Root Cause 10: The root cause is a lack of focus on teacher efficacy, instructional strategies, and best practices that address this domain during the 23-24 school year.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Below standard communication with parents regarding grades, discipline, programs & other pertinent school information.

Root Cause 11: The root cause is the lack of updated contact information for parents & guardians in skyward.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Teachers do not adequately address/incorporate Tiers 1, 2, and 3 interventions in the the classroom.

Root Cause 12: The root cause is a lack of training, knowledge, and resources in the areas of Tiers 1, 2, and 3 processes.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: According to student reports in the K12 survey, students report that Abell has a safety issue in the restrooms and in locations where cameras are not present.

Root Cause 13: The root cause is the lack of adequate adult supervision and the absence of cameras in identified problem areas.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: According to parent and staff reports in the K12 survey, these specific stakeholders report that the overall increase in technology use on campus has negatively impacted students.

Root Cause 14: The root cause is the large number of students who possess cell phones/air pods and use them without permission; as well as teachers relying on excessive use of chrome books in place of quality instruction being implemented.

Problem Statement 14 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

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
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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 data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records

- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: The percentage of 7th & 8th grade students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028 (Board Goal: 3).

Performance Objective 1: GPM 3.4: The percentage of 7th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 42% to 47% by 2025.

High Priority

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All 7th and 8th grade students will have a double blocked English class for the 2024-2025 school year; this will allow for more intensive instruction in reading and writing and enable teachers to cover material in greater depth and students to develop stronger literacy skills. **Strategy's Expected Result/Impact:** Increased/improved performance/growth on NWEA MAP assessment data and increased performance/growth on STAAR assessment data. **Staff Responsible for Monitoring:** Admin, department chairs, PLC leads, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers of all subjects will supplement instruction with the FLOWCABULARY program. **Strategy's Expected Result/Impact:** Improved reading comprehension, improved quality of writing skills, and stronger vocabulary knowledge: all leading to improved performance on standardized assessments. **Staff Responsible for Monitoring:** Admin, Department Chairs, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: All teachers will be trained in WICOR (AVID) instructional strategies, which will be used by all teachers throughout the campus. **Strategy's Expected Result/Impact:** Improved writing, inquiry, collaboration. organization & reading skills for all students. **Staff Responsible for Monitoring:** AVID site team, admin, DC's, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: All ELA students will complete a minimum of 45 minutes weekly in their individualized IXL plan. **Strategy's Expected Result/Impact:** Increased/improved performance/growth on NWEA MAP assessment data and increased performance/growth on STAAR assessment data. **Staff Responsible for Monitoring:** Admin, DC's, PLC leads, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In the area of RLA, Abell's 8th grade students' latest MAP scores (May 2024) indicate a weakness in Author's Purpose and Craft and Multiple Genres. **Root Cause**: The root cause is a lack of focus on teacher efficacy, instructional strategies, and best practices that address this domain during the 23-24 school year.
Problem Statement 2: In the area of RLA, Abell's 7th grade students' latest MAP scores (May 2024) indicate a weakness in the Multiple Genres domain. **Root Cause**: The root cause is a lack of focus on teacher efficacy, instructional strategies, and best practices that address this domain during the 23-24 school year.
Problem Statement 3: In the area of Math, Abell's 8th grade students' latest MAP scores (May 2024) indicate a weakness in the Data Analysis domain. **Root Cause**: The root cause is that the implementation and utilization of instructional strategies to support the student's needs did not yield the desired results.
Problem Statement 4: In the area of Math, Abell's 7th grade students' latest MAP scores (May 2024) indicate weaknesses in the Geometry & Measurements domain. **Root Cause**: The root cause is a lack of exposure to the geometry curriculum for the majority of 7th graders.
Problem Statement 5: In the area of Science, Abell's 8th grade students' latest MAP scores (May 2024) indicate a weakness in the Earth & Space domain. **Root Cause**: The root cause is a lack of focus on teacher efficacy, instructional strategies, and best practices that address this domain during the 23-24 school year.
Problem Statement 6: In the area of Algebra, Abell's 7th & 8th grade students' latest MAP scores (May 2024) indicate a weakness in the Write & Solve Linear Functions, Equations, & Inequities domain. **Root Cause**: The root cause is a lack of focus on teacher efficacy, instructional strategies, and best practices that address this domain during the 23-24 school year.

Goal 1: The percentage of 7th & 8th grade students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028 (Board Goal: 3).

Performance Objective 2: GPM 3.5: The percentage of 8th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 50% to 55% by 2025.

High Priority

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All 7th and 8th grade students will have a double blocked English class for the 2024-2025 school year; this will allow for more intensive instruction in reading and writing and enable teachers to cover material in greater depth and students to develop stronger literacy skills. **Strategy's Expected Result/Impact:** Increased/improved performance/growth on NWEA MAP assessment data and increased performance/growth on STAAR assessment data. **Staff Responsible for Monitoring:** Admin, department chairs, PLC leads, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers of all subjects will supplement instruction with the FLOWCABULARY program. **Strategy's Expected Result/Impact:** Improved reading comprehension, improved quality of writing skills, and stronger vocabulary knowledge: all leading to improved performance on standardized assessments. **Staff Responsible for Monitoring:** Admin, Department Chairs, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: All teachers will be trained in WICOR (AVID) instructional strategies, which will be used by all teachers throughout the campus. **Strategy's Expected Result/Impact:** Improved writing, inquiry, collaboration. organization & reading skills for all students. **Staff Responsible for Monitoring:** AVID site team, admin, DC's, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: All ELA students will complete a minimum of 45 minutes weekly in their individualized IXL plan. **Strategy's Expected Result/Impact:** Increased/improved performance/growth on NWEA MAP assessment data and increased performance/growth on STAAR assessment data. **Staff Responsible for Monitoring:** Admin, DC's, PLC leads, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: In the area of RLA, Abell's 8th grade students' latest MAP scores (May 2024) indicate a weakness in Author's Purpose and Craft and Multiple Genres. **Root Cause**: The root cause is a lack of focus on teacher efficacy, instructional strategies, and best practices that address this domain during the 23-24 school year.
Problem Statement 2: In the area of RLA, Abell's 7th grade students' latest MAP scores (May 2024) indicate a weakness in the Multiple Genres domain. **Root Cause**: The root cause is a lack of focus on teacher efficacy, instructional strategies, and best practices that address this domain during the 23-24 school year.

Goal 2: The percentage 7th & 8th grade and Algebra 1 students who MEET or EXCEED their Math STAAR/EOC Annual Growth will increase from 61% to 71% by 2028 (Board Goal: 4).

Performance Objective 1: GPM 4.4: The percentage of 7th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 44% to 50% by 2025.
GPM 4.5: The percentage of 8th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 50% to 55% by 2025.

High Priority

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All teachers will be trained in WICOR (AVID) instructional strategies, which will be used by all teachers throughout the campus. **Strategy's Expected Result/Impact:** Improved writing, inquiry, collaboration. organization & reading skills for all students. **Staff Responsible for Monitoring:** AVID site team, admin, DC's, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4, 6				

Strategy 2 Details	Reviews			
Strategy 2: All math teachers will be trained and will utilize the BUILDING THINKING MATH CLASSROOM strategies.	Formative			Summative
Strategy's Expected Result/Impact: Improved growth on NWEA MAP assessments.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Admin, math DC, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4, 6				

Strategy 3 Details	Reviews			
Strategy 3: Students will complete a minimum of 45 minutes weekly in their individualized IXL plan.	Formative			Summative
Strategy's Expected Result/Impact: Increased/improved performance/growth on NWEA MAP assessment data and increased performance/growth on STAAR assessment data.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Admin, DC's, PLC leads, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Math Teachers will collaborate daily to internalize lessons, rehearse lessons, analyze data, and plan for student intervention and enrichment.	Formative			Summative
Strategy's Expected Result/Impact: Increased/improved performance/growth on NWEA MAP assessment data and increased performance/growth on STAAR assessment data.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Admin, DC's, PLC leads, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: All math students will utilize the Lowman Education math program as a supplemental support to enhance growth in all math areas. **Strategy's Expected Result/Impact:** Increased/improved performance/growth on NWEA MAP assessment data and increased performance/growth on STAAR assessment data. **Staff Responsible for Monitoring:** Admin, DC's, PLC leads, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Lowman Education Math Program - 211 Title 1 - $4,800				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: In the area of Math, Abell's 8th grade students' latest MAP scores (May 2024) indicate a weakness in the Data Analysis domain. **Root Cause**: The root cause is that the implementation and utilization of instructional strategies to support the student's needs did not yield the desired results.
Problem Statement 4: In the area of Math, Abell's 7th grade students' latest MAP scores (May 2024) indicate weaknesses in the Geometry & Measurements domain. **Root Cause**: The root cause is a lack of exposure to the geometry curriculum for the majority of 7th graders.
Problem Statement 6: In the area of Algebra, Abell's 7th & 8th grade students' latest MAP scores (May 2024) indicate a weakness in the Write & Solve Linear Functions, Equations, & Inequities domain. **Root Cause**: The root cause is a lack of focus on teacher efficacy, instructional strategies, and best practices that address this domain during the 23-24 school year.

Goal 2: The percentage 7th & 8th grade and Algebra 1 students who MEET or EXCEED their Math STAAR/EOC Annual Growth will increase from 61% to 71% by 2028 (Board Goal: 4).

Performance Objective 2: GPM 4.6: The percentage of Algebra I students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 60% to 65% by 2025

High Priority

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All math teachers will be trained and will utilize GROWING, THINKING MATH CLASSROOM strategies. **Strategy's Expected Result/Impact:** Improved growth on NWEA MAP assessments. **Staff Responsible for Monitoring:** Admin, math DC, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 6				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 6: In the area of Algebra, Abell's 7th & 8th grade students' latest MAP scores (May 2024) indicate a weakness in the Write & Solve Linear Functions, Equations, & Inequities domain. **Root Cause**: The root cause is a lack of focus on teacher efficacy, instructional strategies, and best practices that address this domain during the 23-24 school year.

Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 1: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

High Priority

Evaluation Data Sources: Accountability Ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Abell JH will implement WICOR AVID instructional strategies for the 2024-2025 school year. **Strategy's Expected Result/Impact:** Increased use of targeted instructional practices by all teachers on campus and heightened awareness of college and career opportunities post graduation. **Staff Responsible for Monitoring:** AVID Site Team, admin, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Abell JH will implement TEACH LIKE A CHAMPION (TLAC) instructional strategies for the 2024-2025 school year. **Strategy's Expected Result/Impact:** Increased use of targeted instructional practices by all teachers on campus and positively impact assessment scores. **Staff Responsible for Monitoring:** Admin, DC's, TLAC committee, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 2: 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.

High Priority

Evaluation Data Sources: PLCs will demonstrate the ability to analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities that are tailored to individual student needs. This personalized approach to instruction will support student growth and achievement, leading to improved academic outcomes and increased student engagement and success.

PLC data scorecards will show improvement. Student Achievement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will disaggregate assessment data a minimum of 1x per six weeks. **Strategy's Expected Result/Impact:** Increased student performance on all assessments. Increased teacher proficiency in data disaggregation and performance. **Staff Responsible for Monitoring:** Admin, DC's, PLC leads, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 3: Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

High Priority

Evaluation Data Sources: Students will experience a safer and more conducive learning environment, with increased opportunities for uninterrupted instruction and academic engagement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The campus will streamline pick up/drop off of students to alleviate vehicle congestion in the staff parking lots and create added safety for students, staff, and parents in those areas. **Strategy's Expected Result/Impact:** Added safety for students, staff, and parents when dropping off/picking up. Increased efficiency of daily drop off/pick up of students. **Staff Responsible for Monitoring:** Admin, teachers, MISD police officer **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 4: 100% of the district's safety policies will be implemented.

High Priority

Evaluation Data Sources: Safety drills and Audits.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Schedule all safety drills for the year on the school calendar. **Strategy's Expected Result/Impact:** Increased awareness of upcoming drills and expectations. **Staff Responsible for Monitoring:** Admin, teachers **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All staff will be effectively trained in Standard Response Protocols and the Alert system. **Strategy's Expected Result/Impact:** Increased campus safety and security for all. **Staff Responsible for Monitoring:** Admin, all safety teams, teachers **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 1: Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

High Priority

Evaluation Data Sources: Retention data vacancy reports, District Accountability.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Pair all 1st and 2nd year teachers with experienced mentors to provide guidance and support. **Strategy's Expected Result/Impact:** All mentor teachers will receive ongoing training throughout the school year. Improved efficacy and retention of 1st and 2nd year teachers. **Staff Responsible for Monitoring:** Admin, DC's, mentor teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 2: Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.

High Priority

Evaluation Data Sources: Pipeline data, and retention reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Increased campus and staff activities to promote unity and a positive campus environment. This includes Eagle of Excellence award, monthly birthday celebrations, staff luncheons, staff shout out's in WAG and parent newsletter, & PTA contributions to staff. **Strategy's Expected Result/Impact:** Increase in positive campus culture. **Staff Responsible for Monitoring:** All stakeholders **Title I:** 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability.

High Priority

Evaluation Data Sources: Committing to timely responses and transparent reporting of feedback outcomes holds the district accountable for addressing stakeholder concerns and implementing suggested improvements. This accountability reinforces trust in the district's leadership and ensures that actions are taken to address identified needs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: A weekly newsletter will be provided to all parents, students, staff and community partners through email as well as social media. **Strategy's Expected Result/Impact:** Increased awareness and transparency of campus information. **Staff Responsible for Monitoring:** Admin **Title I:** 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 2: Amplify the narrative and impact of communication regarding performance and expectations, empowering stakeholders to effectively understand, engage with, and contribute to the shared story of success.

High Priority

Evaluation Data Sources: DEIC Meeting, K-12 Insight Survey, ESSA Survey, ESSER Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Through the use of social media and weekly parent & staff communication, identify and articulate the core messages about performance, expectations, and success. **Strategy's Expected Result/Impact:** Increased awareness of Abell's mission, vision and values; as well as highlight student and staff successes. **Staff Responsible for Monitoring:** Admin, teachers, counselors **ESF Levers:** Lever 3: Positive School Culture				

No Progress

Accomplished

Continue/Modify

Discontinue