

Midland Independent School District

Abell Jr. High

2025-2026 Campus Improvement Plan



Mission Statement

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

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

Vision

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

Value Statement

- *All students can learn.
- *All students deserve a high-quality education.
- *Parent involvement is key and we will do our best to include our parents in the educational process.
- *Structures and procedures are key to a safe learning environment.
- *Our students are our most valuable asset.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Abell is a neighborhood junior high school serving grades 7 and 8. Of the 1,206 students, 626 are in 7th grade and 580 students are in 8th grade. At Abell, 11% of students are served through special education programs, including resource/inclusion, life skills, and BSC (behavior support continuum). The economically disadvantaged population has remained steady from the 2023-24 school year at approximately 53%. Emergent bilingual students comprise approximately 24% of our student population. Hispanic students are the largest ethnic group at Abell, with 64% of our student population. This subgroup is followed by white students at 24%, 5% African American, and the remaining 7% comprised of Asian, American Indian, and students of two or more races.

Our school has 94 instructional staff members, serving grades 7th and 8th. 38 of these teachers serve core content areas of ELA, math, science, and social studies. Core content class sizes range from 24-34 students, depending on the subject and grade level. Electives offered are band, orchestra, choir, theater, art, Spanish, AVID, athletics/PE, CTE, health, Project Lead the Way, robotics, and Leadworthy.

Demographics Strengths

Abell Junior High School features a diverse student population, with almost 1/4 of our students being classified as Emergent Bilingual, and Hispanic students being the largest ethnic group subpopulation. White students and students of 2 or more races consistently performed higher at meets grade level on STAAR across all subjects in both 7th and 8th grades. First year monitor students also demonstrated better STAAR scores at the meets grade level across all content areas.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to EOY NWEA MAP, fewer Hispanic students are performing at grade level or above in ELA, math, and science when compared to other subpopulations.

Root Cause: Teams are not disaggregating data to the extent necessary to be able to identify weaknesses in different subpopulations of students, and interventions (when planned) are ineffective or not followed through.

Problem Statement 2 (Prioritized): Economically disadvantaged students at Abell consistently perform poorly as compared to those who are not economically disadvantaged. On the 2025 STAAR math assessments, less than 10% of eco dis students taking 7th grade STAAR and 22% of eco dis students taking 8th grade STAAR scored meets grade level or above. In ELA, 33% of eco dis students in both grades scored meets grade level on STAAR.

Root Cause: PLCs have not been used effectively to internalize and rehearse lessons and use data to inform interventions.

Problem Statement 3: Emergent bilingual students underperformed in all subjects on 2025 STAAR assessments. In math, less than 5% of EBs taking the 7th math assessment scored meets grade level, and only 17% did so on the 8th grade test. In ELA, 13% of EB 7th graders and 20% of EB 8th graders scored meets grade level.

Root Cause: Teachers are not culturally aware nor do they set high expectations for Emergent Bilingual students, and they lack appropriate strategies to utilize in the classroom to support these students.

Student Learning

Student Learning Summary

EOY NWEA MAP Data (percentage of students meeting growth goals):

Math												
7th						8th						
Henry	50%	66.70%	62.50%	38.90%	47.40%	46.20%	Garcia	72.70%	68.80%	42.10%		
Hammond	7.70%	14.30%	22.20%	30.80%			Wallum	35%	65.20%			
Villegas	45.50%	16.70%	61.50%	28.60%			Alspaugh	40.00%	60.00%	54.50%	75%	76.9%*
Smith	72.70%	40%	80%	56.50%	66.70%	25%	Chick	71.40%	75%	70%		70%*
Garcia	61.10%	38.50%	41.20%	50%	30%		Dorapudi					
Wallum	31.60%	23.50%	38.50%	40%			Jarom	57.10%	47.60%			

ELA							
7th				8th			
Coffey	51.70%	32.30%	58.80%	Salcedo	62.50%		
Flores	68.80%	76.70%	58.60%	Reedy	63.00%	45.80%	48.10%
Kent	37.50%	36.80%	40.90%	Ryan	56.70%	67.90%	60.70%
Seth	43.30%	50%	32.30%	Smart	11.80%	34.60%	31.30%
Skyles	65.60%	52.90%	57.10%	Kolb	42.30%	53.80%	47.60%
				Gibson	55.60%	40.70%	45.80%

Science													
7th						8th							
B. Ryan	59.10%	56%	56.50%	66.70%	36.40%	46.20%	Croissant	70.60%	76.90%	66.70%	85%	90%	84.60%
Reyes	58.30%	68%	60%	74.20%	79.30%	54.80%	Belloc	38.90%	43.80%	70.60%	50%	54.20%	40%
Harvey	72.70%	83.30%	60%	69.20%	80%		Guadalcazar	53.30%	76.20%	82.60%	85.70%	86.40%	95.50%
Morris	66.70%	53.30%	47.10%	72.70%	45%	44.40%	White	81.30%	26.30%	72.70%	88.90%		

Spring STAAR 2025 Preliminary Achievement Data:

Subject/Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
7th RLA (stagnant from 23-24)	66%	43%	19%

Subject/Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
7th Math (improved from 23-24)	32%	12%	1%
8th RLA (improved from 23-24)	71%	46%	23%
8th Math (improved from 23-24)	56%	30%	11%
8th Science (improved from 23-24)	62%	33%	11%
8th Social Studies (decline from 23-24)	40%	18%	8%

TELPAS 2024:

7th grade -

Beginning 21%

Intermediate 36%

Advanced 36%

Advanced High 6%

8th grade -

Beginning 11% (3% in 23-24)

Intermediate 43% (50% in 23-24)

Advanced 39% (41% in 23-24)

Advanced High 7% (5% in 23-24)

The EOY NWEA MAP data shows many students meeting their growth projections in both 7th and 8th grade science. However, percentages of students meeting their growth projections in ELA are low for both grade levels, and for 7th grade math. STAAR 2025 data shows that Abell Junior High students did show improved overall achievement in all grade levels and content areas besides 7th grade ELA and 8th grade social studies. Though that is relative improvement as compared to 2023-24, these achievement percentiles continue to be low across the board especially in math and social studies.

Student Learning Strengths

All grade levels and content areas with the exception of 7th RLA and 8th social studies showed at least slight improvement in achievement scores on STAAR 2025. Large percentages of students in both 7th grade and 8th grade science are meeting their MAP growth projections from the beginning to the end of the year 24-25. Students from the same cohort have

shown increased achievement from 2023-24 in ELA and math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 7th grade math students are underperforming according to both NWEA MAP data and 2025 STAAR achievement data.

Root Cause: PLCs are not being used effectively to internalize lessons, assure rigor, and plan effective and innovative strategies to engage students.

Problem Statement 2: 7th grade RLA STAAR data has remained stagnant from the 2023-24 to the 2024-25 school year.

Root Cause: Implementation of Opportunity Culture has been weak and roles have not been clearly defined, leading to ineffective coaching of teacher teams.

Problem Statement 3 (Prioritized): STAAR student achievement in 8th grade social studies has declined from 46% approaching grade level in 2023-24 to 40% approaching grade level in 2024-25.

Root Cause: Social studies teams lack understanding of effective PLCs, and frequently expose students to low rigor learning materials.

Problem Statement 4: TELPAS scores have declined from 2023-24 to 2024-25, with the percentage of students labeled "Beginner" increasing from 3% in 23-24 to 11% in 24-25 (same cohort).

Root Cause: Teachers are not culturally aware nor do they set high expectations for Emergent Bilingual students, and they lack appropriate strategies to utilize in the classroom to support these students.

School Processes & Programs

School Processes & Programs Summary

The staff of Abell Junior High are diverse in background and levels of experience. At the end of 2024-25 school year, 23 teachers left the school. To date, 18 vacancies left by outgoing staff members have been filled with qualified personnel hired by the Abell hiring committee, consisting of the principal, assistant principal, leadership team members, and/or grade level team members. Currently, 15 teachers are classified as DOI and 7 are associate teachers. The instructional leadership team is being overhauled based on campus needs and feedback from the 24-25 school year regarding lack of communication and leadership efforts of several members. The master schedule has been modified to include a double block of math for all 7th graders, to allow time for strong Tier 1 instruction, interventions, and/or enrichment. All core teaching teams have daily PLCs embedded in the master schedule, with support from MCLs or department chairs. The instructional staff will continue to focus on the development of effective and data-driven PLC collaboration, with administrators gradually releasing many of the major leadership roles and responsibilities to the MCLs and DCs.

Abell Junior High will escalate the PBIS work began in the 21-22 academic year and continued last year, with the goal of supporting positive student behavior and common expectations across the campus. The counselor will lead the group of staff members in collaboration towards continuing to build campus-wide systems such as Chief Swag, the PBIS Rewards program, and outlining expectations for adults on the campus. The family outreach liaison, new to Abell this year, will focus on growing the attendance rate by a minimum of 0.5% as well as parent engagement and other outreach activities to bridge the home-school gap. The focus will continue to be historically underrepresented populations in the school setting.

There is an Abell Junior High Facebook page in use, as well as Blackboard phone and email communication for campus-wide purposes.

At Abell, we recognize the importance of technology for tomorrow's leaders, and every student is 1-1 with a device. The students regularly use many technology applications, such as Google classroom, during instruction. Students are allowed to use their assigned devices both at school and home.

The Abell PTA is .

School Processes & Programs Strengths

The master schedule, with additional time built into student schedules for 7th grade math, provides our students with additional time needed to practice newly acquired math skills as well as receive support when progress is not sufficient. The daily PLCs built into the master schedule for core instructional teams allow for teams to effectively internalize and rehearse lessons as well as analyze student learning data daily.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PLC meetings are being held regularly and as directed; however, teams often focus on low-leverage tasks as opposed to effective PLC activities that focus on lesson internalization, rehearsal, and data analysis.

Root Cause: Teacher retention, especially in regard to effective veteran teachers, has decreased over several years. This had led to an increase in novice teachers on campus who are unfamiliar with effective PLCs.

Problem Statement 2: Roles and responsibilities for various leadership team members, including administrators, MCLs, and department chairs, have not been clearly defined.

Root Cause: School leadership did not fully understand leadership roles, especially those related to Opportunity Culture, and roles and responsibilities have not been recently updated and communicated to other members of leadership.

Problem Statement 3 (Prioritized): Abell staff have not been held accountable for following specific schoolwide procedures such as disciplinary routines, classroom management expectations, and routines for supervision.

Root Cause: Administrative team has not been well-aligned in regards to holding staff members and themselves accountable to the campus expectations.

Problem Statement 4 (Prioritized): There is a high percentage of uncertified instructional staff at Abell.

Root Cause: There is not a strong new teacher mentor program or regularly scheduled professional development sessions at Abell to support new and/or inexperienced teachers. Observation and feedback is inconsistently utilized by campus leadership.

Perceptions

Perceptions Summary

Abell Junior High School has an overall positive reputation with parents and guardians within the community. 61% of parents and 51% of students feel that Abell is a "good" or "excellent" campus according to most recent K12 survey results. However, only 50% of the Abell staff agree that the campus is "good" or "excellent". When compared to both the 2022-23 and 2023-24 school year, however, these results have trended towards a more negative perception for parents and guardians, staff, and students.

Teaching & Learning: Most stakeholders generally agree that Abell is a welcoming environment for all students, and that students are held accountable to high expectations. Parents show higher levels of agreement in these indicators than students do, in general. Members of the Abell community feel that we lack in providing timely and helpful feedback to students as well as showing students how classroom lessons apply to life outside of school.

Student Support: Most parents, staff, and students at Abell feel that our campus offers a variety of courses and extracurricular activities. Most parents also feel that their children feel like they belong at Abell, and that there is an adult they can go to for support with both school and personal problems. Students at Abell do not always feel that they receive support to meet their individual needs or that their teachers generally care about them.

School Leadership: Parents and staff report improved interactions with school leadership as compared to the 2023-24 school year. Students report that they feel the principal and assistant principals are visible throughout the school day, and parents and staff feel that school goals are well-communicated and administrative decisions are made in the best interest of students.

Family Involvement: Parents are generally satisfied with the information they receive about school-sponsored activities, as well as the customer service they receive at Abell. Families feel that staff members treat them with respect on our campus. Both families and staff members expressed a desire for more opportunities to provide input on how to improve the school environment and experience for our students.

Safety, Security, and Behavior: Parents and teachers feel that Abell is generally safe, clean, and well-maintained, while students report lower numbers in these areas. Parents, staff, and students express concern regarding respectful interactions between teachers and students and fair enforcement of discipline. Staff member responsiveness to bullying reports and other safety concerns has increased as compared to 2023-24, according to parents.

Perceptions Strengths

Most stakeholders generally agree that Abell is a welcoming environment for all students, and that students are held accountable to high expectations. Most parents, staff, and students at Abell feel that our campus offers a variety of courses and extracurricular activities. Most parents also feel that their children feel like they belong at Abell, and that there is an adult they can go to for support with both school and personal problems. Students report that they feel the principal and assistant principals are visible throughout the school day, and parents and staff feel that school goals are well-communicated and administrative decisions are made in the best interest of students. Families feel that staff members treat them with respect on our campus. Parents and teachers feel that Abell is generally safe, clean, and well-maintained.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students and parents do not perceive that classroom lessons are made relevant to the real life experiences of their students.

Root Cause: Lesson internalization does not involve ensuring real-world application and higher-order thinking skills are incorporated daily.

Problem Statement 2: All members of the Abell school community identify issues with students being disrespectful of both each other and the staff on campus.

Root Cause: All Abell staff are not aligned in holding students accountable to high expectations for respectful behavior on campus, and disciplinary measures have been inconsistent.

Problem Statement 3: Students at Abell do not always feel that teachers care for them, are supportive of their individual needs, or that they belong.

Root Cause: Inexperienced staff do not have a solid understanding of social-emotional needs of students and the importance of building relationships.

Problem Statement 4 (Prioritized): Both Abell staff and families express a desire for the opportunities to provide input , feedback, and opinions in regards to improving the success of our campus.

Root Cause: There is not diverse representation of all stakeholders in CEIC and PTA, and there are not frequent opportunities in which parent and community feedback is solicited. Systems used to solicit community feedback are ineffective.

Priority Problem Statements

Problem Statement 1: Economically disadvantaged students at Abell consistently perform poorly as compared to those who are not economically disadvantaged. On the 2025 STAAR math assessments, less than 10% of eco dis students taking 7th grade STAAR and 22% of eco dis students taking 8th grade STAAR scored meets grade level or above. In ELA, 33% of eco dis students in both grades scored meets grade level on STAAR.

Root Cause 1: PLCs have not been used effectively to internalize and rehearse lessons and use data to inform interventions.

Problem Statement 1 Areas: Demographics

Problem Statement 2: According to EOY NWEA MAP, fewer Hispanic students are performing at grade level or above in ELA, math, and science when compared to other subpopulations.

Root Cause 2: Teams are not disaggregating data to the extent necessary to be able to identify weaknesses in different subpopulations of students, and interventions (when planned) are ineffective or not followed through.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 7th grade math students are underperforming according to both NWEA MAP data and 2025 STAAR achievement data.

Root Cause 3: PLCs are not being used effectively to internalize lessons, assure rigor, and plan effective and innovative strategies to engage students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: STAAR student achievement in 8th grade social studies has declined from 46% approaching grade level in 2023-24 to 40% approaching grade level in 2024-25.

Root Cause 4: Social studies teams lack understanding of effective PLCs, and frequently expose students to low rigor learning materials.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: PLC meetings are being held regularly and as directed; however, teams often focus on low-leverage tasks as opposed to effective PLC activities that focus on lesson internalization, rehearsal, and data analysis.

Root Cause 5: Teacher retention, especially in regard to effective veteran teachers, has decreased over several years. This had led to an increase in novice teachers on campus who are unfamiliar with effective PLCs.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a high percentage of uncertified instructional staff at Abell.

Root Cause 6: There is not a strong new teacher mentor program or regularly scheduled professional development sessions at Abell to support new and/or inexperienced teachers. Observation and feedback is inconsistently utilized by campus leadership.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Students and parents do not perceive that classroom lessons are made relevant to the real life experiences of their students.

Root Cause 7: Lesson internalization does not involve ensuring real-world application and higher-order thinking skills are incorporated daily.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Both Abell staff and families express a desire for the opportunities to provide input , feedback, and opinions in regards to improving the success of our campus.

Root Cause 8: There is not diverse representation of all stakeholders in CEIC and PTA, and there are not frequent opportunities in which parent and community feedback is solicited. Systems used to solicit community feedback are ineffective.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Abell staff have not been held accountable for following specific schoolwide procedures such as disciplinary routines, classroom management expectations, and routines for supervision.

Root Cause 9: Administrative team has not been well-aligned in regards to holding staff members and themselves accountable to the campus expectations.

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 1: The percentage of 7th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 53% to 65% by 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use an action planning process based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Student mastery will increase with the implementation of data-driven short cycle intervention. The percentage of 7th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 53% (6th grade 2024) to 65% by 2026.</p> <p>Staff Responsible for Monitoring: Karina Rodriguez (AP), instructional specialist</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Abell instructional leaders will meet after each relevant assessment period to disaggregate and review data and specifically track student goals in order to make data-informed decisions.</p> <p>Strategy's Expected Result/Impact: Instructional leaders will be well-informed of student progress and aligned in classroom observation and feedback, so that they are able to make well-informed instructional decisions. The percentage of 7th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 53% (6th grade 2024) to 65% by 2026.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers are tiered and coached according to data so that they are able to effectively utilize curricular materials, instructional strategies, and differentiated support.</p> <p>Strategy's Expected Result/Impact: All teachers on campus will receive the necessary support to grow professionally, and classroom observations will show the use of effective instructional strategies and classroom management techniques. The percentage of 7th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 53% (6th grade 2024) to 65% by 2026.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Through the facilitation of instructional leaders such as administrators, instructional specialists, and MCLs, all PLC time will be focused on lesson internalization and rehearsal, daily data analysis, and planning for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: PLC times will be used effectively to improve student outcomes. The percentage of 7th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 53% (6th grade 2024) to 65% by 2026.</p> <p>Staff Responsible for Monitoring: All admin - depending on the content area</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: According to EOY NWEA MAP, fewer Hispanic students are performing at grade level or above in ELA, math, and science when compared to other subpopulations. Root Cause: Teams are not disaggregating data to the extent necessary to be able to identify weaknesses in different subpopulations of students, and interventions (when planned) are ineffective or not followed through.</p>
<p>Problem Statement 2: Economically disadvantaged students at Abell consistently perform poorly as compared to those who are not economically disadvantaged. On the 2025 STAAR math assessments, less than 10% of eco dis students taking 7th grade STAAR and 22% of eco dis students taking 8th grade STAAR scored meets grade level or above. In ELA, 33% of eco dis students in both grades scored meets grade level on STAAR. Root Cause: PLCs have not been used effectively to internalize and rehearse lessons and use data to inform interventions.</p>
Student Learning
<p>Problem Statement 1: 7th grade math students are underperforming according to both NWEA MAP data and 2025 STAAR achievement data. Root Cause: PLCs are not being used effectively to internalize lessons, assure rigor, and plan effective and innovative strategies to engage students.</p>
<p>Problem Statement 3: STAAR student achievement in 8th grade social studies has declined from 46% approaching grade level in 2023-24 to 40% approaching grade level in 2024-25. Root Cause: Social studies teams lack understanding of effective PLCs, and frequently expose students to low rigor learning materials.</p>

School Processes & Programs

Problem Statement 1: PLC meetings are being held regularly and as directed; however, teams often focus on low-leverage tasks as opposed to effective PLC activities that focus on lesson internalization, rehearsal, and data analysis. **Root Cause:** Teacher retention, especially in regard to effective veteran teachers, has decreased over several years. This had led to an increase in novice teachers on campus who are unfamiliar with effective PLCs.

Problem Statement 4: There is a high percentage of uncertified instructional staff at Abell. **Root Cause:** There is not a strong new teacher mentor program or regularly scheduled professional development sessions at Abell to support new and/or inexperienced teachers. Observation and feedback is inconsistently utilized by campus leadership.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 2: The percentage of 7th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 47% to 57% by 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use an action planning process based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Student mastery will increase with the implementation of data-driven short cycle intervention. The percentage of 7th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 47% to 57% by 2026.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Teacher pay for tutorials and Saturday academies - 211 Title 1 - \$6,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Abell instructional leaders will meet after each relevant assessment period to disaggregate and review data and specifically track student goals in order to make data-informed decisions.</p> <p>Strategy's Expected Result/Impact: Instructional leaders will be well-informed of student progress and aligned in classroom observation and feedback, so that they are able to make well-informed instructional decisions. The percentage of 7th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 47% to 57% by 2026.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers are tiered and coached according to data so that they are able to effectively utilize curricular materials, instructional strategies, and differentiated support.</p> <p>Strategy's Expected Result/Impact: All teachers on campus will receive the necessary support to grow professionally, and classroom observations will show the use of effective instructional strategies and classroom management techniques. The percentage of 7th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 47% to 57% by 2026.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Through the facilitation of instructional leaders such as administrators, instructional specialists, and MCLs, all PLC time will be focused on lesson internalization and rehearsal, daily data analysis, and planning for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: The percentage of 7th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 47% to 57% by 2026. PLC times will be used effectively to improve student outcomes</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: According to EOY NWEA MAP, fewer Hispanic students are performing at grade level or above in ELA, math, and science when compared to other subpopulations. Root Cause: Teams are not disaggregating data to the extent necessary to be able to identify weaknesses in different subpopulations of students, and interventions (when planned) are ineffective or not followed through.</p>
<p>Problem Statement 2: Economically disadvantaged students at Abell consistently perform poorly as compared to those who are not economically disadvantaged. On the 2025 STAAR math assessments, less than 10% of eco dis students taking 7th grade STAAR and 22% of eco dis students taking 8th grade STAAR scored meets grade level or above. In ELA, 33% of eco dis students in both grades scored meets grade level on STAAR. Root Cause: PLCs have not been used effectively to internalize and rehearse lessons and use data to inform interventions.</p>
Student Learning
<p>Problem Statement 1: 7th grade math students are underperforming according to both NWEA MAP data and 2025 STAAR achievement data. Root Cause: PLCs are not being used effectively to internalize lessons, assure rigor, and plan effective and innovative strategies to engage students.</p>
School Processes & Programs
<p>Problem Statement 1: PLC meetings are being held regularly and as directed; however, teams often focus on low-leverage tasks as opposed to effective PLC activities that focus on lesson internalization, rehearsal, and data analysis. Root Cause: Teacher retention, especially in regard to effective veteran teachers, has decreased over several years. This had led to an increase in novice teachers on campus who are unfamiliar with effective PLCs.</p>

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 3: The percentage of 8th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 43% to 55% by 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use an action planning process based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Student mastery will increase with the implementation of data-driven short cycle intervention. The percentage of 8th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 43% to 55% by 2026.</p> <p>Staff Responsible for Monitoring: Karina Rodriguez - AP</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Abell instructional leaders will meet after each relevant assessment period to disaggregate and review data and specifically track student goals in order to make data-informed decisions.</p> <p>Strategy's Expected Result/Impact: Instructional leaders will be well-informed of student progress and aligned in classroom observation and feedback, so that they are able to make well-informed instructional decisions. The percentage of 8th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 43% to 5% by 2026.</p> <p>Staff Responsible for Monitoring: Karina Rodriguez - AP</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers are tiered and coached according to data so that they are able to effectively utilize curricular materials, instructional strategies, and differentiated support.</p> <p>Strategy's Expected Result/Impact: All teachers on campus will receive the necessary support to grow professionally, and classroom observations will show the use of effective instructional strategies and classroom management techniques. The percentage of 8th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 43% to 55% by 2026.</p> <p>Staff Responsible for Monitoring: Karina Rodriguez - AP</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Through the facilitation of instructional leaders such as administrators, instructional specialists, and MCLs, all PLC time will be focused on lesson internalization and rehearsal, daily data analysis, and planning for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: PLC times will be used effectively to improve student outcomes. The percentage of 8th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 43% to 55% by 2026.</p> <p>Staff Responsible for Monitoring: Karina Rodriguez - AP</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: PLC Lead Stipends for 7th grade science and social studies - 211 Title 1 - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Opportunity Culture staff, including an MCL I and a Reach Associate, will support 8th grade ELA teachers through observation and feedback, coaching using Teach Like a Champion and Get Better Faster strategies, and modeling of lessons as needed.</p> <p>Strategy's Expected Result/Impact: The percentage of 8th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 43% to 55% by 2026. Novice teachers will develop their instructional skills in order to better serve all students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: MCL 1 stipend, Reach Associate salary - 211 Title 1 - \$63,540</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Novels will be purchased so that every student has access to the grade-level novel studies as indicated by the district curriculum.</p> <p>Strategy's Expected Result/Impact: The percentage of 8th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 43% to 55% by 2026.</p> <p>Staff Responsible for Monitoring: Karina Rodriguez, AP</p> <p>Title I: 2.51</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: According to EOY NWEA MAP, fewer Hispanic students are performing at grade level or above in ELA, math, and science when compared to other subpopulations. Root Cause: Teams are not disaggregating data to the extent necessary to be able to identify weaknesses in different subpopulations of students, and interventions (when planned) are ineffective or not followed through.</p> <p>Problem Statement 2: Economically disadvantaged students at Abell consistently perform poorly as compared to those who are not economically disadvantaged. On the 2025 STAAR math assessments, less than 10% of eco dis students taking 7th grade STAAR and 22% of eco dis students taking 8th grade STAAR scored meets grade level or above. In ELA, 33% of eco dis students in both grades scored meets grade level on STAAR. Root Cause: PLCs have not been used effectively to internalize and rehearse lessons and use data to inform interventions.</p>
School Processes & Programs
<p>Problem Statement 1: PLC meetings are being held regularly and as directed; however, teams often focus on low-leverage tasks as opposed to effective PLC activities that focus on lesson internalization, rehearsal, and data analysis. Root Cause: Teacher retention, especially in regard to effective veteran teachers, has decreased over several years. This had led to an increase in novice teachers on campus who are unfamiliar with effective PLCs.</p> <p>Problem Statement 4: There is a high percentage of uncertified instructional staff at Abell. Root Cause: There is not a strong new teacher mentor program or regularly scheduled professional development sessions at Abell to support new and/or inexperienced teachers. Observation and feedback is inconsistently utilized by campus leadership.</p>

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 4: The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 13% to 30% by 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use an action planning process based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 13% to 30% by 2026. Student mastery will increase with the implementation of data-driven short cycle intervention.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Abell instructional leaders will meet after each relevant assessment period to disaggregate and review data and specifically track student goals in order to make data-informed decisions.</p> <p>Strategy's Expected Result/Impact: Instructional leaders will be well-informed of student progress and aligned in classroom observation and feedback, so that they are able to make well-informed instructional decisions.</p> <p>The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 13% to 30% by 2026.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers are tiered and coached according to data so that they are able to effectively utilize curricular materials, instructional strategies, and differentiated support.</p> <p>Strategy's Expected Result/Impact: All teachers on campus will receive the necessary support to grow professionally, and classroom observations will show the use of effective instructional strategies and classroom management techniques.</p> <p>The percentage of 8th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 13% to 30% by 2026.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Through the facilitation of instructional leaders such as administrators, instructional specialists, and MCLs, all PLC time will be focused on lesson internalization and rehearsal, daily data analysis, and planning for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: PLC times will be used effectively to improve student outcomes. The percentage of 8th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 13% to 30% by 2026.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: According to EOY NWEA MAP, fewer Hispanic students are performing at grade level or above in ELA, math, and science when compared to other subpopulations. Root Cause: Teams are not disaggregating data to the extent necessary to be able to identify weaknesses in different subpopulations of students, and interventions (when planned) are ineffective or not followed through.</p>
<p>Problem Statement 2: Economically disadvantaged students at Abell consistently perform poorly as compared to those who are not economically disadvantaged. On the 2025 STAAR math assessments, less than 10% of eco dis students taking 7th grade STAAR and 22% of eco dis students taking 8th grade STAAR scored meets grade level or above. In ELA, 33% of eco dis students in both grades scored meets grade level on STAAR. Root Cause: PLCs have not been used effectively to internalize and rehearse lessons and use data to inform interventions.</p>
Student Learning
<p>Problem Statement 1: 7th grade math students are underperforming according to both NWEA MAP data and 2025 STAAR achievement data. Root Cause: PLCs are not being used effectively to internalize lessons, assure rigor, and plan effective and innovative strategies to engage students.</p>
School Processes & Programs
<p>Problem Statement 1: PLC meetings are being held regularly and as directed; however, teams often focus on low-leverage tasks as opposed to effective PLC activities that focus on lesson internalization, rehearsal, and data analysis. Root Cause: Teacher retention, especially in regard to effective veteran teachers, has decreased over several years. This had led to an increase in novice teachers on campus who are unfamiliar with effective PLCs.</p>

School Processes & Programs

Problem Statement 4: There is a high percentage of uncertified instructional staff at Abell. **Root Cause:** There is not a strong new teacher mentor program or regularly scheduled professional development sessions at Abell to support new and/or inexperienced teachers. Observation and feedback is inconsistently utilized by campus leadership.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 5: The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 33% to 50% by 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use an action planning process based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 33% to 50% by 2026. Student mastery will increase with the implementation of data-driven short cycle intervention.</p> <p>Staff Responsible for Monitoring: Haylie Pegelow - AP</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Abell instructional leaders will meet after each relevant assessment period to disaggregate and review data and specifically track student goals in order to make data-informed decisions.</p> <p>Strategy's Expected Result/Impact: Instructional leaders will be well-informed of student progress and aligned in classroom observation and feedback, so that they are able to make well-informed instructional decisions.</p> <p>The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 33% to 50% by 2026.</p> <p>Staff Responsible for Monitoring: Haylie Pegelow - AP</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers are tiered and coached according to data so that they are able to effectively utilize curricular materials, instructional strategies, and differentiated support.</p> <p>Strategy's Expected Result/Impact: All teachers on campus will receive the necessary support to grow professionally, and classroom observations will show the use of effective instructional strategies and classroom management techniques.</p> <p>The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 33% to 50% by 2026.</p> <p>Staff Responsible for Monitoring: Haylie Pegelow - AP</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Demographics 1 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Through the facilitation of instructional leaders such as administrators, instructional specialists, and MCLs, all PLC time will be focused on lesson internalization and rehearsal, daily data analysis, and planning for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 33% to 50% by 2026. PLC times will be used effectively to improve student outcomes.</p> <p>Staff Responsible for Monitoring: Haylie Pegelow - AP</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Science teachers will use Generation Genius software to reinforce important concepts and target specific student learning gaps.</p> <p>Strategy's Expected Result/Impact: The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 33% to 50% by 2026.</p> <p>Staff Responsible for Monitoring: Pegelow, AP</p> <p>Title I: 2.51</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Generation Genius software - 211 Title 1 - \$1,395</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: According to EOY NWEA MAP, fewer Hispanic students are performing at grade level or above in ELA, math, and science when compared to other subpopulations. Root Cause: Teams are not disaggregating data to the extent necessary to be able to identify weaknesses in different subpopulations of students, and interventions (when planned) are ineffective or not followed through.</p>

School Processes & Programs

Problem Statement 1: PLC meetings are being held regularly and as directed; however, teams often focus on low-leverage tasks as opposed to effective PLC activities that focus on lesson internalization, rehearsal, and data analysis. **Root Cause:** Teacher retention, especially in regard to effective veteran teachers, has decreased over several years. This had led to an increase in novice teachers on campus who are unfamiliar with effective PLCs.

Problem Statement 4: There is a high percentage of uncertified instructional staff at Abell. **Root Cause:** There is not a strong new teacher mentor program or regularly scheduled professional development sessions at Abell to support new and/or inexperienced teachers. Observation and feedback is inconsistently utilized by campus leadership.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 6: The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Social Studies STAAR assessment will increase from 18% to 30% by 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use an action planning process based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Social Studies STAAR assessment will increase from 18% to 30% by 2026.</p> <p>Student mastery will increase with the implementation of data-driven short cycle intervention.</p> <p>Staff Responsible for Monitoring: Haylie Pegelow - AP</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Abell instructional leaders will meet after each relevant assessment period to disaggregate and review data and specifically track student goals in order to make data-informed decisions.</p> <p>Strategy's Expected Result/Impact: The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Social Studies STAAR assessment will increase from 18% to 30% by 2026.</p> <p>Instructional leaders will be well-informed of student progress and aligned in classroom observation and feedback, so that they are able to make well-informed instructional decisions.</p> <p>Staff Responsible for Monitoring: Haylie Pegelow - AP</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers are tiered and coached according to data so that they are able to effectively utilize curricular materials, instructional strategies, and differentiated support.</p> <p>Strategy's Expected Result/Impact: The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Social Studies STAAR assessment will increase from 18% to 30% by 2026.</p> <p>All teachers on campus will receive the necessary support to grow professionally, and classroom observations will show the use of effective instructional strategies and classroom management techniques.</p> <p>Staff Responsible for Monitoring: Haylie Pegelow - AP</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Through the facilitation of instructional leaders such as administrators, instructional specialists, and MCLs, all PLC time will be focused on lesson internalization and rehearsal, daily data analysis, and planning for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Social Studies STAAR assessment will increase from 18% to 30% by 2026.</p> <p>PLC times will be used effectively to improve student outcomes.</p> <p>Staff Responsible for Monitoring: Haylie Pegelow - AP</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: According to EOY NWEA MAP, fewer Hispanic students are performing at grade level or above in ELA, math, and science when compared to other subpopulations. Root Cause: Teams are not disaggregating data to the extent necessary to be able to identify weaknesses in different subpopulations of students, and interventions (when planned) are ineffective or not followed through.</p>
Student Learning
<p>Problem Statement 3: STAAR student achievement in 8th grade social studies has declined from 46% approaching grade level in 2023-24 to 40% approaching grade level in 2024-25. Root Cause: Social studies teams lack understanding of effective PLCs, and frequently expose students to low rigor learning materials.</p>
School Processes & Programs
<p>Problem Statement 1: PLC meetings are being held regularly and as directed; however, teams often focus on low-leverage tasks as opposed to effective PLC activities that focus on lesson internalization, rehearsal, and data analysis. Root Cause: Teacher retention, especially in regard to effective veteran teachers, has decreased over several years. This had led to an increase in novice teachers on campus who are unfamiliar with effective PLCs.</p>
<p>Problem Statement 4: There is a high percentage of uncertified instructional staff at Abell. Root Cause: There is not a strong new teacher mentor program or regularly scheduled professional development sessions at Abell to support new and/or inexperienced teachers. Observation and feedback is inconsistently utilized by campus leadership.</p>

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 7: The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 50% to 80% by 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use an action planning process based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 50% to 80% by 2026. Student mastery will increase with the implementation of data-driven short cycle intervention.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Abell instructional leaders will meet after each relevant assessment period to disaggregate and review data and specifically track student goals in order to make data-informed decisions.</p> <p>Strategy's Expected Result/Impact: The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 50% to 80% by 2026. Instructional leaders will be well-informed of student progress and aligned in classroom observation and feedback, so that they are able to make well-informed instructional decisions.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers are tiered and coached according to data so that they are able to effectively utilize curricular materials, instructional strategies, and differentiated support.</p> <p>Strategy's Expected Result/Impact: The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 50% to 80% by 2026.</p> <p>All teachers on campus will receive the necessary support to grow professionally, and classroom observations will show the use of effective instructional strategies and classroom management techniques.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Through the facilitation of instructional leaders such as administrators, instructional specialists, and MCLs, all PLC time will be focused on lesson internalization and rehearsal, daily data analysis, and planning for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 50% to 80% by 2026. PLC times will be used effectively to improve student outcomes.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June



Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 1: According to EOY NWEA MAP, fewer Hispanic students are performing at grade level or above in ELA, math, and science when compared to other subpopulations. Root Cause: Teams are not disaggregating data to the extent necessary to be able to identify weaknesses in different subpopulations of students, and interventions (when planned) are ineffective or not followed through.</p>
<p>Problem Statement 2: Economically disadvantaged students at Abell consistently perform poorly as compared to those who are not economically disadvantaged. On the 2025 STAAR math assessments, less than 10% of eco dis students taking 7th grade STAAR and 22% of eco dis students taking 8th grade STAAR scored meets grade level or above. In ELA, 33% of eco dis students in both grades scored meets grade level on STAAR. Root Cause: PLCs have not been used effectively to internalize and rehearse lessons and use data to inform interventions.</p>
School Processes & Programs
<p>Problem Statement 1: PLC meetings are being held regularly and as directed; however, teams often focus on low-leverage tasks as opposed to effective PLC activities that focus on lesson internalization, rehearsal, and data analysis. Root Cause: Teacher retention, especially in regard to effective veteran teachers, has decreased over several years. This had led to an increase in novice teachers on campus who are unfamiliar with effective PLCs.</p>
<p>Problem Statement 4: There is a high percentage of uncertified instructional staff at Abell. Root Cause: There is not a strong new teacher mentor program or regularly scheduled professional development sessions at Abell to support new and/or inexperienced teachers. Observation and feedback is inconsistently utilized by campus leadership.</p>

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 8: By June 2026, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.

Strategy 1 Details	Reviews			
Strategy 1: Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency. Staff Responsible for Monitoring: dyslexia teacher, teacher, and principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans, with fidelity of implementation monitored by campus administration.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 1: The campus Domain I- Student Achievement scale score will increase from 69 to 80 by June 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Abell instructional leaders will meet after each relevant assessment period to disaggregate and review data and specifically track student goals in order to make data-informed decisions.</p> <p>Strategy's Expected Result/Impact: Instructional leaders will be well-informed of student progress and aligned in classroom observation and feedback, so that they are able to make well-informed instructional decisions. The campus Domain I- Student Achievement scale score will increase from 69 to 80 by June 2026.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use an action planning process based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Student mastery will increase with the implementation of data-driven short cycle intervention. The campus Domain I- Student Achievement scale score will increase from 69 to 80 by June 2026.</p> <p>Staff Responsible for Monitoring: Principal & APs</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Through the facilitation of instructional leaders such as administrators, instructional specialists, and MCLs, all PLC time will be focused on lesson internalization and rehearsal, daily data analysis, and planning for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: PLC times will be used effectively to improve student outcomes. The campus Domain I- Student Achievement scale score will increase from 69 to 80 by June 2026.</p> <p>Staff Responsible for Monitoring: Principal and APs, MCLs, instructional specialist</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June



Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: According to EOY NWEA MAP, fewer Hispanic students are performing at grade level or above in ELA, math, and science when compared to other subpopulations. Root Cause: Teams are not disaggregating data to the extent necessary to be able to identify weaknesses in different subpopulations of students, and interventions (when planned) are ineffective or not followed through.</p>
<p>Problem Statement 2: Economically disadvantaged students at Abell consistently perform poorly as compared to those who are not economically disadvantaged. On the 2025 STAAR math assessments, less than 10% of eco dis students taking 7th grade STAAR and 22% of eco dis students taking 8th grade STAAR scored meets grade level or above. In ELA, 33% of eco dis students in both grades scored meets grade level on STAAR. Root Cause: PLCs have not been used effectively to internalize and rehearse lessons and use data to inform interventions.</p>
Student Learning
<p>Problem Statement 1: 7th grade math students are underperforming according to both NWEA MAP data and 2025 STAAR achievement data. Root Cause: PLCs are not being used effectively to internalize lessons, assure rigor, and plan effective and innovative strategies to engage students.</p>
<p>Problem Statement 3: STAAR student achievement in 8th grade social studies has declined from 46% approaching grade level in 2023-24 to 40% approaching grade level in 2024-25. Root Cause: Social studies teams lack understanding of effective PLCs, and frequently expose students to low rigor learning materials.</p>
School Processes & Programs
<p>Problem Statement 1: PLC meetings are being held regularly and as directed; however, teams often focus on low-leverage tasks as opposed to effective PLC activities that focus on lesson internalization, rehearsal, and data analysis. Root Cause: Teacher retention, especially in regard to effective veteran teachers, has decreased over several years. This had led to an increase in novice teachers on campus who are unfamiliar with effective PLCs.</p>

School Processes & Programs

Problem Statement 4: There is a high percentage of uncertified instructional staff at Abell. **Root Cause:** There is not a strong new teacher mentor program or regularly scheduled professional development sessions at Abell to support new and/or inexperienced teachers. Observation and feedback is inconsistently utilized by campus leadership.

Perceptions

Problem Statement 1: Students and parents do not perceive that classroom lessons are made relevant to the real life experiences of their students. **Root Cause:** Lesson internalization does not involve ensuring real-world application and higher-order thinking skills are incorporated daily.

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 2: By June 2026, Abell JHS will achieve a rating of B or higher in Domain I: Student Achievement of the Texas A-F Accountability System, as measured by the Texas Education Agency's official 2025-2026 accountability ratings.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher lesson plans will reflect the daily use of Get Better Faster and Teach Like a Champion strategies. Strategy's Expected Result/Impact: Research-based instructional strategies will be in place across the campus to increase student engagement in the learning. Staff Responsible for Monitoring: Instructional specialist, MCLs</p> <p>Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: StemScopes curriculum will be implemented with fidelity in ALL math classrooms on campus, including the internalization of lessons, rehearsal of delivery, and analysis of daily exit tickets. Strategy's Expected Result/Impact: All math classrooms at Abell will show increased student engagement, lesson mastery, and overall achievement. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.52 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1, 2 - Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Math and ELA teachers will use growth data trackers for analysis of student achievement results after all major assessments. Hispanic students will be identified on these data trackers to ensure teachers are able to ensure support for these students when they show gaps in learning.</p> <p>Strategy's Expected Result/Impact: Math and ELA teachers will be aware of where their students are performing in relation to STAAR growth, and plan for instructional adjustments that will support growth goals.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Daily lesson mastery trackers will be utilized by all math, ELA, science, and social studies teachers, and results along with student work will be brought to PLC each day. The agenda each day will include 5-10 minutes at the beginning of the meeting for teachers to share daily mastery and plan instructional adjustments accordingly.</p> <p>Strategy's Expected Result/Impact: Teachers will collaboratively plan for and deliver short cycle interventions to improve student mastery of standards.</p> <p>Staff Responsible for Monitoring: Principal and APs</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: According to EOY NWEA MAP, fewer Hispanic students are performing at grade level or above in ELA, math, and science when compared to other subpopulations. **Root Cause:** Teams are not disaggregating data to the extent necessary to be able to identify weaknesses in different subpopulations of students, and interventions (when planned) are ineffective or not followed through.

Problem Statement 2: Economically disadvantaged students at Abell consistently perform poorly as compared to those who are not economically disadvantaged. On the 2025 STAAR math assessments, less than 10% of eco dis students taking 7th grade STAAR and 22% of eco dis students taking 8th grade STAAR scored meets grade level or above. In ELA, 33% of eco dis students in both grades scored meets grade level on STAAR. **Root Cause:** PLCs have not been used effectively to internalize and rehearse lessons and use data to inform interventions.

Student Learning

Problem Statement 1: 7th grade math students are underperforming according to both NWEA MAP data and 2025 STAAR achievement data. **Root Cause:** PLCs are not being used effectively to internalize lessons, assure rigor, and plan effective and innovative strategies to engage students.

Problem Statement 3: STAAR student achievement in 8th grade social studies has declined from 46% approaching grade level in 2023-24 to 40% approaching grade level in 2024-25. **Root Cause:** Social studies teams lack understanding of effective PLCs, and frequently expose students to low rigor learning materials.

School Processes & Programs

Problem Statement 1: PLC meetings are being held regularly and as directed; however, teams often focus on low-leverage tasks as opposed to effective PLC activities that focus on lesson internalization, rehearsal, and data analysis. **Root Cause:** Teacher retention, especially in regard to effective veteran teachers, has decreased over several years. This had led to an increase in novice teachers on campus who are unfamiliar with effective PLCs.

Problem Statement 4: There is a high percentage of uncertified instructional staff at Abell. **Root Cause:** There is not a strong new teacher mentor program or regularly scheduled professional development sessions at Abell to support new and/or inexperienced teachers. Observation and feedback is inconsistently utilized by campus leadership.

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 3: Abell Junior High will ensure a safe and supportive learning environment for all students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Abell Junior High will implement strategies and incentives to improve student attendance. Strategy's Expected Result/Impact: Increased attendance will lead to increased student achievement. Staff Responsible for Monitoring: APs</p> <p>Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3 Funding Sources: Family Outreach Liaison - 211 Title 1 - \$20,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Abell will conduct regular drills and implement all required safety measures. Strategy's Expected Result/Impact: Students will attend a safe and secure learning environment where they are able to succeed. Staff Responsible for Monitoring: Haylie Pegelow, AP</p> <p>Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Abell teachers will receive ongoing training in campuswide systems, procedures, and best practices for classroom management.</p> <p>Strategy's Expected Result/Impact: Students will spend more time in their classrooms engaged in instruction.</p> <p>Staff Responsible for Monitoring: Karina Rodriguez, AP</p> <p>Title I: 2.51</p> <p>Problem Statements: School Processes & Programs 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: Abell staff have not been held accountable for following specific schoolwide procedures such as disciplinary routines, classroom management expectations, and routines for supervision. Root Cause: Administrative team has not been well-aligned in regards to holding staff members and themselves accountable to the campus expectations.</p> <p>Problem Statement 4: There is a high percentage of uncertified instructional staff at Abell. Root Cause: There is not a strong new teacher mentor program or regularly scheduled professional development sessions at Abell to support new and/or inexperienced teachers. Observation and feedback is inconsistently utilized by campus leadership.</p>

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 1: The percentage of students graduating CCMR ready with a focus on SAT, ACT, ASVAB, and IBCs will increase from 91.8% to 100% by 2030.

Strategy 1 Details	Reviews			
<p>Strategy 1: StemScopes curriculum will be implemented with fidelity in Algebra 1 classrooms on campus, including the internalization of lessons, rehearsal of delivery, and analysis of daily exit tickets.</p> <p>Strategy's Expected Result/Impact: The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 50% to 80% by 2026.</p> <p>All math classrooms at Abell will show increased student engagement, lesson mastery, and overall achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use an action planning process based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 50% to 80% by 2026. Student mastery will increase with the implementation of data-driven short cycle intervention.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Abell instructional leaders will meet after each relevant assessment period to disaggregate and review data and specifically track student goals in order to make data-informed decisions.</p> <p>Strategy's Expected Result/Impact: The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 50% to 80% by 2026. Instructional leaders will be well-informed of student progress and aligned in classroom observation and feedback, so that they are able to make well-informed instructional decisions.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Continue participation in CTE -focused events and trainings for teachers, students, and parents.</p> <p>Strategy's Expected Result/Impact: Support CCMR attainment, focus on early awareness, foundational skills development, and intentional exposure</p> <p>Staff Responsible for Monitoring: Karina Rodriguez, AP</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Partner with Midland College C3 program.</p> <p>Strategy's Expected Result/Impact: Support CCMR attainment, focus on early awareness, foundational skills development, and intentional exposure. Provide students with another resource in our C3 mentor.</p> <p>Staff Responsible for Monitoring: Karina Rodriguez, AP</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Every student will utilize a binder with dividers as well as a daily planner to support their organizational skills in preparation for college and career.</p> <p>Strategy's Expected Result/Impact: Support CCMR attainment, focus on early awareness, foundational skills development, and intentional exposure</p> <p>Staff Responsible for Monitoring: Hannah Seth</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3</p> <p>Funding Sources: Binders for each student - 211 Title 1 - \$3,500, Dividers for each student - 211 Title 1 - \$9,000</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: According to EOY NWEA MAP, fewer Hispanic students are performing at grade level or above in ELA, math, and science when compared to other subpopulations. **Root Cause:** Teams are not disaggregating data to the extent necessary to be able to identify weaknesses in different subpopulations of students, and interventions (when planned) are ineffective or not followed through.

Problem Statement 2: Economically disadvantaged students at Abell consistently perform poorly as compared to those who are not economically disadvantaged. On the 2025 STAAR math assessments, less than 10% of eco dis students taking 7th grade STAAR and 22% of eco dis students taking 8th grade STAAR scored meets grade level or above. In ELA, 33% of eco dis students in both grades scored meets grade level on STAAR. **Root Cause:** PLCs have not been used effectively to internalize and rehearse lessons and use data to inform interventions.

Student Learning

Problem Statement 1: 7th grade math students are underperforming according to both NWEA MAP data and 2025 STAAR achievement data. **Root Cause:** PLCs are not being used effectively to internalize lessons, assure rigor, and plan effective and innovative strategies to engage students.

Problem Statement 3: STAAR student achievement in 8th grade social studies has declined from 46% approaching grade level in 2023-24 to 40% approaching grade level in 2024-25. **Root Cause:** Social studies teams lack understanding of effective PLCs, and frequently expose students to low rigor learning materials.

School Processes & Programs

Problem Statement 1: PLC meetings are being held regularly and as directed; however, teams often focus on low-leverage tasks as opposed to effective PLC activities that focus on lesson internalization, rehearsal, and data analysis. **Root Cause:** Teacher retention, especially in regard to effective veteran teachers, has decreased over several years. This had led to an increase in novice teachers on campus who are unfamiliar with effective PLCs.

Perceptions

Problem Statement 1: Students and parents do not perceive that classroom lessons are made relevant to the real life experiences of their students. **Root Cause:** Lesson internalization does not involve ensuring real-world application and higher-order thinking skills are incorporated daily.

Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 1: The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 82% to 86% by the end of 2030.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers are tiered and coached according to data so that they are able to effectively utilize curricular materials, instructional strategies, and differentiated support.</p> <p>Strategy's Expected Result/Impact: All teachers on campus will receive the necessary support to grow professionally, and classroom observations will show the use of effective instructional strategies and classroom management techniques.</p> <p>The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from % to % by the end of 2026.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Abell instructional leaders will attend TLAC sessions and other district provided professional development opportunities, that align to coaching, in order to strengthen their capacity to support teacher growth and positively impact student achievement.</p> <p>Strategy's Expected Result/Impact: Instructional leaders will bring knowledge from training sessions back to campus staff through PD designed to continuously improve the quality of classroom instruction.</p> <p>The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from % to % by the end of 2026.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Abell instructional leadership team will perform weekly walkthrough calibrations and meeting discussions will center around instructional trends and professional development opportunities to promote teacher development.</p> <p>Strategy's Expected Result/Impact: Leadership team will prescribe timely and effective professional development, differentiated for staff by need, in order to improve classroom instructional practice and student outcomes. The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from % to % by the end of 2026.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 4</p> <p>Funding Sources: Instructional Specialist stipend - 211 Title 1 - \$3,800</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: There is a high percentage of uncertified instructional staff at Abell. Root Cause: There is not a strong new teacher mentor program or regularly scheduled professional development sessions at Abell to support new and/or inexperienced teachers. Observation and feedback is inconsistently utilized by campus leadership.</p>

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Teacher pay for tutorials and Saturday academies		\$6,500.00
1	3	4	PLC Lead Stipends for 7th grade science and social studies		\$2,000.00
1	3	5	MCL 1 stipend, Reach Associate salary		\$63,540.00
1	5	5	Generation Genius software		\$1,395.00
2	3	1	Family Outreach Liaison		\$20,000.00
3	1	6	Dividers for each student		\$9,000.00
3	1	6	Binders for each student		\$3,500.00
4	1	3	Instructional Specialist stipend		\$3,800.00
Sub-Total					\$109,735.00
Budgeted Fund Source Amount					\$118,572.00
+/- Difference					\$8,837.00
Grand Total Budgeted					\$118,572.00
Grand Total Spent					\$109,735.00
+/- Difference					\$8,837.00

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	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect			Erin Bueno	7/17/2025
Coordinated Health Program	Seybert		Erin Bueno	7/17/2025