Wichita Falls Independent School District

Barwise Middle School

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Barwise Middle School is to develop student academic, citizenship, and social growth towards 9th grade, college, career, and life readiness.

Vision

We at Barwise Leadership Acadeny believe in doing everything possible to ensure student success and well-being. In addition to providing a safe and secure environment, we are committed to building relationships, providing quality teaching, and maintaining high expectations for all students, regardless of race, sex, ethnicity, or socio-economic status.

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 6
- School Processes & Programs 7
- Perceptions 9

Priority Problem Statements 11
Comprehensive Needs Assessment Data Documentation 15
Goals 17
- Goal 1: Recruit, retain, and support teachers and principals. 17
- Goal 2: Build a foundation of literacy and numeracy. 24
- Goal 3: Connect high school to career and college. 33
- Goal 4: Improve low performing schools. 36

State Compensatory 45
- Budget for Barwise Middle School 45
- Personnel for Barwise Middle School 45

Title I Personnel 46
2025-2026 Campus Site-Based Committee 47
Campus Funding Summary 48

Comprehensive Needs Assessment

Demographics

Demographics Summary

Barwise Middle School serves a diverse population of students (6th-8th grade). During the year 2024-25, approximately 1162 students were enrolled at Barwise (401 6th graders, 384 7th graders, 377 8th graders). The demographic breakdown of the student population was: 9.1% African American, 50.6% Hispanic, 30.8% White, 1% American Indian, 0.8% Asian, 0% Pacific Islander, & 7.7% Two or More Races. Economically disadvantaged students made up 73.3% of the population, 19.2% were English Language Learners, 11.9% were Section 504, 18.6% were in Special Education, & 67.6% of students are labeled At-Risk. Barwise Middle School saw a mobility rate of 16.0%. Class size averages ranged from 18.7-25.0 students per class.

The makeup of the staff is: 72.1% teachers, 85.4% professional staff, professional support 8.7%, Campus Admin. (School Leadership) 4.6%, and educational aides 14.6%. Of the total staff, 7.9% are African American, 11.1% Hispanic, 74.9% White, 0.6% American Indian, 3.8% Asian, and 1.6% Two or More Races. The makeup of teachers by years of experience: 1.6% beginning teachers, 31.1% 1-5 years experience, 21.6% 6-10 years experience, 27% 11-20 years experience, 15.5% 21-30 years experience, 3.2% over 30 years of experience. The makeup of teachers by highest degree held: 71.1% bachelors and 28.9% masters.

Due to our rezoning of our district the 25-26 demographics are expected to change for the new school year.

Demographics Strengths

-Diverse student population

-Teachers are experienced and highly educated

-We have a mixture of teachers by sex, 39.4% males and 60.6% females.

Due to our rezoning of our district the 25-26 demographics are expected to change for the new school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): High volume of discipline issues

Root Cause: High percentage of low SES students. Poor classroom management. Not enough positive incentives for behavior. Limited ability to give consequences and lack of parent buy-in. Restraints on personnel, time, and resources.

Problem Statement 2 (Prioritized): Discipline is not consistent among staff.
Root Cause: No campus-wide discipline or tardy expectations or enforcement. Need that level with all areas of discipline.

Problem Statement 3 (Prioritized): Special programs are not aligned with the needs/desires of students, to provide a well-rounded education.
Root Cause: Lack of funding for additional electives or blocked due to the required electives. overwhelmed teachers, clubs sponsored by staff and CIS, and additional fun activities to motivate students.

Problem Statement 4 (Prioritized): Lack of identification of key community stakeholders for our key demographic groups.
Root Cause: Failure of communication between community and school stakeholders with restraints on time and resources. Provide parent training during sixth grade orientation: Parent Square App and the student resource site "The Roost." Ensure training for any new incoming students.

Problem Statement 5 (Prioritized): Lack of participation in school events.
Root Cause: High percentage of low SES students & utilization of late buses for after school transportation. Consider doing more allowed days in the fall for the late bus. Invite community, PTO, and parents to help with school events.

Student Learning

Student Learning Summary

Barwise Middle School received a "C" rating under the 2024 STAAR accountability system. 62% of all students achieved the approaches grade level or above, 38% achieved meets grade level or above, and 17% achieved the masters grade level rating, overall. 67% of our students met the approaches grade-level standard or above in ELA/Reading, 60% in Math, 61% in Writing, 61% in Science, and 56% in Social Studies.

Student Learning Strengths

District Comparison of academic growth and performance growth shows that Barwise is the second highest performing middle school in Wichita Falls ISD. In academic growth our percentage is 16% within the ranges of 8.4% and 17.4%. In relative performance our percentage is 15.9% within the ranges of 8.3% and 17.3%. Algebra I has 100% meets; 94% mastered.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of consistent targeted intervention between grade levels and subjects
Root Cause: Lack of resources, teacher training, and vertical/horizontal alignment, not enough programs, personnel to address Tiered students, materials/supplies to meet all student needs, and class sizes are too large.

Problem Statement 2 (Prioritized): A significant number of students are beginning this school year below grade level
Root Cause: Many students missed a lot of learning time during since the COVID-19 Pandemic. The gaps are still wide.

Problem Statement 3 (Prioritized): Teachers & students are not receiving all the supplies requested/needed for classes, including technology and curriculum instructional resources.
Root Cause: Insufficient funds in the budget and/or adequate training before school starts.

Problem Statement 4 (Prioritized): Sixth grade students are not transitioning into the middle school environment with all the confidence and skills needed
Root Cause: Lack of exposure to middle school until entering the 6th grade. Lack of plans, reteach routines and procedures by middle school teachers in the beginning.

Problem Statement 5 (Prioritized): Not closing the gaps in sub-population groups
Root Cause: Lack of effective intervention programs and oversight of intervention time.

Problem Statement 6 (Prioritized): Need for effective data-driven instruction in every classroom
Root Cause: Some teachers are still developing on effective lesson planning and delivery

Problem Statement 7 (Prioritized): Failed to meet ELP status target
Root Cause: Need for rich vocabulary development and incorporation of Seidlitz strategies (with fidelity) into lessons

School Processes & Programs

School Processes & Programs Summary

- Instructional: Enrichment Minutes (10 mins of Intervention/accelerated learning everyday), before/during/after school tutoring, ESL class, PLC (Professional Learning Community), Grade Level Teams, Content PLC, Fundamental Five, CBA/Benchmarks, progress monitoring, Technology 1:1 program,
    - HRS (High Reliability Schools), CKH (Capturing Kids Hearts), Seidlitz used to develop one campus wide instructional document.
- Curricular: Advanced classes, TEKS Resource System coupled with district developed curriculum, MTA, common grade level planning periods, common assessments with backward planning.
- Personnel: recruitment programs, attendance at job fairs, mentoring programs, staff development in & out of district, curriculum & instruction specialist
- Organizational: Student of the Month, Within the school day Eagle Club, NJHS (National Junior Honor Society), Student Council, CIS (Communities in Schools), Chess Club, Robotics, Fellowship of Christian Athletes, After-school clubs, One-Act Play, Choir, Cheerleader & Pep Squad
- Administrative: T-TESS (includes goal setting, professional growth,& student achievement), T-PESS...

School Processes & Programs Strengths

-Campus is HRS Level 1 and level 2 certified/Continuing to all level 2

-Majority of teachers are implementing CKH and Seidlitz strategies with fidelity

-Many teachers are Google Certified and adequately using technology in the classroom

-Students are comfortable in technology usage

-Celebrating student & staff success

-All ELAR teachers are ESL Certified

-Campus staff to help with transition periods during a students education (CIS, College & Career Counselor, Road to College)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Ability to retain high quality staff.
Root Cause: Our teachers need more support and training with instruction and managing student behavior.

Problem Statement 2 (Prioritized): High volume of discipline issues
Root Cause: High percentage of low socioeconomic status (SES) students. Poor classroom management. Not enough positive incentives for behavior. Lack of cultural awareness and consistency of discipline across the board.

Problem Statement 3 (Prioritized): Mentorship did not occur as adequately as intended
Root Cause: Failure to provide training & expectations

Problem Statement 4 (Prioritized): A high number of At-Risk students (especially in our economically disadvantaged)
Root Cause: Increase in low SES status students, failure to meet STAAR/Academic requirements, and demographics changing.

Problem Statement 5 (Prioritized): Many parents lack the knowledge and skills/abilities to assist students with academics at home.
Root Cause: Lack of opportunities for parent skills.

Problem Statement 6 (Prioritized): Getting all teachers to effectively incorporate technology
Root Cause: Need for more training and willingness to incorporate technology. Problems with the purchase of certain programs

Problem Statement 7 (Prioritized): Special programs are not aligned with the needs/desires of students, to provide a well-rounded education.
Root Cause: Lack of funding for additional electives, clubs, and additional fun activities to motivate students.

Perceptions

Perceptions Summary

Parents are kept up to date on school events through: Parent Square / Parentlink, social media, Remind, newsletter, etc. Student-, teacher-, parent-compact distributed & signed annually. Parents are free to request meetings with school staff. Teachers can quickly communicate with parents using Parent Square, Parentlink, or Remind. Bullying complaints and threats are taken seriously, properly investigated, & reported to the proper authorities. Teachers are vigilant in school safety efforts, before, during, and after school. Capturing Kids' Hearts is a campus-wide program. Discipline is handled in accordance with the discipline demerit system.

Perceptions Strengths

-Road to College offers several meetings throughout the year to engage parents and students in their child's educational pathway.

-Barwise Middle School has an active PTO.

-Social Media is kept current with campus information and happenings.

-Remind, Parent Link, Parent Square are utilized by staff to keep open communication with families.

-Most announcements are communicated in English & Spanish. Student information is also maintained on "The Roost" for the campus.

-HRS Level 1 certified for Safe & Collaborative school. We are working towards level 2 certification.

-Campus police officers are visible and supportive

-Campus safety drills are completed with fidelity

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Special programs are not aligned with the needs/desires of students, to provide a well-rounded education.
Root Cause: Lack of funding for additional electives, clubs, and additional fun activities to motivate students.

Problem Statement 2 (Prioritized): Seeing an increase in misbehavior
Root Cause: Insufficient recognition for positive behavior

Problem Statement 3: Student attendance is not taken seriously by some stakeholders.
Root Cause: Lack of student incentives to be here, parent support, changes in state laws regarding truancy, lack of enforceable consequences.

Problem Statement 4: Teacher retention is lower than in normal years.
Root Cause: District does not pay or incentives for teachers to stay.

Problem Statement 5 (Prioritized): Need for social contracts in every classroom
Root Cause: Inconsistency in school-wide expectations and enforcement.

Problem Statement 6 (Prioritized): Lack of awareness of student achievement in behavior and academics.
Root Cause: Insufficient recognition for positive behavior and academic success.

Problem Statement 7 (Prioritized): Lack of awareness of positive things that are occurring on campus
Root Cause: Insufficient PR

Problem Statement 8 (Prioritized): There is a disconnect between the campus and the community at large.
Root Cause: Lack of communication/awareness of events going on at the schools

Problem Statement 9 (Prioritized): PIE Partners under-utilized
Root Cause: Failure to schedule adequate time to do outreach

Priority Problem Statements

Problem Statement 1: A significant number of students are beginning this school year below grade level

Root Cause 1: Many students missed a lot of learning time during since the COVID-19 Pandemic. The gaps are still wide.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: High volume of discipline issues

Root Cause 2: High percentage of low SES students. Poor classroom management. Not enough positive incentives for behavior. Limited ability to give consequences and lack of parent buy-in. Restraints on personnel, time, and resources.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Not closing the gaps in sub-population groups

Root Cause 3: Lack of effective intervention programs and oversight of intervention time.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Need for effective data-driven instruction in every classroom

Root Cause 4: Some teachers are still developing on effective lesson planning and delivery

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Teachers & students are not receiving all the supplies requested/needed for classes, including technology and curriculum instructional resources.

Root Cause 5: Insufficient funds in the budget and/or adequate training before school starts.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Special programs are not aligned with the needs/desires of students, to provide a well-rounded education.

Root Cause 6: Lack of funding for additional electives or blocked due to the required electives. overwhelmed teachers, clubs sponsored by staff and CIS, and additional fun activities to motivate students.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Lack of identification of key community stakeholders for our key demographic groups.

Root Cause 7: Failure of communication between community and school stakeholders with restraints on time and resources. Provide parent training during sixth grade orientation: Parent Square App and the student resource site "The Roost." Ensure training for any new incoming students.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Lack of participation in school events.

Root Cause 8: High percentage of low SES students & utilization of late buses for after school transportation. Consider doing more allowed days in the fall for the late bus. Invite community, PTO, and parents to help with school events.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Discipline is not consistent among staff.

Root Cause 9: No campus-wide discipline or tardy expectations or enforcement. Need that level with all areas of discipline.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Failed to meet ELP status target

Root Cause 10: Need for rich vocabulary development and incorporation of Seidlitz strategies (with fidelity) into lessons

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Lack of consistent targeted intervention between grade levels and subjects

Root Cause 11: Lack of resources, teacher training, and vertical/horizontal alignment, not enough programs, personnel to address Tiered students, materials/supplies to meet all student needs, and class sizes are too large.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Sixth grade students are not transitioning into the middle school environment with all the confidence and skills needed

Root Cause 12: Lack of exposure to middle school until entering the 6th grade. Lack of plans, reteach routines and procedures by middle school teachers in the beginning.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: Mentorship did not occur as adequately as intended

Root Cause 13: Failure to provide training & expectations

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: A high number of At-Risk students (especially in our economically disadvantaged)

Root Cause 14: Increase in low SES status students, failure to meet STAAR/Academic requirements, and demographics changing.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: Many parents lack the knowledge and skills/abilities to assist students with academics at home.

Root Cause 15: Lack of opportunities for parent skills.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: High volume of discipline issues

Root Cause 16: High percentage of low socioeconomic status (SES) students. Poor classroom management. Not enough positive incentives for behavior. Lack of cultural awareness and consistency of discipline across the board.

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: Special programs are not aligned with the needs/desires of students, to provide a well-rounded education.

Root Cause 17: Lack of funding for additional electives, clubs, and additional fun activities to motivate students.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: Getting all teachers to effectively incorporate technology

Root Cause 18: Need for more training and willingness to incorporate technology. Problems with the purchase of certain programs

Problem Statement 18 Areas: School Processes & Programs

Problem Statement 19: PIE Partners under-utilized

Root Cause 19: Failure to schedule adequate time to do outreach

Problem Statement 19 Areas: Perceptions

Problem Statement 20: Need for social contracts in every classroom

Root Cause 20: Inconsistency in school-wide expectations and enforcement.

Problem Statement 20 Areas: Perceptions

Problem Statement 21: Seeing an increase in misbehavior

Root Cause 21: Insufficient recognition for positive behavior

Problem Statement 21 Areas: Perceptions

Problem Statement 22: There is a disconnect between the campus and the community at large.

Root Cause 22: Lack of communication/awareness of events going on at the schools

Problem Statement 22 Areas: Perceptions

Problem Statement 23: Lack of awareness of student achievement in behavior and academics.

Root Cause 23: Insufficient recognition for positive behavior and academic success.

Problem Statement 23 Areas: Perceptions

Problem Statement 24: Special programs are not aligned with the needs/desires of students, to provide a well-rounded education.

Root Cause 24: Lack of funding for additional electives, clubs, and additional fun activities to motivate students.
Problem Statement 24 Areas: Perceptions

Problem Statement 25: Lack of awareness of positive things that are occurring on campus
Root Cause 25: Insufficient PR
Problem Statement 25 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- Parent engagement rate
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: We will recruit a 100% highly qualified staff to begin the 2025-2026 school-year.

Evaluation Data Sources: A list of resumes/applications of potential candidates from at least 2 job fairs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Select a team who will attend the job fairs & compile a list of highly qualified candidates. **Strategy's Expected Result/Impact:** We will begin the 2025-2026 school year fully staffed with highly qualified teachers. **Staff Responsible for Monitoring:** Admin Teacher Leaders **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Not Funded				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan. **Strategy's Expected Result/Impact:** All teachers hired will be highly qualified with the hope of increasing student achievement. If that cannot be achieved parents will be notified. **Staff Responsible for Monitoring:** Admin **Funding Sources:** - Not Funded				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: The campus will attend two job fairs in the -2025-2026 school year. **Strategy's Expected Result/Impact:** Help close learning gaps through explicit instruction by highly qualified teachers and staff. **Staff Responsible for Monitoring:** Admin Teacher Leaders **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Teacher Salaries - Title 1 Part A				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 2: Provide once a six weeks of mentorship to new and some continuing teachers with highly effective teachers/staff and CILs, beginning September 2025 and ending May 2026.

Evaluation Data Sources: Agendas and minutes from CILs PLCs
Feedback notes from mentors, administration, and CILs on lesson plans and walkthroughs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Each teacher new to campus, who has 3 or less years of teaching experience & also some existing teachers, will be provided a mentor (go-to person - Campus Instructional Leaders) for a minimum of one year. The go-to person will be available to meet with the mentee as needed. **Strategy's Expected Result/Impact:** Provide support and build capacity in teachers to help provide quality instruction & improve teacher retention. **Staff Responsible for Monitoring:** Admin Curriculum Instructional Team Leaders (CILs) **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Title 1 Part A - 21113623900046930000				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 3: Provide professional development opportunities, at least once a month, including during staff meetings and other campus staff development days/activities, and off-campus training in the 2025-26 school year.

Evaluation Data Sources: Sign in sheets and agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Professional development/opportunities will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Core subjects, Technology, Formative Assessments, Inclusion/Special Education, TBSI, and the support of English Learners. **Strategy's Expected Result/Impact:** Develop teachers in general and especially those who follow HRS recommendations, to ensure effective teaching in every classroom. Sped and ESL teachers work with general education teachers to plan/modify and discuss ways to help students improve **Staff Responsible for Monitoring:** Admin Teacher Leaders **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Title 1/SCE money will be used to purchase supplies for staff development, including books and other resources for staff, to improve the quality of instruction provided. **Strategy's Expected Result/Impact:** More effective teaching and consequently, better student performance. **Staff Responsible for Monitoring:** Administrators, Campus Instructional Leaders, Teachers **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, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 4: Campus administrators will meet with each teacher to plan at least 1 measurable student and 1 measurable professional growth goals, for the 2025-26 school year, beginning in August and continuing through September 2025.

Evaluation Data Sources: Measurable goals in Eduphoria (also posted outside teachers' classrooms).

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Each teacher will write 2 goals for the school year 2025-2026 and will collect evidence to monitor the accomplishment of those goals. **Strategy's Expected Result/Impact:** Improved teacher performance in the classrooms; Increased student performance on assessments. **Staff Responsible for Monitoring:** Administrators and teachers **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 5: Ensure effective lesson planning and instruction in every classroom through assessment/observation, coaching, and feedback on a weekly basis, beginning August 2025-May 2026.

Evaluation Data Sources: Written Feedback on Lesson plans and feedback to teachers from classroom observations provided by administration and CILs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Administrators and Campus Instructional Leaders will conduct walk-throughs in teachers ' classrooms, review lesson plans, provide feedback and attend PLC meetings to assist teachers in the improvement of lesson planning and lesson delivery. Feedback will be provided accordingly. **Strategy's Expected Result/Impact:** Improvement in lesson planning, delivery of instruction and management of classrooms based on feedback. **Staff Responsible for Monitoring:** Administrators Campus Instructional Leaders **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 6: Provide additional support for staff & students with increase personnel and additional assistance with planning & teaching in mainly core content areas beginning August 2025 through the end of May 2026.

Evaluation Data Sources: CILs PLC minutes & planning agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Use Title funds to pay for an additional planning period for 4 Campus Instructional Leaders. **Strategy's Expected Result/Impact:** Assist teacher with developing/delivering effective lessons. **Staff Responsible for Monitoring:** Admin Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - Title 1 Part A				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: At least 50% of all students will get to meet or master level on the STAAR tests in all core subjects in all grade levels on the May 2026 tests.

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: SCE/Title funds will pay for an additional paraprofessional who will be scheduled into reading classes to help special education students by lowering the student to teacher ratio. **Strategy's Expected Result/Impact:** The hope is that additional personnel will result in more individualized help for students and consequently, better results on STAAR **Staff Responsible for Monitoring:** Admin Counselors Diags **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Para Salaries - SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Ensure that as many classes as possible are provided with adequate supplies by supplementing the general budget with Title 1 and SCE funds to purchase and make those requested supplies available in a timely manner. **Strategy's Expected Result/Impact:** Improvement in learning through the provision on enriched activities **Staff Responsible for Monitoring:** Administrators, Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** supplies for classroom activities - Title 1 Part A - $1,000				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Increase the domain 3 score from 42% to at least 65% on the report card (in the closing the gaps category) in reading and math by the end of May 2026.

High Priority

Evaluation Data Sources: STAAR Math and Reading results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: The campus will schedule intervention during the first ten minutes of every class campus wide; CILs will plan work for all students and utilize technology and special programs like, Pear Deck, Freckle, Quill, No Red Ink, Zearn, and Google apps to provide targeted practice for all students. Elective focus will be on writing mechanics, grammar, and punctuation. They will take a grade on their intervention assignments. **Strategy's Expected Result/Impact:** Improved intervention/support/programs availability for assertive support for student, resulting in improved learning and performance on tests. **Staff Responsible for Monitoring:** Administrators Teachers **- TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy** **Funding Sources:** CIL Salaries - Title 1 Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Title 1 money will be used to purchase books to help build literacy (including for ESL/Bilingual students) through Literature circles (in reading classes during library days), to help develop students' abilities to make real-world connections - focusing mainly on identifying themes and recognizing characterization (areas in which students struggled during the course of the last school year). **Strategy's Expected Result/Impact:** Increase literacy that will result in an increase in STAAR scores. **Staff Responsible for Monitoring:** Reading Teachers, Librarian, Librarian Aide **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy** **Funding Sources:** A collection of books on different themes for literature circles - Title 1 Part A				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: Improve TELPAS scores by moving 15% of students up at least one level of their composite score. Improve STAAR scores for our ELL students from 21% meets in reading and 19% meets in math to 40% overall with targeted interventions in our ESL classes for the 2025-26 school year.

Evaluation Data Sources: ESL committee formed/Program to serve TAG students/Programs to serve the interests of the general student population

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Title funds shall be utilized to to meet the identified needs of ESL students and leverage learning resources and support to improve their performance. Those needs would be identified by a committee of administrators and teachers. **Strategy's Expected Result/Impact:** Improvement in ELs scores. **Staff Responsible for Monitoring:** Admin, ESL teachers, LPAC/ESL committee **Funding Sources:** Contracted Services Supplies - Title 1 Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success. **Strategy's Expected Result/Impact:** Students passing TELPAS and State assessments **Staff Responsible for Monitoring:** Admin, ESL staff, LPAC **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: ESL students will monitor their own progress on various language and academic assessments throughout the year. Parents will see progress monitoring at LPAC parent meetings 2 times a year. **Strategy's Expected Result/Impact:** Improvement in academic performance throughout the school year. **Staff Responsible for Monitoring:** Admin ESL Teacher LPAC Committee **- Additional Targeted Support Strategy** **Funding Sources:** - Not Funded				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: Conduct weekly PLC meetings during the instructional day as was done last school year for core classes, Fine Arts, and Tech Apps PLC meeting at least twice a semester; also continue to have grade level teams to meet from 4 times each semester.

Evaluation Data Sources: PD plans for each semester, Data/minutes from meetings collected in a folder in google drive, Master schedule.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Common planning times built into Master Schedule for all core subjects by PLC group **Strategy's Expected Result/Impact:** Improvement in planning and instruction and data analysis, which consequently results in better student outcomes **Staff Responsible for Monitoring:** Administrators/teacher leaders/head of departments **- Additional Targeted Support Strategy** **Funding Sources:** - Not Funded				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: Increase low performing sub-population performance on reading and math tests; for African American students from 25% to at least 30% and from 28% to 33% respectively, for Economically Disadvantaged students in reading from 28% to 33% and math from 35% to 40% and for ELs from 17% to 22% in Reading and 28% in Math to 33%, by May, 2026.

High Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Targeted intervention and tutorials for these sub-populations during the first ten minutes of every class campus wide, CIS, small group, pullout, and before/after school tutoring and providing needed resources and supplies like paper etc. **Strategy's Expected Result/Impact:** Increased in 5% score for sub-populations on the STAAR **Staff Responsible for Monitoring:** Teachers, Team leaders, Administrators, CIS **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy** **Funding Sources:** Tutors - Title 1 Part A, Tutors - SCE, Tutoring buses - SCE, Tutoring buses - Title 1 Part A				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 6: Increase low-performing sub-population performance on "All Subjects" tested: for SPED students from 11% to at least 16%, and ELs from 20% to at least 25% Meets standard on STAAR test by May 2026.

High Priority

Evaluation Data Sources: TAPR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Progress monitoring, goal setting, and data analysis at PLC. Teachers & Students will track students' performance, beginning with their level on the previous year's STAAR, Unit Test, CBA's, and/or MAP. **Strategy's Expected Result/Impact:** As students track their results, hopefully they will be motivated to perform higher than the previous year. **Staff Responsible for Monitoring:** Admin Teachers **- TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy** **Funding Sources:** - Not Funded				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Targeted intervention and tutorials for these sub-populations via Eagle Period, CIS, small group, pullout, and before/after school. **Strategy's Expected Result/Impact:** Increase scores of students on district's, School's and STAAR assessments. **Staff Responsible for Monitoring:** Teachers, Team leaders, Asst. Principals, CIS **- Additional Targeted Support Strategy** **Funding Sources:** - Not Funded				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 7: Provide daily effective instruction to meet the needs of all students by increasing the available instructional technology and technology hardware inventory on campus by May 2026.

Evaluation Data Sources: Technology Inventory

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Title 1/SCE funds will be used to purchase additional Chromebooks/Chromebook chargers/charging carts/ webcams/online instructional resources etc. to assist with lessons. **Strategy's Expected Result/Impact:** All students and staff being able to connect with easy and efficiency. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** On-line programs - Title 1 Part A - 3000, On-line programs - SCE - $9,200				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Connect high school to career and college.

Performance Objective 1: Increase school-wide activities that allow students to explore college and career opportunities at the Career Education Center by May 2026.

Evaluation Data Sources: Schedule reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Seventh grade career classes, 8th grade field trip to the CEC,, extracurricular clubs including Esports, , etc. will be used to increase students knowledge about future academic and career opportunities. **Strategy's Expected Result/Impact:** Students with knowledge of opportunities available to them at the high school level will have less anxiety about transition and more motivation to get to high school and continuing education and/or career opportunities post secondary. **Staff Responsible for Monitoring:** Admin, teachers, academic counselors, college & career advisor **- TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Communities In Schools will work with students to provide information and activities that connect them to interests that can lead to a career path. Various community groups host clubs and after school learning and mentoring opportunities. **Strategy's Expected Result/Impact:** Increase in student achievement with access to additional resources and programs both at school and outside of school. **Staff Responsible for Monitoring:** CIS site coordinator, Admin liaison **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Not Funded				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Road to College program encompasses all three grade levels of middle school students. **Staff Responsible for Monitoring:** Admin **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Funding Sources:** - Not Funded				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: Counselors discuss goal setting and career choices for the future.				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Connect high school to career and college.

Performance Objective 2: Create opportunities for students to explore their interests beyond the regular curriculum offered at the Middle School by offering a number of clubs after school, including through CIS; we will also continue Esports for students in advanced technology applications and additional activities, including Boat Float Projects etc. for the 2025-26 school year.

Evaluation Data Sources: Variety of clubs offered including Esports added to the curriculum as an elective option.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Tech Apps 8, Esports will be offered as an elective option each semester for 8th grade students who are advanced in technology applications and are interested in pursuing even higher skills. Club information can be found on the Roost and school website. **- TEA Priorities:** Connect high school to career and college **Funding Sources:** - SCE - $2,800				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Improve low performing schools.

Performance Objective 1: Provide at least 4 school-wide family engagement activities (Scare-o-Rama, Parent conferences, 8th Grade Celebration, ESL night) by the end of May 2026.

Evaluation Data Sources: Family engagement activities, calendar, agendas, and audience

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Utilize Road 2 College program to have parents and students in our building for training at least 2 nights during the school year 2025-2026 **Strategy's Expected Result/Impact:** Decrease dropout rate. Increase the college and career awareness and community involvement. **Staff Responsible for Monitoring:** Admin **- TEA Priorities:** Connect high school to career and college **Funding Sources:** PE Contracts - Title 1 Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Provide both Fall and Spring events to engage parents in school-life. For example parent-teacher conference, Title I meeting w/break out sessions, Technology Boot camp, painting night, Scare-O-Rama, 8th grade Promotion, and Award Ceremonies, etc. **Strategy's Expected Result/Impact:** Increase parent involvement and training that will as a result help improve student performance. **Staff Responsible for Monitoring:** Admin Counselors Teachers **- TEA Priorities:** Connect high school to career and college **Funding Sources:** - Title 1 Part A, - Title 1 Part A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Conduct 2-4 ESL parent meetings this year. **Strategy's Expected Result/Impact:** Increase parent involvement will our ESL with the hope that this will result in increased student performance and engagement. **Staff Responsible for Monitoring:** Admin, teachers **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Printing - Title 1 Part A				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: The campus, in consultation with parents, will develop, implement, and review a parental involvement policy and student compact. The policy and student compact will be published on the school website. **Strategy's Expected Result/Impact:** Increase involvement between stakeholders. **Staff Responsible for Monitoring:** Admin **- TEA Priorities:** Improve low-performing schools **Funding Sources:** - Not Funded				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Improve low performing schools.

Performance Objective 2: Increase overall campus attendance rate from 95.64% (2025) to at least 96% by May 2026.

Evaluation Data Sources: attendance reports and data each month

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing. Work with students to monitor excessive tardies (10 per six weeks) as an intervention component. **Strategy's Expected Result/Impact:** An increase in attendance rates and a decrease in chronic attendance issues will increase students academic performance. **Staff Responsible for Monitoring:** Attendance clerk, Admin **Funding Sources:** - Not Funded				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Make attendance visible for students and families and staff, give them an opportunity to take ownership through team competition - daily attendance will be posted for each grade level for everyone to see. **Strategy's Expected Result/Impact:** Ownership of attendance rates will increase attendance. **Staff Responsible for Monitoring:** Admin, teachers **Funding Sources:** - Not Funded				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Improve low performing schools.

Performance Objective 3: Reduce the number of discipline referrals by 5% from 2,940 (May 25) by May 2026.

Evaluation Data Sources: Skyward discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Implement Capturing Kids Hearts and social contracts in every classroom. **Strategy's Expected Result/Impact:** Building a family within the classroom will increase student participation and positively effect classroom behavior and academic performance. **Staff Responsible for Monitoring:** Admin Staff **- TEA Priorities:** Improve low-performing schools **Funding Sources:** - Not Funded				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Students will be evaluated and provided services as needed in special programs to include Vape/Tobacco Prevention-Awareness, Violence Prevention and Intervention, Suicide Awareness, and Pregnancy Related Services. **Strategy's Expected Result/Impact:** Tracking and intervention will ensure that students are receiving proper and adequate resources. **Staff Responsible for Monitoring:** Admin, Staff **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Student Support Counselors - Salary & Benefits - SCE				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student. Staff will be trained through required Eduphoria annually. The counselors will appoint designated classes to complete the annual student training with students. **Strategy's Expected Result/Impact:** Training will allow all staff members to identify and inform admin and counselors for early intervention. **Staff Responsible for Monitoring:** Admin, Counselors **Funding Sources:** - Not Funded				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: Students who are assigned to DAEP/County Juvenile Detention Center will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to ensure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who return back to campus will have a campus transition meeting with administrator, counselor, and parent. **Strategy's Expected Result/Impact:** Reduce the occurrence of serious discipline issues and help students stay up-to-date with their expected learning **Staff Responsible for Monitoring:** Admin, Counselors, teachers **Funding Sources:** - Not Funded				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 5: Increase visibility and supervision in common areas, particular before school. Utilize structure of auditorium over cafeteria. Develop relationship with students and praise for good behavior. **Strategy's Expected Result/Impact:** Improvement in student behavior/reduction in disciplinary incidents **Staff Responsible for Monitoring:** Admin Teachers **Funding Sources:** - Not Funded				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Improve low performing schools.

Performance Objective 4: Maintain & improve upon the criteria established by certified level 2 High-Reliability School, through daily monitoring of classroom instruction throughout, 2025-26.

Evaluation Data Sources: Data collected on route to level 2; HRS certificate;

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: HRS leadership and ASOT admin and teacher teams will be formed and attend training and monitor and implement strategies learned to improve teaching and learning. **Strategy's Expected Result/Impact:** Improvement in the delivery of instruction and ultimately, improvement in student scores. **Staff Responsible for Monitoring:** Administrators, Teachers, Region 9 reps.				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Improve low performing schools.

Performance Objective 5: Improve academic success in the classroom by reducing student failures by at least 5% every six weeks from August 2025 until May 2026.

Evaluation Data Sources: Skyward reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Every teacher will have daily lesson plans with documented formative assessments. **Strategy's Expected Result/Impact:** Student understanding will be measured more effectively and often, thus allowing immediate feedback on student understanding of specific concepts. **Staff Responsible for Monitoring:** Admin CILs Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: The academic counselors will have academic planning meetings with low-performing students after each grading period. They will help them develop a tutoring plan, track homework, and make parent contact to get them involved with the academic plan as well. **Strategy's Expected Result/Impact:** Students will make academic improvements in deficit areas. **Staff Responsible for Monitoring:** Academic Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Improve low performing schools.

Performance Objective 6: Adequately prepare incoming 6th grade students for a successful transition to middle school by planning an introductory event by the end of August 2025.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Plan and prepare a 6th grade Eagle Camp to introduce students to the programs and operations of the middle school and provide supplies and resources to help ease transition. **Strategy's Expected Result/Impact:** Student will be more confident and successful if they enter with prior knowledge of expectations and school process and practices. **Staff Responsible for Monitoring:** Admin, Counselors, & Teachers **TEA Priorities:** 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 4: Improve low performing schools.

Performance Objective 7: Improve the whole child by meeting the physical, social, and emotional needs of students' families by providing SEL services throughout the school year 2025-26, utilizing CIS and SEL Counselor beginning August 2025.

Strategy 1 Details	Reviews			
Strategy 1: Provide Trauma informed care for At-Risks students through CIS case management	Formative			Summative
Staff Responsible for Monitoring: CIS Case Manager	Nov	Feb	May	June
TEA Priorities: Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Building prevention and awareness for whole child health and wellness through informative posters, red-ribbon week, specialty groups.	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
Strategy 3: SCE funds will be used to fund a full-time Social Emotional Counselor to meet the SEL needs of students.	Formative			Summative
Strategy's Expected Result/Impact: Reduce students stress and anxiety to increase academic performance. **Staff Responsible for Monitoring:** SEL Counselor	Nov	Feb	May	June

Strategy 4 Details	Reviews			
Strategy 4: Student will be trained through Athletics/Physical Education classes to maintain physical heath. A fitness gram will be utilized to measure the students physical heath each year.	Formative			Summative
Strategy's Expected Result/Impact: Increase the physical health of students **Staff Responsible for Monitoring:** PE/Athletic Coaches **TEA Priorities:** Improve low-performing schools	Nov	Feb	May	June

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Barwise Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Barwise Middle School

Name	Position	FTE
Brenda Thomas	Para- ISS	1
Kristine Moffett	Student S/E Support Counselor	1

Title I Personnel

Name	Position	Program	FTE
Burkham, Elizabeth	Teacher	School Wide	1
Burross, Kevin	CIL	School Wide	1
McDonald, Matthew	Teacher	School Wide	.14

2025-2026 Campus Site-Based Committee

Committee Role	Name	Position
Counselor	Shannon Myers	Counselor
Princpal	R.Kyle Davenport	Principal
Diagnostician	Angela Chitwood	Diagnostician
Classroom Teacher	Sharri Torrence	Teacher (Choir)
Classroom Teacher	Jennifer Rice	Teacher (SPED)
Classroom Teacher	Erica Smith	Teacher (SPED)
Classroom Teacher	Brad Harrelson	Teacher (PE/Athletics)
Classroom Teacher	Jacqueline Hunt	Teacher (PE/Athletics)
Classroom Teacher	Robert Wilkinson	Teacher (Social Studies)
Classroom Teacher	Kordell Dorman	Teacher (Social Studies)
Classroom Teacher	Emma Fontenelle	Teacher (ELAR)
Classroom Teacher	DaLisa Owens	Teacher (Science)
Classroom Teacher	Shanda Keating	Teacher (Science)
Classroom Teacher	Micheal Murdock	Teacher (Art)
Classroom Teacher	Matt McDonald	Teacher (Math)
Paraprofessional	Vanessa Parrish	Paraprofessional (Library)
Paraprofessional	Cinammon Rader	Paraprofessional (Inclusion)
CIS Coordinator	Diane Montano	CIS Coordinator
Classroom Teacher	Alvin Hester	Teacher (Math)
Classroom Teacher	Pamela Troester	Teacher (Electives)
Classroom Teacher	Megan Flores	Teacher (ELAR)
Administrator	Brenda De Leon	Assistant Principal
District-level Professional	Cody Blair	District Rep/Broker (Director of Student Evaluation)
Classroom Teacher	Craig Schubert	Teacher (Fine Arts)
Parent	April White	Parent
Student	Hayden White	Student

Campus Funding Summary

Title 1 Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Teacher Salaries		$0.00
1	2	1		21113623900046930000	$0.00
1	6	1			$0.00
2	1	2	supplies for classroom activities		$1,000.00
2	2	1	CIL Salaries		$0.00
2	2	2	A collection of books on different themes for literature circles		$0.00
2	3	1	Contracted Services Supplies		$0.00
2	5	1	Tutors		$0.00
2	5	1	Tutoring buses		$0.00
2	7	1	On-line programs	3000	$0.00
4	1	1	PE Contracts		$0.00
4	1	2			$0.00
4	1	2			$0.00
4	1	3	Printing		$0.00
				Sub-Total	$1,000.00
				Budgeted Fund Source Amount	$208,807.00
				+/- Difference	$207,807.00
				Grand Total Budgeted	$208,807.00
				Grand Total Spent	$1,000.00
				+/- Difference	$207,807.00