

Fort Worth Independent School District

054 Morningside Middle School

2025-2026 Campus Improvement Plan



Mission Statement

The mission of Morningside Middle School is to prepare and empower all students to be lifelong learners and productive citizens in a global society.

Vision

Continuous Improvement to Develop Young Men and Women

Value Statement

Morningside Middle School believes in promoting an environment that embodies the core values of teamwork, communication, care, responsibility, honesty, respect, positively and responsibility.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for ELAR on the annual state performance measurement from 25% to 38%. ..15.	15
Goal 2: Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 7% to 15%. ... 22	22
Goal 3: Increase the percentage of students reaching the "Meets Grade Level" standard for Algebra 1 EOC, English 1 EOC, and Biology EOC by the end of 9th grade on the annual state performance measurement from 15% to 40%. 28	28
Goal 4: Reduce disproportionality (inequality) in identification of African American (AA) students in discipline reports to be representative of FWISD population from 20% to 40%. 40	40
Goal 5: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 31% to 20%. 46	46
Policies, Procedures, and Requirements	49

Comprehensive Needs Assessment

Revised/Approved: June 13, 2025

Demographics

Demographics Summary

On May 15, 1952, a bond issued was passed by a vote of 11-1. This building program enabled Morningside Junior High School to be built. The bid on the original building was \$634,685. The architect for Morningside Junior High School was Wyatt C. Hendrick. Morningside Junior High officially opened in September of 1956. The principal was Herbert A. Wilson (1956-1961). In 1961 K. W. McMillan (1961-1970) assumed the principalship. In the fall of 1970, Robert McDaniel (1970-1985) became the principal of the school. During the 1970-71 school year, the east annex was added to the main building. In 1973, the school was changed to a sixth grade school and remained that way until 1983 when it became Morningside Middle School to accommodate sixth through eighth graders. In 1985, Odessa Ravin (1985-1997) became the fourth principal and first female to assume the principalship.

Morningside Middle has 415 students currently enrolled in grades 6th- 8th. Many of our students come from multi-generational families who speak a variety of languages including but not limited to: English, Spanish, and Burmese. We have several invested partners which help support our campus efforts including: Fort Worth After School All Stars, Mt. Olive Baptist Church, Morningside Middle School Alumni and Region 11. The average teacher- student ratio is 1:28 for a core content class and 1:32 for an elective class. Average Attendance Rate for students in 2024-2025 was 91% with a chronic absenteeism rate of 26% which is higher than the district but lower than previous years.

We provide regular programming, emergent bilingual, language center, gifted and talented, honors/ accelerated, and special education classes. The school, also, provide extra curricular activities for students beyond the school day including: Fort Worth After School programming via the After School All Stars, student council, basketball, football, volleyball, track, soccer, tutoring and several school clubs and organizations.

MMS enrollment breakdown:

Hispanic: 55%

African American: 40%

Other: 5%

Emergent Bilingual: 49%

Special Education: 16%

Economic Disadvantage: 98%

School Community: Nearly 65% are African-American, young (median age is between 30 and 35), and impoverished (the average household income falls below the federal poverty level). Statistics also show that about 45 percent of residents didn't finish high school. Our campus is 98% Economically Disadvantaged which is higher than the district of 85%.

Staff- For the 2023-2024 school year, the teacher retention rate was 85%. The Campus was reconstituted for 22-23 school year therefore 40% of the Teachers have 0-5 years of teaching, 20% have 6-10 years of experience and 85% returning.

Demographics Strengths

Morningside Middle School includes a language center for 6th - 8th grade.

School has several community partners including a Tarrant Area Food Bank partnership that houses a food pantry on campus.

Campus has over nine different countries represented.

60% of the families in the community and school are 3rd generation students.

MMS has over 7 different languages represented.

MMS has a strong alumni presence that hold a reunion every year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education students comprise 16% of campus enrollment and are being disciplined disproportionately (4.7%) (ISS and OSS) from their peers.

Root Cause: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching and other proactive and reactive social- emotional and behavioral skill building skills as well as de-escalation techniques.

Problem Statement 2 (Prioritized): The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%.

Root Cause: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. Increased parental involvement and partnership between school , student and family.

Problem Statement 3: Morningside MS has a higher suspension rate for African American students in comparison to the district.

Root Cause: Students are showing signs of having greater needs for assistance with their reoccurring discipline issues and students and teachers are in need of de-escalation and social- emotional care strategies.

Student Learning

Student Learning Summary

Morningside is currently considered a low performing campus for several years, although there was an increase from an overall score of 48 to 56 from the 2022/2023 school year to the 2023/2024 school year.

2023- 2024 are currently delayed but the current campus projection is an F rating

2022-2023 are currently delayed but the campus projection is a F rating

Morningside TEA Accountability grade for the 2021- 2022 school year was an overall rating of a C. (Overall 71)

Morningside TEA Accountability grade for the 2020-2021 school year was cancelled due to Covid-19 (Campus keeps previous grade rating)

Morningside TEA Accountability grade for the 2019- 2020 school year was a F rating (Overall 53) Morningside TEA Accountability grade for the 2019 school year was a F rating (Overall 58)

Student Learning Strengths

Morningside students who are scheduled to receive support services are scheduled to receive all services including Special Education, Dyslexia, 504, language center and EB services. Campus uses multiple data points and sources to assess student data such as Lexia, NWEA MAP data, Demonstration of Learning, District Quarterly assessments, district benchmarks and Campus Common Assessments.

Compared to the previous school year, students this school year have shown a slight increase growth in Reading and math across all grade levels in Approaches and Meets on benchmarks as well as in science. The majority of students showed growth on MAP in reading.

Advanced classes on campus included accelerated 6th grade science, accelerated 6th grade math, Algebra I (7th & 8th Grade), (7th grade class), Algebra I (8th grade class), Advanced RLA (6th-8th), Advanced Math (6th-8th), Advanced Social Students (6th-8th), 7th Grade Advance Science, Geometry and Biology.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): District benchmarks and quarterly assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instruction.

Root Cause: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM.

Problem Statement 2 (Prioritized): 7th grade students are under performing the district and district campuses at the Meets level on district assessments including benchmarks and quarterly assessments in reading and math.

Root Cause: Teachers need support understanding the depth of the state standards and the district curriculum be able to select and implement rigorous instructional materials and create TEKS aligned lessons and reteach opportunities that is based upon the data.

Problem Statement 3: 6-8 grade students under-performed their district peers in meeting or exceeding their expected growth as well as in achievement on the MAP Math and Reading MOY assessment.

Root Cause: Teachers need support understanding the depth of the state standards, district curriculum and the vertical alignment of math and reading TEKS to be able to select appropriately scaffolds and/or enrichment instructional materials to create effective lessons to to grow students' math and reading proficiency.

School Processes & Programs

School Processes & Programs Summary

Morningside Middle uses Paul Bambrick culture practices as part of our campus Behavior Management System.

Students of the Six Weeks and Teacher and Faculty of the month are recognized to celebrate students and staff for growth and achievement. A culture committee comprised of teachers, campus leadership and support staff meet bi-weekly. Student Support Team / MTSS comprised of grade level teacher leads, campus leadership and support staff meet bi-weekly as well.

Morningside Middle has active parent - school relationships. After school Allstars program provides free after school programming for students in addition to several extracurricular activities such as sports. Tutorials are offered before and after school and on Saturdays. Content specialist provide instructional support for teachers and students. A community pantry, Viking Market, in partnership with Tarrant County Food Bank and FWISD Parent Partnership provides fresh foods and items to the surrounding community.

For campus leadership, the Instructional Leadership Team consists of the principal, assistant principal, Dean of Instruction, testing coordinator, and instructional coaches that meet weekly. Each grade level has a grade level leader and each department has a department lead. At the start of the year, the faculty votes on the CERC team comprised of staff members who act as an advising body to the principal. Grade levels meetings are held monthly.

School Processes & Programs Strengths

All core content teachers have PLC time that meet daily within the school day

Mentor Program to support new teachers

Family Engagement Specialist that promotes school- community partnership

Active Student Council meets with campus principal

Staff and student culture and school spirit is celebrated as a campus strength.

Staff feel as though they have strong instructional support through instructional coaching, weekly PLCs, and feedback from the

Instructional Leadership Team meets weekly as well as conducts weekly collaborative walks

Communication to staff and families via newsletters, activity calendars, call outs, and social media

MTSS plan for students and teachers and meets bi-weekly

Parent programs

After school Program (After school Allstars) offers free after school programming for students

Counselors and Social Workers (Community in Schools and Intervention Specialist) who support students on the campus and home support

Mobile Health Care Unit

Resource Portable and Food Pantry (in partnership with Tarrant Area Food Bank, Rainwater Foundation and FWISD Parent Partnership) housed on campus for the community

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): District benchmarks and quarterly assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instruction.

Root Cause: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM.

Problem Statement 2 (Prioritized): 7th grade students are under performing the district and district campuses at the Meets level on district assessments including benchmarks and quarterly assessments in reading and math.

Root Cause: Teachers need support understanding the depth of the state standards and the district curriculum be able to select and implement rigorous instructional materials and create TEKS aligned lessons and reteach opportunities that is based upon the data.

Problem Statement 3: 6-8 grade students under-performed their district peers in meeting or exceeding their expected growth as well as in achievement on the MAP Math and Reading MOY assessment.

Root Cause: Teachers need support understanding the depth of the state standards, district curriculum and the vertical alignment of math and reading TEKS to be able to select appropriately scaffolds and/or enrichment instructional materials to create effective lessons to to grow students' math and reading proficiency.

Perceptions

Perceptions Summary

Parent participation activities includes Open House, Holiday Festival, Fall Festival, Academic Rally, awards assemblies and other community events. We usually average between 75- 250. parents/family members at these events.

Community Partnerships: Our campus' partners include TCU, FWPd, Tarrant Area Food Bank, Boys2Men program, Morningside MS Alumni and others which supports our campus in several different areas including providing the opportunity for our students to attend educational trips, provide food and resources for students and families.

Morningside Middle School faculty, staff and community stakeholders developed the campus vision and mission where they identified the goals of students and teachers of Morningside Middle.

Survey sent at the beginning of the year to staff for input and to examine staff values for incorporating into school goals and vision.

Campus Culture survey sent to staff at the middle of the year for feedback. Campus Culture committee meets bi-weekly to discuss how to promote a positive school culture utilizing the surveys as a data point.

Morningside Middle implemented a monthly calendar with incentives for teachers and student to remind all stakeholders that we care about them as well as have students of the month and teacher and faculty of the months.

We implement attendance and grade incentives every six weeks to encourage students to come to school and do well in class.

MMS post regularly to social media sites such as Facebook and Instagram to communicate events and showcase campus achievements.

Community members and parents are members of the SBDM (Site Based Decision Making) committee and LPAC committee.

Perceptions Strengths

- Students and staff feel valued
- Strong and collaborative campus climate and culture
- Good staff attendance usually 50% of staff have perfect attendance each six weeks.
- Student attendance consistently stayed above 90% each 6 weeks.
- Engaging activities and dress up days planned and communicated with families to increase student and staff experience such as College Mondays & Spirit Fridays
- Opportunities for collaboration and involvement with school, community and feeder / partner schools

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Special Education students comprise 16% of campus enrollment and are being disciplined disproportionately (4.7%) (ISS and OSS) from their peers.

Root Cause: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching and other proactive and reactive social- emotional and behavioral skill building skills as well as de-escalation techniques.

Problem Statement 2 (Prioritized): The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%.

Root Cause: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events.

Increased parental involvement and partnership between school , student and family.

Problem Statement 3: Morningside MS has a higher suspension rate for African American students in comparison to the district.

Root Cause: Students are showing signs of having greater needs for assistance with their reoccurring discipline issues and students and teachers are in need of de-escalation and social- emotional care strategies.

Priority Problem Statements

Problem Statement 1: District benchmarks and quarterly assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instruction.

Root Cause 1: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%.

Root Cause 2: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. Increased parental involvement and partnership between school , student and family.

Problem Statement 2 Areas: Demographics - Perceptions

Problem Statement 3: 7th grade students are under performing the district and district campuses at the Meets level on district assessments including benchmarks and quarterly assessments in reading and math.

Root Cause 3: Teachers need support understanding the depth of the state standards and the district curriculum be able to select and implement rigorous instructional materials and create TEKS aligned lessons and reteach opportunities that is based upon the data.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

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)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- Special education/non-special education population including discipline, progress and participation 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.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Revised/Approved: August 25, 2025

Goal 1: Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for ELAR on the annual state performance measurement from 25% to 38%.

Performance Objective 1: Increase the percentage of Grade 6-8 students who Meet or Exceed projected growth on MAP Growth Reading from 70% to 80% by June 2026.

Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 70% by June 2026.

Evaluation Data Sources: NWEA MAP

Strategy 1: Improve Tier 1 instruction through utilizing the PLC cycle in core content areas by implementing culturally responsive instruction, differentiation strategies, language accommodations with standards aligned planning, delivery and performance data analysis that will impact lesson implementation, student achievement and student growth.

Strategy's Expected Result/Impact: Accelerating instruction for all core contents, increase rigor across core content, and provide appropriate scaffolds for students

Staff Responsible for Monitoring: Teachers / ILT / Support Teachers/ Administration

Title I:

2.51, 2.52

- 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

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
Action Step 1: Provide professional learning for teachers on effective lesson internalization, differentiation, and culturally relevant practices utilizing TEKS aligned high quality instructional rigorous materials based upon student performance data. Provide opportunities for lesson internalization and peer observation. Conduct observation walkthroughs and review student and teacher data to for impact of professional learning implementation. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT/ Administration Date(s) / Timeframe: Aug - May Collaborating Departments: District Departments Delivery Method: Face to Face Funding Sources: - Title I (211) - 211-11-6116-502-054-30-054-101000 - \$500, - Title I (211) - 211-11-6112-502-054-30-054-101000 - \$2,000, - Title I (211) - 211-11-6399-502-054-30-054-101000 - \$74	Formative		
	Nov	Jan	Mar
Action Step 2 Details	Formative Reviews		
Action Step 2: Involve parents, guardians, students and staff in data review of student's work each cycle during a campus wide data day and determine student goals documenting contact information in campus communication log. Intended Audience: Parents, students and staff Provider / Presenter / Person Responsible: Teachers, Counselors, FES, ILT Date(s) / Timeframe: Quarterly throughout the school year Collaborating Departments: FES/ ILT/ Content dept/ counseling Delivery Method: Face to face, Virtually Funding Sources: - Family Engagement (211) - 211-61-6499-503-054-30-054-101000 - \$548, - Family Engagement (211) - 211-61-6399-503-054-30-054-101000 - \$400	Formative		
	Nov	Jan	Mar
Action Step 3 Details	Formative Reviews		
Action Step 3: ILT engages in weekly meetings to review data, internalize district curriculum and identify trends in classroom instruction including implementation of culturally responsive strategies, differentiation strategies, language accommodations with standards aligned planning, delivery and performance data analysis. ILT utilizes information documented in agenda and minutes determine instructional next steps. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT / Administration Date(s) / Timeframe: Aug - May 2026 Collaborating Departments: District departments Delivery Method: Face to Face	Formative		
	Nov	Jan	Mar

Action Step 4 Details	Formative Reviews		
Action Step 4: Develop and communicate to all stakeholders the process and procedures for PLC and ILT instructional development implementation through campus collaborative meetings, electronic database and campus newsletter. Intended Audience: Staff, Teachers, Students, Community, Stakeholder Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: Aug - May 2026 Collaborating Departments: Front Office Staff Delivery Method: Face to Face, Written	Formative		
	Nov	Jan	Mar
Action Step 5 Details	Formative Reviews		
Action Step 5: Utilize demonstration teachers to provide professional learning, modeling and guidance during PLC for teachers, track trends of impact utilizing google tracking form and follow-up utilizing classroom walkthroughs and the observation and feedback process. Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin / ILT / Demonstration teacher Date(s) / Timeframe: Aug - May Collaborating Departments: Curriculum Dept Delivery Method: Face to face, virtual	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Strategy 2: Improve the quality of lesson internalization and tier 1 instruction including curriculum implementation, classroom checks for understanding, differentiation and rigor aligned to the standard through the observation and feedback cycle. This approach will improve tier 1 instruction, teacher understanding of the curriculum and alignment to the rigor and grade level of the TEKS.

Strategy's Expected Result/Impact: Increase student performance scores and teacher quality of instruction including focus sub-populations

Staff Responsible for Monitoring: ILT / Administration

Title I:
2.51, 2.52, 2.534

- TEA Priorities:

Recruit, support, retain teachers and principals, 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

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
Action Step 1: ILT / admin engage in the observation and feedback cycle through walkthroughs and feedback conversations to identify campus wide trends utilizing documentation in STRIVE and ILT walkthrough observation form. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT / Administration Date(s) / Timeframe: Aug - May 2026 Collaborating Departments: District departments Delivery Method: Face to Face / written	Formative		
	Nov	Jan	Mar
Action Step 2 Details	Formative Reviews		
Action Step 2: Teachers engaged in lesson internalization process with ILT support during PLC (professional learning community) and teacher planning sessions based upon observation feedback. Teachers utilize lesson internalization document aligned to TTESS for documentation during PLC. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT / Teachers Date(s) / Timeframe: Aug - May Collaborating Departments: ILT Delivery Method: Face to Face Funding Sources: - SPED (199 PIC 23) - 199-11-6399-XXX-054-23-273-000000- - \$3,000, - SPED (199 PIC 23) - 199-13-6411-XXX-054-23-273-000000- - \$1,000, - Title I (211) - 211-11-6116-502-054-30-054-101000 - \$1,100, - Title I (211) - 211-11-6112-502-054-30-054-101000 - \$1,500	Formative		
	Nov	Jan	Mar
Action Step 3 Details	Formative Reviews		
Action Step 3: ILT understand, calibrate and implement student engagement rubric and the Teacher Development and Improvement Coaching Cycle (waterfall) through ILT meeting discussions and calibration classroom walks. Trends will be tracked through teacher tiering document. ILT engages in professional learning such as student engagement best practices, teacher internalization process and instructional coaching practices to increase teacher and staff development. Intended Audience: ILT Provider / Presenter / Person Responsible: ILT / Admin Date(s) / Timeframe: Aug - May 2026 Collaborating Departments: District departments Delivery Method: face to face Funding Sources: - Title I (211) - 211-23-6411-502-054-30-054-101000 - \$3,000, - Title I (211) - 211-13-6329-502-054-30-054-101000 - \$300	Formative		
	Nov	Jan	Mar



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 3: Increase the number of students moving from one academic tier level to the next (Tier 3 to Tier 2/1 and Tier 2 to Tier 1) through data analysis, teacher tiering with supports, student tracking document with priority focus on sped, emergent bilingual and African American sub-population.

Strategy's Expected Result/Impact: Increase the academic performance of students

Staff Responsible for Monitoring: ILT / Teachers

Title I:

2.51, 2.52

- TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Provide intervention services for Tier 2, 3 and accelerated students before, during and after school and track student data and progress through Branching Minds and teacher tracking sheet. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Oct - April Collaborating Departments: ILT Delivery Method: Face to face / virtually Funding Sources: - SCE (199 PIC 24) - 199-11-6116-XXX-054-24-273-000000- - \$1,000, - SCE (199 PIC 24) - 199-11-6412-XXX-054-24-273-000000- - \$4,000, - SCE (199 PIC 24) - 199-11-6399-XXX-054-24-273-000000- - \$1,000, - Title I (211) - 211-11-6116-502-054-30-054-101000 - \$1,000, - Title I (211) - 211-12-6329-502-054-30-054-101000 - \$6,000, - GT (199 PIC 21) - 199-11-6399-XXX-054-21-273-000000- - \$243	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Provide professional learning and resources for teachers on intervention strategies, resources and scaffolding and data review. Conduct walkthrough observations for professional learning impact and track student data based upon professional learning implementation. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT / Admin Date(s) / Timeframe: Aug - May Collaborating Departments: ILT / District Rep Delivery Method: Face to Face Funding Sources: - Bilingual BEA (199 PIC 25) - 199-11-6399-XXX-054-25-273-000000- - \$125, - Title I (211) - 211-12-6329-502-054-30-054-101000 - \$700, - Basic (199 PIC 11) - 199-11-6411-XXX-054-11-273-000000- - \$5,000, - Title I (211) - 211-11-6112-502-054-30-054-101000 - \$2,500	Formative		
	Nov	Jan	Mar
Action Step 3 Details	Formative Reviews		
Action Step 3: Track and review campus, teacher and student data for academic and behavioral trends during ILT weekly meetings, bi-weekly MTSS meetings and weekly PLC meetings for next steps utilizing meeting agenda, student tiering tracking sheet and observation walkthrough data form. Intended Audience: ILT, teachers and students Provider / Presenter / Person Responsible: MTSS / ILT/ Admin / Teachers Date(s) / Timeframe: Aug - May 2026 Collaborating Departments: District department Delivery Method: Face to face	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: District benchmarks and quarterly assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instruction. Root Cause: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM.
Problem Statement 2: 7th grade students are under performing the district and district campuses at the Meets level on district assessments including benchmarks and quarterly assessments in reading and math. Root Cause: Teachers need support understanding the depth of the state standards and the district curriculum be able to select and implement rigorous instructional materials and create TEKS aligned lessons and reteach opportunities that is based upon the data.

School Processes & Programs

Problem Statement 1: District benchmarks and quarterly assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instruction. **Root Cause:** The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM.

Problem Statement 2: 7th grade students are under performing the district and district campuses at the Meets level on district assessments including benchmarks and quarterly assessments in reading and math. **Root Cause:** Teachers need support understanding the depth of the state standards and the district curriculum be able to select and implement rigorous instructional materials and create TEKS aligned lessons and reteach opportunities that is based upon the data.

Goal 2: Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 7% to 15%.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Math from 65% to 75% by June 2026.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 70% by June 2026.

Evaluation Data Sources: NWEA MAP

Strategy 1: Improve Tier 1 instruction through utilizing the PLC cycle in core content areas by implementing culturally responsive instruction, differentiation strategies, language accommodations with standards aligned planning, delivery and performance data analysis that will impact lesson implementation, student achievement and student growth.

Strategy's Expected Result/Impact: Accelerating instruction for all core contents, increase rigor across core content, and provide appropriate scaffolds for students

Staff Responsible for Monitoring: ILT / Teachers/ Support Teachers/ Administration





Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
Action Step 1: Provide professional learning for teachers on effective lesson internalization, differentiation, and culturally relevant practices utilizing TEKS aligned high quality instructional rigorous materials based upon student performance data. Conduct observation walkthroughs and review student and teacher data to for impact of professional learning implementation. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT/ Admin Date(s) / Timeframe: Aug - May Collaborating Departments: District Dept Delivery Method: Face to face Funding Sources: - Bilingual BEA (199 PIC 25) - 199-11-6112-XXX-054-25-273-000000- - \$500, - Basic (199 PIC 11) - 199-11-6112-XXX-054-11-273-000000- - \$7,000	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Utilize demonstration teachers to provide professional learning, modeling and guidance during PLC for teachers, track trends of impact utilizing google tracking form and follow-up utilizing classroom walkthroughs and the observation and feedback process. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT/ Admin/ Demonstration Teacher Date(s) / Timeframe: Aug - May Collaborating Departments: District Depts Delivery Method: Face to face / virtually	Formative		
	Nov	Jan	Mar
Action Step 3 Details	Formative Reviews		
Action Step 3: Involve parents, guardians, students and staff in data review of student's work each cycle during a campus wide data day, parent- teacher conference to determine and inform student goals with a focus on identified student sub-population. Parents and guardians will be provided with student data document and tracking sheet. Intended Audience: parents, students, staff Provider / Presenter / Person Responsible: Teachers, Counselors, FES, ILT Date(s) / Timeframe: Quarterly throughout the school year Collaborating Departments: FES/ ILT/ Content dept/ counseling Delivery Method: face to face / virtually	Formative		
	Nov	Jan	Mar
Action Step 4 Details	Formative Reviews		
Action Step 4: ILT engages in weekly meetings to review data, internalize district curriculum and identify trends in classroom instruction including implementation of culturally responsive strategies, differentiation strategies, language accommodations with standards aligned planning, delivery and performance data analysis. ILT utilizes information documented in agenda and minutes determine instructional next steps. Intended Audience: ILT Provider / Presenter / Person Responsible: ILT / Administration Date(s) / Timeframe: Aug - may Collaborating Departments: District departments Delivery Method: Face to Face	Formative		
	Nov	Jan	Mar

Action Step 5 Details	Formative Reviews		
Action Step 5: Develop and communicate to all stakeholders the process and procedures for PLC and ILT instructional development implementation through campus collaborative meetings, electronic database and campus newsletter. Intended Audience: Staff, Teachers, Students, Community, Stakeholder Provider / Presenter / Person Responsible: Administration / FES/ ILT Date(s) / Timeframe: Aug - May 2026 Collaborating Departments: Front Office Staff Delivery Method: Face to Face / Written	Formative		
	Nov	Jan	Mar

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 2: Improve the quality of lesson internalization and tier 1 instruction including curriculum implementation, classroom checks for understanding, differentiation and rigor aligned to the standard through the observation and feedback cycle. This approach will improve tier 1 instruction, teacher understanding of the curriculum and alignment to the rigor and grade level of the TEKS.

Strategy's Expected Result/Impact: Increase student performance scores and teacher quality of instruction





Staff Responsible for Monitoring: ILT

Title I:
2.51, 2.52, 2.53, 2.534

- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
Action Step 1: ILT / admin engage in the observation and feedback cycle through walkthroughs and feedback conversations to identify campus wide trends utilizing documentation in STRIVE and ILT walkthrough observation form. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT / Administration Date(s) / Timeframe: Aug - May Collaborating Departments: District Departments Delivery Method: Face to face / written Funding Sources: - Title I (211) - 211-12-6411-502-054-30-054-101000 - \$900, - Basic (199 PIC 11) - 199-11-6399-XXX-054-11-273-000000- - \$5,000	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Teachers engaged in lesson internalization process with ILT support during PLC (professional learning community) and teacher planning sessions based upon observation feedback. Teachers utilize lesson internalization document aligned to TTESS for documentation during PLC. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers / ILT / Administration Date(s) / Timeframe: Aug - May Collaborating Departments: ILT Delivery Method: Face to Face Funding Sources: - Title I (211) - 211-11-6116-502-054-30-054-101000 - \$400, - Basic (199 PIC 11) - 199-11-6118-XXX-054-11-273-000000- - \$1,500, - Basic (199 PIC 11) - 199-11-6398-XXX-054-11-273-000000- - \$2,000	Formative		
	Nov	Jan	Mar
Action Step 3 Details	Formative Reviews		
Action Step 3: ILT understand, calibrate and implement student engagement rubric and the Teacher Development and Improvement Coaching Cycle (waterfall) through ILT meeting discussions and calibration classroom walks. Trends will be tracked through teacher tiering document. Intended Audience: ILT Provider / Presenter / Person Responsible: ILT/ Administration Date(s) / Timeframe: Aug 2025 - Aug 2026 Collaborating Departments: FWISD Leadership / District Departments Delivery Method: Face to face, virtual, independent	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Strategy 3: Increase the number of students moving from one academic tier level to the next (Tier 3 to Tier 2/1 and Tier 2 to Tier 1) through data analysis, teacher tiering with supports, student tracking document with priority focus on sped, emergent bilingual and African American sub-population.

Strategy's Expected Result/Impact: Increase the academic performance of students

Staff Responsible for Monitoring: ILT / Teachers

Title I:

2.51, 2.52





- 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

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Provide intervention services for Tier 2, 3 and accelerated students before, during and after school and track student data and progress through Branching Minds and teacher tracking sheet. Intended Audience: Students Provider / Presenter / Person Responsible: ILT/ Administration Date(s) / Timeframe: Sept - May Collaborating Departments: ILT /District Rep Delivery Method: face to face Funding Sources: - Title I (211) - 211-11-6119-502-054-30-054-101000 - \$70,325, - Title I (211) - 211-11-6329-502-054-30-054-101000 - \$4,000	Formative		
	Nov	Jan	Mar
Action Step 2 Details	Formative Reviews		
Action Step 2: Provide professional learning and resources for teachers on intervention strategies, resources and scaffolding and data review. Conduct walkthrough observations for professional learning impact and track student data based upon professional learning implementation. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Oct - Apr Collaborating Departments: ILT / District Departments Delivery Method: face to face / virtually	Formative		
	Nov	Jan	Mar
Action Step 3 Details	Formative Reviews		
Action Step 3: Track and review campus, teacher and student data for academic and behavioral trends during ILT weekly meetings, bi-weekly MTSS meetings and weekly PLC meetings for next steps utilizing meeting agenda, student tiering tracking sheet and observation walkthrough data form. Intended Audience: students, teachers, ILT Provider / Presenter / Person Responsible: MTSS Date(s) / Timeframe: Aug 2025 - Aug 2026 Collaborating Departments: FWISD MTSS department / SST/ District Departments Delivery Method: face to face, virtual	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: District benchmarks and quarterly assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instruction. **Root Cause:** The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM.

Problem Statement 2: 7th grade students are under performing the district and district campuses at the Meets level on district assessments including benchmarks and quarterly assessments in reading and math. **Root Cause:** Teachers need support understanding the depth of the state standards and the district curriculum be able to select and implement rigorous instructional materials and create TEKS aligned lessons and reteach opportunities that is based upon the data.

School Processes & Programs

Problem Statement 1: District benchmarks and quarterly assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instruction. **Root Cause:** The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM.

Problem Statement 2: 7th grade students are under performing the district and district campuses at the Meets level on district assessments including benchmarks and quarterly assessments in reading and math. **Root Cause:** Teachers need support understanding the depth of the state standards and the district curriculum be able to select and implement rigorous instructional materials and create TEKS aligned lessons and reteach opportunities that is based upon the data.

Goal 3: Increase the percentage of students reaching the "Meets Grade Level" standard for Algebra 1 EOC, English 1 EOC, and Biology EOC by the end of 9th grade on the annual state performance measurement from 15% to 40%.

Performance Objective 1: Increase the percentage of students who score at score at "Meets Grade Level" or above standard in Biology from 60% to 70% by June 2026.

Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 52% to 60% by June 2026.

Evaluation Data Sources: STAAR data / Benchmark Data

Strategy 1: Improve Tier 1 instruction through utilizing the PLC cycle in core content areas by implementing culturally responsive instruction, differentiation strategies, language accommodations with standards aligned planning, delivery and performance data analysis that will impact lesson implementation, student achievement and student growth.

Strategy's Expected Result/Impact: Accelerating instruction for all core contents, increase rigor across core content, and provide appropriate scaffolds for students

Staff Responsible for Monitoring: Teachers / ILT / Support Teachers/ Administration





Title I:
2.51, 2.52, 2.533

- TEA Priorities:
Connect high school to career and college, Improve low-performing schools

- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
Action Step 1: Provide professional learning for teachers on effective lesson internalization, differentiation, and culturally relevant practices utilizing TEKS aligned high quality instructional rigorous materials based upon student performance data. Conduct observation walkthroughs and review student and teacher data to for impact of professional learning implementation. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT/ Administration Date(s) / Timeframe: Aug - May Collaborating Departments: District Science Dept Delivery Method: face to face Funding Sources: - Bilingual BEA (199 PIC 25) - 199-11-6399-XXX-054-25-273-000000- - \$879, - SPED (199 PIC 23) - 199-11-6399-XXX-054-23-273-000000- - \$2,010	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Involve parents, guardians, students and staff in data review of student's work each cycle during a campus wide data day and determine student goals documenting contact information in campus communication log. Intended Audience: Parents, students and staff Provider / Presenter / Person Responsible: FES/ ILT/ Content dept/ counseling/ Teachers Date(s) / Timeframe: Quarterly throughout the school year Collaborating Departments: FES/ ILT/ Content dept/ counseling dept Delivery Method: face to face, virtually Funding Sources: - CTE (199 PIC 22) - 199-11-6399-XXX-054-22-273-000000- - \$1,200	Formative		
	Nov	Jan	Mar
Action Step 3 Details	Formative Reviews		
Action Step 3: ILT engages in weekly meetings to review data, internalize district curriculum and identify trends in classroom instruction including implementation of culturally responsive strategies, differentiation strategies, language accommodations with standards aligned planning, delivery and performance data analysis. ILT utilizes information documented in agenda and minutes determine instructional next steps. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT / Administration Date(s) / Timeframe: Aug - May Collaborating Departments: District departments Delivery Method: Face to face	Formative		
	Nov	Jan	Mar
Action Step 4 Details	Formative Reviews		
Action Step 4: Develop and communicate to all stakeholders the process and procedures for PLC and ILT instructional development implementation through campus collaborative meetings, electronic database and campus newsletter. Intended Audience: Staff, Teachers, Students, Community, Stakeholder Provider / Presenter / Person Responsible: Administration / FES Date(s) / Timeframe: Aug - May Collaborating Departments: Front Office Staff Delivery Method: Face to Face, Written	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Strategy 2: Improve the quality of lesson internalization and tier 1 instruction including curriculum implementation, classroom checks for understanding, differentiation and rigor aligned to the standard through the observation and feedback cycle. This approach will improve tier 1 instruction, teacher understanding of the curriculum and alignment to the rigor and grade level of the TEKS.

Strategy's Expected Result/Impact: Increase student performance scores and teacher quality of instruction

Staff Responsible for Monitoring: ILT / Admin

Title I:

2.51, 2.52, 2.534

- TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools





- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
Action Step 1: ILT / admin engage in the observation and feedback cycle through walkthroughs and feedback conversations to identify campus wide trends utilizing documentation in STRIVE and ILT walkthrough observation form. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT / Administration Date(s) / Timeframe: Aug - May Collaborating Departments: District Depts Delivery Method: face to face / written	Formative		
	Nov	Jan	Mar
Action Step 2 Details	Formative Reviews		
Action Step 2: Teachers engaged in lesson internalization process with ILT support during PLC (professional learning community) and teacher planning sessions based upon observation feedback. Teachers utilize lesson internalization document aligned to TTESS for documentation during PLC. Intended Audience: Teaches Provider / Presenter / Person Responsible: ILT / Teachers / Admin Date(s) / Timeframe: Aug - May Collaborating Departments: District Depts Delivery Method: Face to Face	Formative		
	Nov	Jan	Mar

Action Step 3 Details	Formative Reviews		
Action Step 3: ILT understand, calibrate and implement student engagement rubric and the Teacher Development and Improvement Coaching Cycle (waterfall) through ILT meeting discussions and calibration classroom walks. Intended Audience: ILT Provider / Presenter / Person Responsible: ILT / Admin Date(s) / Timeframe: Aug - May Collaborating Departments: District Depts Delivery Method: Face to Face	Formative		
	Nov	Jan	Mar

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 3: Increase the number of students moving from one academic tier level to the next (Tier 3 to Tier 2/1 and Tier 2 to Tier 1) through data analysis, student tracking document, teacher tiering with teacher supports.

Strategy's Expected Result/Impact: Increase the academic performance of students

Staff Responsible for Monitoring: ILT / Teachers

Title I:

2.51, 2.52, 2.533

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Provide intervention services for Tier 2, 3 and accelerated students before, during and after school and track student data and progress through Branching Minds and teacher tracking sheet. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Oct - April Collaborating Departments: ILT Delivery Method: Face to Face / Virtually	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Provide professional learning and resources for teachers on intervention strategies, resources and scaffolding and data review. Conduct walkthrough observations for professional learning impact and track student data based upon professional learning implementation. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT / Admin Date(s) / Timeframe: Aug - May Collaborating Departments: District departments Delivery Method: face to face / virtually	Formative		
	Nov	Jan	Mar
Action Step 3 Details	Formative Reviews		
Action Step 3: Track and review campus, teacher and student data for academic and behavioral trends during ILT weekly meetings, bi-weekly MTSS meetings and weekly PLC meetings for next steps utilizing meeting agenda, student tiering tracking sheet and observation walkthrough data form. Intended Audience: ILT, teachers and Staff Provider / Presenter / Person Responsible: MTSS / ILT/ Admin / Teachers Date(s) / Timeframe: Aug - May Collaborating Departments: District departments Delivery Method: Face to Face	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: District benchmarks and quarterly assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instruction. Root Cause: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM.
Problem Statement 2: 7th grade students are under performing the district and district campuses at the Meets level on district assessments including benchmarks and quarterly assessments in reading and math. Root Cause: Teachers need support understanding the depth of the state standards and the district curriculum be able to select and implement rigorous instructional materials and create TEKS aligned lessons and reteach opportunities that is based upon the data.
School Processes & Programs
Problem Statement 1: District benchmarks and quarterly assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instruction. Root Cause: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM.

School Processes & Programs
Problem Statement 2: 7th grade students are under performing the district and district campuses at the Meets level on district assessments including benchmarks and quarterly assessments in reading and math. Root Cause: Teachers need support understanding the depth of the state standards and the district curriculum be able to select and implement rigorous instructional materials and create TEKS aligned lessons and reteach opportunities that is based upon the data.

Goal 3: Increase the percentage of students reaching the "Meets Grade Level" standard for Algebra 1 EOC, English 1 EOC, and Biology EOC by the end of 9th grade on the annual state performance measurement from 15% to 40%.

Performance Objective 2: Increase the percentage of students who score at "Meets Grade Level" or above standard in Algebra I from 15% to 25% by June 2026.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 25% by June 2026.





Evaluation Data Sources: STAAR data / Benchmark

Strategy 1: Improve the quality of lesson internalization and tier 1 instruction including curriculum implementation, classroom checks for understanding, differentiation and rigor aligned to the standard through the observation and feedback cycle. This approach will improve tier 1 instruction, teacher understanding of the curriculum and alignment to the rigor and grade level of the TEKS.

Strategy's Expected Result/Impact: Increase student performance scores and teacher quality of instruction
Staff Responsible for Monitoring: ILT

Title I:
2.51, 2.52
- TEA Priorities:
Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
Action Step 1: Provide professional learning for teachers on effective lesson internalization, differentiation, and culturally relevant practices utilizing TEKS aligned high quality instructional rigorous materials based upon student performance data. Conduct observation walkthroughs and review student and teacher data to for impact of professional learning implementation. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT / Admin Date(s) / Timeframe: Aug - May Collaborating Departments: District departments Delivery Method: Face to face Funding Sources: - Basic (199 PIC 11) - 199-11-6396-XXX-054-11-273-000000- - \$3,862	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Involve parents, guardians, students and staff in data review of student's work each cycle during a campus wide data day and determine student goals documenting contact information in campus communication log. Intended Audience: Parents, students and staff Provider / Presenter / Person Responsible: Teachers, Counselors, FES, ILT Date(s) / Timeframe: Quarterly throughout the school year Collaborating Departments: FES/ ILT/ Content dept/ counseling Delivery Method: face to face/ virtually Funding Sources: - Title I (211) - 211-11-6121-502-054-30-054-101000 - \$496	Formative		
	Nov	Jan	Mar
Action Step 3 Details	Formative Reviews		
Action Step 3: ILT engages in weekly meetings to review data, internalize district curriculum and identify trends in classroom instruction including implementation of culturally responsive strategies, differentiation strategies, language accommodations with standards aligned planning, delivery and performance data analysis. ILT utilizes information documented in agenda and minutes determine instructional next steps. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT / Administration Date(s) / Timeframe: Aug - May Collaborating Departments: District Depts Delivery Method: Face to Face	Formative		
	Nov	Jan	Mar
Action Step 4 Details	Formative Reviews		
Action Step 4: Develop and communicate to all stakeholders the process and procedures for PLC and ILT instructional development implementation through campus collaborative meetings, electronic database and campus newsletter. Intended Audience: Staff, Teachers, Students, Community, Stakeholder Provider / Presenter / Person Responsible: ILT / Admin / FES Date(s) / Timeframe: Aug - May Collaborating Departments: Front Office Staff Delivery Method: Face to Face / Written	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Strategy 2: Improve Tier 1 instruction through utilizing the PLC cycle in core content areas by implementing culturally responsive instruction, differentiation strategies, language accommodations with standards aligned planning, delivery and performance data analysis that will impact lesson implementation, student achievement and student growth.

Strategy's Expected Result/Impact: Increase student performance scores and teacher quality of instruction

Staff Responsible for Monitoring: Teachers / ILT / Support Teachers/ Admin

Title I:

2.51, 2.52

- TEA Priorities:

Connect high school to career and college, Improve low-performing schools





- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
Action Step 1: ILT / admin engage in the observation and feedback cycle through walkthroughs and feedback conversations to identify campus wide trends utilizing documentation in STRIVE and ILT walkthrough observation form. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT/ Admin Date(s) / Timeframe: Aug - May Collaborating Departments: District Dept Delivery Method: face to face , virtually	Formative		
	Nov	Jan	Mar
Action Step 2 Details	Formative Reviews		
Action Step 2: Teachers engaged in lesson internalization process with ILT support during PLC (professional learning community) and teacher planning sessions based upon observation feedback. Teachers utilize lesson internalization document aligned to TTESS for documentation during PLC. Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin, ILT Date(s) / Timeframe: Aug - May Collaborating Departments: District departments. Delivery Method: face to face, virtually	Formative		
	Nov	Jan	Mar

Action Step 3 Details	Formative Reviews		
Action Step 3: ILT understand, calibrate and implement student engagement rubric and the Teacher Development and Improvement Coaching Cycle (waterfall) through ILT meeting discussions and calibration classroom walks. Intended Audience: ILT Provider / Presenter / Person Responsible: ILT / Admin Date(s) / Timeframe: Aug - May Collaborating Departments: District departments Delivery Method: Face to face	Formative		
	Nov	Jan	Mar

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 3: Increase the number of students moving from one academic tier level to the next (Tier 3 to Tier 2/1 and Tier 2 to Tier 1) through data analysis, teacher tiering with supports, student tracking document with priority focus on sped, emergent bilingual and African American sub-population.

Strategy's Expected Result/Impact: Increase the academic performance of students





Staff Responsible for Monitoring: ILT / Teachers

Title I:
2.51, 2.52, 2.533, 2.534

- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Provide intervention services for Tier 2, 3 and accelerated students before, during and after school and track student data and progress through Branching Minds and teacher tracking sheet. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Oct - April Collaborating Departments: ILT / Admin Delivery Method: Face to Face / Virtually	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Provide professional learning and resources for teachers on intervention strategies, resources and scaffolding and data review. Conduct walkthrough observations for professional learning impact and track student data based upon professional learning implementation. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT / Admin Date(s) / Timeframe: Aug - May Collaborating Departments: ILT / District Rep Delivery Method: Face to Face	Formative		
	Nov	Jan	Mar
Action Step 3 Details	Formative Reviews		
Action Step 3: Track and review campus, teacher and student data for academic and behavioral trends during ILT weekly meetings, bi-weekly MTSS meetings and weekly PLC meetings for next steps utilizing meeting agenda, student tiering tracking sheet and observation walkthrough data form. Intended Audience: ILT, Teachers & Students Provider / Presenter / Person Responsible: MTSS / ILT/ Admin / Teachers Date(s) / Timeframe: Aug - May Collaborating Departments: District Depts Delivery Method: Face to Face	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: District benchmarks and quarterly assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instruction. Root Cause: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM.
Problem Statement 2: 7th grade students are under performing the district and district campuses at the Meets level on district assessments including benchmarks and quarterly assessments in reading and math. Root Cause: Teachers need support understanding the depth of the state standards and the district curriculum be able to select and implement rigorous instructional materials and create TEKS aligned lessons and reteach opportunities that is based upon the data.
School Processes & Programs
Problem Statement 1: District benchmarks and quarterly assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instruction. Root Cause: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM.

School Processes & Programs

Problem Statement 2: 7th grade students are under performing the district and district campuses at the Meets level on district assessments including benchmarks and quarterly assessments in reading and math. **Root Cause:** Teachers need support understanding the depth of the state standards and the district curriculum be able to select and implement rigorous instructional materials and create TEKS aligned lessons and reteach opportunities that is based upon the data.

Goal 4: Reduce disproportionality (inequality) in identification of African American (AA) students in discipline reports to be representative of FWISD population from 20% to 40%.

Performance Objective 1: Decrease the number and percentage of discretionary referrals of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) in disciplinary reports to be aligned with the FWISD population by 50% by June 2026.

Evaluation Data Sources: FOCUS discipline data





Strategy 1: Improve campus and student culture through implementation of campus culture committee

Strategy's Expected Result/Impact: Improve student and staff engagement and morale which impact student discipline

Staff Responsible for Monitoring: Culture committee / SST / admin/ FES

Title I:
2.531, 2.533
- TEA Priorities:
Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture
Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Discuss methods of improving campus culture through internal campus culture surveys and targeted discipline and referral data review to determine campus trends through bi-weekly meetings. Intended Audience: Staff, community, and students Provider / Presenter / Person Responsible: admin / SST / culture committee/ FES Date(s) / Timeframe: Aug - May Collaborating Departments: Parent Partnership Delivery Method: Face to face	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: During advisory, teachers and counselors will provide SEL (Social Emotional) lessons and guidance for students based upon campus trends identified by the culture committee. Intended Audience: students & teachers Provider / Presenter / Person Responsible: Counselor / Intervention specialist / CIS/ Admin/ Teachers Date(s) / Timeframe: Aug- May 2026 Collaborating Departments: District departments Delivery Method: Face to face, virtually Funding Sources: - Title I (211) - 211-31-6411-502-054-30-054-101000 - \$1,000	Formative		
	Nov	Jan	Mar
Action Step 3 Details	Formative Reviews		
Action Step 3: Administration provides monthly professional development of SEL (social emotional) development and de-escalation strategies utilizing accountability tracker and feedback. Intended Audience: Teachers, Staff, Students, Parents Provider / Presenter / Person Responsible: Administration, SST Date(s) / Timeframe: Aug - May 2026 Collaborating Departments: District departments Delivery Method: Face to Face, Virtually	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Strategy 2: Administrative team meets bi-weekly campus discipline data, determine & implement next steps based upon data to share with culture committee

Strategy's Expected Result/Impact: Determination of campus current data to provide next steps for improvement

Staff Responsible for Monitoring: Admin





TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Campus MTSS team reviews discipline data and determine next steps, interventions and strategies for students Intended Audience: teachers, students, staff Provider / Presenter / Person Responsible: MTSS/ Administration Date(s) / Timeframe: Aug - may Collaborating Departments: District departments Delivery Method: Face to face	Formative		
	Nov	Jan	Mar
Action Step 2 Details	Formative Reviews		
Action Step 2: Communicate to parents about students' discipline and behavior expectations and current data Intended Audience: parents Provider / Presenter / Person Responsible: Counselors, admin, FES, MTSS Date(s) / Timeframe: Periodically from Aug - May Delivery Method: Face to face, virtually	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%. Root Cause: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. Increased parental involvement and partnership between school , student and family.
Perceptions
Problem Statement 2: The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%. Root Cause: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. Increased parental involvement and partnership between school , student and family.

Goal 4: Reduce disproportionality (inequality) in identification of African American (AA) students in discipline reports to be representative of FWISD population from 20% to 40%.

Performance Objective 2: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) by 50% by June 2026.

Evaluation Data Sources: FOCUS discipline data

Strategy 1: Identify, utilize and implement data, best practices and develop campus behavior system to decrease the number of out of school suspensions





Strategy's Expected Result/Impact: Improve student and staff engagement and morale which impact student discipline

Staff Responsible for Monitoring: Culture committee / SST / admin/ FES

Title I:
2.53, 2.531

Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Implement a campus culture committee comprised of admin, staff, students and teachers to discuss methods of improving campus culture Intended Audience: staff, students, teachers, community Provider / Presenter / Person Responsible: admin / SST / culture committee/ FES Date(s) / Timeframe: Aug - May Collaborating Departments: Parent Partnership Delivery Method: Face to face Funding Sources: - Family Engagement (211) - 211-61-6116-503-054-30-054-101000 - \$1,500	Formative		
	Nov	Jan	Mar
Action Step 2 Details	Formative Reviews		
Action Step 2: Provide SEL (Social Emotional) and behavior skills lessons and guidance for students Intended Audience: Students Provider / Presenter / Person Responsible: Counselor / Intervention specialist / CIS/ Admin/ Teachers Date(s) / Timeframe: Aug - May Delivery Method: Face to face, virtual	Formative		
	Nov	Jan	Mar

Action Step 3 Details	Formative Reviews		
Action Step 3: Develop ad campus behaviors system and structure for staff Intended Audience: Staff Provider / Presenter / Person Responsible: Admin / SST Date(s) / Timeframe: Aug - May Collaborating Departments: Culture Committee Delivery Method: face to face / virtual	Formative		
	Nov	Jan	Mar
Action Step 4 Details	Formative Reviews		
Action Step 4: Communicate with families and parents on students behavior data and behavior and academics supports for family home implementation Provider / Presenter / Person Responsible: Admin / Culture Committee/ FES/ SST Date(s) / Timeframe: Aug - May Collaborating Departments: District Departments Delivery Method: Face to Face, Virtually, Written	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Strategy 2: Review campus discipline data of focus sub-pop

Strategy's Expected Result/Impact: Determination of campus current data to provide next steps for improvement

Staff Responsible for Monitoring: MTSS, Admin

Title I:

2.532





- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Implement campus MTSS team to review sub pop discipline data and determine next steps, interventions and strategies for students Intended Audience: teachers, students Provider / Presenter / Person Responsible: MTSS, Admin Date(s) / Timeframe: Aug - May Delivery Method: Face to face Funding Sources: - CTE (199 PIC 22) - 199-11-6399-XXX-054-22-273-000000- - \$2,002	Formative		
	Nov	Jan	Mar
Action Step 2 Details	Formative Reviews		
Action Step 2: Communicate to parents about students' discipline and behavior expectations and current data Intended Audience: Parents Provider / Presenter / Person Responsible: FES/Admin/ ILT/ MTSS/ Counselors Date(s) / Timeframe: Periodically throughout school year Aug - May Delivery Method: Face to face, virtual, phone	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%. Root Cause: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. Increased parental involvement and partnership between school , student and family.
Perceptions
Problem Statement 2: The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%. Root Cause: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. Increased parental involvement and partnership between school , student and family.

Goal 5: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 31% to 20%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 31% to 20% by June 2026.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 20% by June 2026.

Evaluation Data Sources: FOCUS attendance data

Strategy 1: Provide mentorship program for students with excessive absences

Strategy's Expected Result/Impact: Improved attendance

Staff Responsible for Monitoring: ILT / FES / admin and attendance clerk/ MTSS

Title I:

2.53, 2.531, 2.533

- **TEA Priorities:**





Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Review student attendance data during student support team meetings and share data with appropriate stakeholders Intended Audience: MTSS / Admin/ students/ parents Provider / Presenter / Person Responsible: MTSS / admin Date(s) / Timeframe: Aug - may Delivery Method: Face to face, phone, virtually	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Provide incentives for identified students and space for mentorship programs Intended Audience: students, mentors Provider / Presenter / Person Responsible: MTSS / teachers/ staff Date(s) / Timeframe: Aug - May Delivery Method: Face to face Funding Sources: - Basic (199 PIC 11) - 199-11-6398-XXX-054-11-273-000000- - \$500, - Basic (199 PIC 11) - 199-11-6396-XXX-054-11-273-000000- - \$1,250	Formative		
	Nov	Jan	Mar
Action Step 3 Details	Formative Reviews		
Action Step 3: Ongoing conference meetings between student, teacher, parent / guardian and appropriate staff to discuss student progress and next steps Intended Audience: parents, Students Provider / Presenter / Person Responsible: Teachers / ILT/ FES/ Admin/ MTSS Date(s) / Timeframe: Aug - May Delivery Method: Face to face, virtually, phone	Formative		
	Nov	Jan	Mar
Action Step 4 Details	Formative Reviews		
Action Step 4: provide opportunity for attendance recovery and additional instruction for eligible student Intended Audience: students Provider / Presenter / Person Responsible: Admin/ FES Date(s) / Timeframe: Nov, March. May Delivery Method: face to face Funding Sources: - GT (199 PIC 21) - 199-11-6116-XXX-054-21-273-000000- - \$250	Formative		
	Nov	Jan	Mar
Action Step 5 Details	Formative Reviews		
Action Step 5: Increase communication with staff, students, families and community through various methods including newsletters, emails, phone calls, social media, community events and print resources Intended Audience: students, staff, families, community Provider / Presenter / Person Responsible: Administrator, MTSS, Social Media coordinator Date(s) / Timeframe: Aug 2025 - Aug 2026 Delivery Method: Face to face, virtual, social media	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
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Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Lisa Inzar	9/11/2025
Child Abuse and Neglect			Lisa Inzar	9/11/2025
Coordinated Health Program			Lisa Inzar	9/11/2025
Decision-Making and Planning Policy Evaluation			Lisa Inzar	9/11/2025
Disciplinary Alternative Education Program (DAEP)			Lisa Inzar	9/11/2025
Dropout Prevention			Lisa Inzar	9/11/2025
Dyslexia Treatment Program			Lisa Inzar	9/11/2025
Title I, Part C Migrant			Lisa Inzar	9/11/2025
Pregnancy Related Services			Lisa Inzar	9/11/2025
Post-Secondary Preparedness			Lisa Inzar	9/11/2025
Recruiting Teachers and Paraprofessionals			Lisa Inzar	9/11/2025
Student Welfare: Crisis Intervention Programs and Training			Lisa Inzar	9/11/2025
Student Welfare: Discipline/Conflict/Violence Management			Lisa Inzar	9/11/2025
Technology Integration			Lisa Inzar	9/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel			Lisa Inzar	9/11/2025