

Castleberry Independent School District



Irma Marsh Middle School

2025-2026 Campus Improvement Plan

Board Approval Date:
October 6, 2025

Mission Statement

At IMMS, our mission is to provide a welcoming and supportive learning environment where students can excel academically and personally. We are committed to nurturing growth, fostering a sense of belonging, and preparing students for a changing world

Vision

Irma Marsh Middle School is a great place to learn, grow, and belong.

Value Statement

At Irma Marsh Middle School we value:

- **Belonging:** We aim to create a sense of belonging for every student, staff member, and parent within our school community.
- **Student Success:** We believe that every student has the potential to excel academically and personally.
- **Inclusivity:** We believe in creating a diverse and inclusive school community where every student, regardless of their background, feels welcomed and valued.
- **Supportive Learning Environment:** We are committed to providing a supportive learning environment where students feel safe to take risks, ask questions, and learn from both their successes and their mistakes.
- **Continuous Improvement:** We are dedicated to continuously improving our school, our programs, and our teaching methods to ensure that we are providing the best possible education for our students.

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Comprehensive Needs Assessment

Demographics

Summary

Irma Marsh Middle School (IMMS) is the single middle school serving Castleberry ISD, located approximately five miles west of downtown Fort Worth. The district spans roughly 5.5 square miles and includes the City of River Oaks (population 7,646), much of Sansom Park (5,454), and a small portion of Fort Worth. Bordered by the Trinity River to the west and south, Fort Worth to the east, and Lake Worth to the north, Castleberry ISD is a densely populated, urban community with a long history of multigenerational ties to its schools.

IMMS serves grades 6–8 and employs approximately 80 staff members, including one principal, three assistant principals, one campus academic leader, 50 teachers, four paraprofessionals, and seven campus aides. Of the 53 teachers, 32.1% (17) have two or fewer years of experience, highlighting the campus's continued emphasis on mentoring and instructional coaching to accelerate teacher growth.

According to txschools.gov, total student enrollment for 24/25 was 841, with the following demographics:

- Hispanic or Latino – 86.2%
- White – 9.8%
- African American – 1.4%
- Two or More Races – 2.3%
- Asian – 0.0%
- American Indian or Alaska Native – 0.1%
- Native Hawaiian or Pacific Islander – 0.2%
- At-Risk – 66.2%
- Special Education – 19.7%
- Economically Disadvantaged – 91.7% (Title I campus)
- Emergent Bilingual – 41.6%
- Mobility Rate – 15.8%

The discipline rate for 2024–2025 was calculated at 103.45 incidents per 100 students, indicating a need for continued behavioral intervention and Tier 1 consistency.

Strengths

- **Strong Community Ties:** Castleberry ISD remains a close-knit district where many parents and community stakeholders once attended Irma Marsh Middle School and Castleberry High School. This shared history strengthens trust, pride, and engagement in school events and initiatives.
- **Equitable Technology Access:** 100% of IMMS students have access to district-issued Chromebooks and free, filtered internet at home, ensuring equitable access to digital learning and online instructional resources.
- **Teacher Expertise in Bilingual Education:** A majority of IMMS teachers hold ESL certifications, supporting our growing Emergent Bilingual population (41.6%). This certification base strengthens classroom differentiation and academic language development.
- **Instructional Support and Coaching:** The district continues to employ full-time instructional coaches in English Language Arts and Mathematics to model high-impact teaching strategies, support lesson internalization, and address unfinished learning.
- **Expanded Course Offerings:** IMMS offers 10 high school credit-bearing courses and 8 CTE courses generating weighted funding and providing early exposure to college, career, and technical pathways.

- High Levels of Family and Community Engagement: Parent participation remains high at after-school events such as fine arts performances, athletic events, Meet the Teacher, Open House, and incoming fifth grade orientation events.
- Comprehensive Support for Diverse Learners: As a 100% Title I campus with 91.7% economically disadvantaged students, IMMS leverages multiple federal and state funding streams to provide enrichment, intervention, and extended learning opportunities that directly address student needs.
- Commitment to Belonging: The campus vision—"Irma Marsh Middle School is a great place to learn, grow, and belong"—is embodied through initiatives like Lion's Lunch with the Principal, student-led conferences, and the Postcard Project that promote connection and inclusion.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ 33% of the teachers at IMMS have 5 or less years of experience.	Teacher attrition in the first 3-5 years of the profession contributes to a less experienced teaching staff.
2 ★ All content area teachers do not currently have ESL certification.	Competing certification and instructional demands reduce the time and support teachers have to pursue ESL certification.
3 ★ Between 2023-2024 and 2024-2025, the number of students with 5 or more discipline referrals grew by over 50% (from 38 to 58), showing an escalating challenge with chronic discipline issues.	Frequent offenders are not consistently receiving targeted Tier 2 and Tier 3 behavior interventions.
4 ★ The attendance rate for 24/25 was 93.6%% which is below the 95% budget threshold.	Families and students do not consistently understand the academic and financial importance of regular attendance.
5 ★ During the 2024-2025 school year, the Care Team recorded 8,969 student visits, including 182 crisis visits, 13 no-harm agreements, 23 suicide assessments, and 51 violent risk assessments. These numbers indicate a significant rise in the frequency and intensity of student mental health and safety needs.	Students are experiencing higher levels of trauma, stress, and unmet social-emotional needs than in previous years. Many lack consistent coping strategies, access to external supports, or stable protective factors (family, community, peer networks). This results in more students entering crisis and requiring intensive interventions during the school day.

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Discipline referrals increased from 812 for 312 students in 2023-2024 to 1,567 for 449 students in 2024-2025, indicating a significant rise in both the number of incidents and the number of students involved.

Current Tier 1 supports are not sufficient to prevent misbehavior, and Tier 2/3 interventions are not reaching all students who need them.

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At IMMS, recidivism rates remain high among students with multiple discipline referrals, with a significant number of frequent offenders continuing to receive consequences without changes in behavior.

Systems for monitoring and responding to frequent offenders are not fully embedded, resulting in reactive rather than proactive supports.

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Teacher retention at IMMS has improved slightly from 74% in 2023-2024 to 77% in 2024-2025, but it remains below the campus goal of 80% for 2025-2026. This continued turnover impacts staff stability, instructional consistency, and the development of strong teacher-student relationships.

Early-career teachers (1-3 years) need more consistent mentorship and instructional support.

★ = Priority

Student Learning

Summary

For the 2023–2024 school year, Irma Marsh Middle School earned an official “B” rating (81/100), reflecting notable academic improvement and sustained growth. The final domain scores were:

- Student Achievement: 70/100
- School Progress: 79/100
- Closing the Gaps: 81/100

Results for the 2024-2025 school year show Irma Marsh Middle School earning a "B" rating (80/100) with the domain scores as follows:

- Student Achievement: 72/100
- School Progress: 83/100
- Closing the Gaps: 74/100

These outcomes reflect campus progress in core content performance, student subgroup growth, and targeted instructional systems.

Below are the results available on the Texas Education Agency:

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	66%	89%	64%	80%	*	-	83%	63%	65%
At Meets GL Standard or Above	38%	63%	35%	56%	*	-	33%	44%	37%
At Masters GL Standard	15%	22%	13%	26%	*	-	0%	24%	14%
Number of Tests									
At Approaches GL Standard or Above	1,423	24	1,196	171	*	-	**	26	1,358
At Meets GL Standard or Above	818	17	661	119	*	-	**	18	767
At Masters GL Standard	318	6	247	55	*	-	**	10	288
Total Tests	2,163	27	1,874	213	*	-	**	41	2,089
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	72%	82%	71%	82%	*	-	*	75%	71%
At Meets GL Standard or Above	47%	64%	45%	63%	*	-	*	50%	46%
At Masters GL Standard	20%	27%	19%	32%	*	-	*	31%	19%
Number of Tests									
At Approaches GL Standard or Above	567	9	478	65	*	-	*	12	541

At Meets GL Standard or Above	373	7	306	50	*	-	*	8	349
At Masters GL Standard	159	3	126	25	*	-	*	5	145
Total Tests	787	11	678	79	*	-	*	16	759
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	66%	90%	65%	77%	*	-	*	53%	66%
At Meets GL Standard or Above	34%	50%	32%	48%	*	-	*	35%	33%
At Masters GL Standard	13%	20%	12%	18%	*	-	*	18%	12%
Number of Tests									
At Approaches GL Standard or Above	522	9	439	63	*	-	*	9	499
At Meets GL Standard or Above	267	5	216	39	*	-	*	6	251
At Masters GL Standard	102	2	82	15	*	-	*	3	95
Total Tests	789	10	677	82	*	-	*	17	761
Science									
Percent of Tests									
At Approaches GL Standard or Above	66%	*	64%	86%	-	-	*	*	65%
At Meets GL Standard or Above	42%	*	39%	69%	-	-	*	*	41%
At Masters GL Standard	13%	*	10%	38%	-	-	*	*	11%
Number of Tests									
At Approaches GL Standard or Above	203	*	172	25	-	-	*	*	194
At Meets GL Standard or Above	129	*	104	20	-	-	*	*	122
At Masters GL Standard	39	*	27	11	-	-	*	*	33
Total Tests	307	*	270	29	-	-	*	*	297
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	47%	*	43%	78%	-	-	*	*	46%
At Meets GL Standard or Above	18%	*	14%	43%	-	-	*	*	17%
At Masters GL Standard	6%	*	5%	17%	-	-	*	*	6%
Number of Tests									
At Approaches GL Standard or Above	131	*	107	18	-	-	*	*	124
At Meets GL Standard or Above	49	*	35	10	-	-	*	*	45
At Masters GL Standard	18	*	12	4	-	-	*	*	15
Total Tests	280	*	249	23	-	-	*	*	272

Strengths

Strong instructional practices and data analysis have been implemented to improve teachers' ability to provide timely interventions to students. The 23/24 school year will be year 6 of the implementation of Professional Learning Communities (PLCs) which have provided opportunities for teachers to enhance the rigor of their instruction, discuss various ways to provide Tier 2 and Tier 3 interventions while providing enrichment for Tier 1 students, analyze student artifacts to determine students' misconceptions of concepts, and to remove barriers that hinder student achievement. We are focusing on providing high-quality Tier 1 instruction that is tightly aligned to the TEKS and assessments (including common assessments, district assessments and the STAAR test).

Each week teachers are internalizing lessons with a focus on including strategies and best practices for students who are Emergent Bilingual and students receiving Special Education services.

- Collaborative Professional Learning Communities: IMMS is entering its sixth year of implementing daily Professional Learning Communities (PLCs)

that focus on instructional alignment, data-driven decision-making, and responsive intervention. These PLCs have strengthened teacher collaboration and built collective efficacy around rigorous, standards-based instruction.

- Lesson Internalization and Alignment to TEKS: Teachers engage in weekly lesson internalization, ensuring lessons are tightly aligned to the TEKS, include exemplar responses, and anticipate misconceptions. Instructional planning intentionally integrates supports and best practices for Emergent Bilinguals and students receiving Special Education services, resulting in greater accessibility and coherence across classrooms.
- High-Quality Tier 1 Instruction: A campus wide focus on Tier 1 instruction has led to stronger alignment between instruction and assessment.
- Data-Driven Intervention Systems: Teachers and leadership teams analyze formative, common, and district assessment data to identify trends and reteach needs. The DEN period (Doing Everything Necessary) provides structured time for targeted interventions and acceleration within the regular school day, ensuring every student receives timely support.
- Continuous Growth Through Instructional Coaching: Campus and district instructional coaches provide job-embedded professional learning and coaching cycles focused on improving instructional delivery and differentiation. Regular walkthroughs and feedback sessions have built teacher capacity and instructional consistency across departments.
- Improved Academic Outcomes: IMMS has demonstrated two consecutive years of growth in Student Achievement (70 → 72) and School Progress (79 → 83), reflecting the cumulative impact of improved instructional systems and teacher collaboration.
- Targeted Support for Student Subgroups: Instructional practices increasingly emphasize academic vocabulary, language supports, and scaffolded writing for Emergent Bilingual students, contributing to gains in TELPAS growth and STAAR RLA performance.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	The majority of emergent bilingual students consistently remain in their respective language programs beyond the 5-year expectation for reclassification.	Monitoring systems for ELPS implementation are limited, reducing accountability for consistent practice.
2★	Only 32% of all students are achieving Meets on the Science STAAR.	Science instruction at IMMS has not consistently aligned curriculum and classroom practice with the rigor of STAAR. Lessons often emphasize surface-level content coverage rather than inquiry-based learning, data analysis, and modeling that support deeper conceptual understanding.
3★	Only 45% of all students are achieving Meets on the Reading STAAR.	Teachers require ongoing support to ensure Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments. In addition, guiding documents and resources must be adjusted to allow sufficient time and focus on priority reading skills.
4★	Only 24% of all students are achieving Meets on the Math STAAR.	Teachers need more professional learning in content knowledge and support with breaking down the TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding. In addition, gaps in foundational math skills (number sense, fluency, and conceptual understanding) hinder students' ability to master grade-level content.
5★	Only 30% of all students are achieving Meets on the Social Studies STAAR.	There is insufficient vertical alignment to support mastery of 8th grade Social Studies content and skills. In addition, instructional resources and guiding documents are not yet fully aligned to the rigor of the STAAR assessment.

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7th grade Math STAAR performance for the 2024 accountability continues to be below the state performance average.

Avery large percentage of 7th grade students are taking 8th grade math which decreases the total number of students taking the 7th grade math STAAR.

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RDA determinations for 7th and 8th grade Math are currently at a Level 4, indicating significant areas of concern.

Co-teaching practices and targeted interventions for special education students are not implemented with fidelity.

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The number of IMMS students reclassifying from emergent bilingual decreased from 51 in 2023-2024 to 25 in 2024-2025.

The productive domains of the ELPS (speaking and writing) are not consistently integrated into daily instruction across all content areas.

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Only 28% of special education students at IMMS scored at the Approaches level across all subjects in 2025, indicating significant achievement gaps compared to their peers.

Co-teaching and inclusion supports are not fully implemented to ensure students access grade-level content.

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At IMMS, 66% of Emergent Bilingual students have been in U.S. schools for five or more years and are still not reclassifying on TELPAS, despite scoring at the Advanced or Advanced High composite levels.

The productive domains of the ELPS (speaking and writing) are not consistently addressed with rigor in all content areas, limiting students' ability to meet reclassification criteria.

11
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IMMS did not meet the long-term interim target for English Language Proficiency, scoring 0 out of 4 in Closing the Gaps on the 2025 A-F Accountability Ratings.

Monitoring systems for EB growth are not systematically implemented to identify and intervene for students who are not making progress toward reclassification.

12
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IMMS students are struggling to demonstrate proficiency on Extended Constructed Responses (ECRs). In 2025, there were 93 zeros in 5th grade, 37 zeros in 6th grade, and 70 zeros in 7th grade.

Foundational writing skills from earlier grades (paragraph structure, thesis development, supporting evidence) are not yet mastered, limiting students' ability to compose organized responses.

13
★

RDA determinations for 8th grade social studies are currently at a Level 4, indicating significant areas of concern.

Instructional decisions for Social Studies inclusion have not been consistently guided by a certified content-area expert, leading to misalignment in curriculum delivery, accommodations, and student supports.

14
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RDA determinations place Irma Marsh Middle School at an overall Level 2, resulting in a Strategic Support Plan from TEA.

Inclusion practices across multiple content areas have not been consistently supported by content-area experts. This has resulted in misalignment to TEKS, inconsistent differentiation for students receiving special education and EB services, and insufficient monitoring of instructional quality and student outcomes.

15
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Tier 1 instruction at IMMS is inconsistent across content areas, limiting student academic growth. Although administrators have been trained to provide actionable feedback, feedback cycles are not systematic or frequent enough to impact classroom practice.

Systems for monitoring and following up on feedback are not fully embedded into leadership routines.

★ = Priority

School Processes & Programs

Summary

Irma Marsh Middle School continues to prioritize a positive, supportive campus climate grounded in belonging and academic growth. The daily bell schedule includes a 30-minute DEN period (Doing Everything Necessary), allowing students to rotate through all eight classes over a two-week cycle for reteach, intervention, and enrichment. On Fridays, students participate in Lions DEN, an advisory block implementing the CharacterStrong curriculum focused on empathy, values, anti-bullying, and community building.

Professional Learning and Staff Support

New teachers are supported through the IMMS Leadership Team's mentoring program and the district's **Mentor Coaching Model**, emphasizing professional growth, composure, and alignment to district instructional expectations. All staff participate in tiered professional learning aligned to the **Campus Improvement Plan**, **Texas Instructional Leadership (TIL)** priorities, and **Effective Schools Framework (ESF)**.

Curriculum and Instructional Systems

Castleberry ISD in cooperation with the Texas Curriculum Management Audit Center and the Texas Association of School Administrators (TASA) conducted a curriculum audit in the Spring of 2016. The audit conducted in the Spring of 2016 was followed up with an intensive curriculum audit training for staff members identified to organize and lead a five-year curriculum plan. The five-year curriculum plan provided a timeline for the development of guiding documents for each subject offered in the district. Upon completion of writing the guiding documents and after one year of implementation, the guiding documents are reviewed by teachers and members of the teaching, learning, and innovation staff for deep alignment based on the previous year's summative assessments. During the 2023-2024 school year, the five year curriculum plan was extended, and the next five year phase was created. Aligned with our guiding documents, teachers and students also have access to high quality instructional materials (HQIM).

For the 2024-2025 school year, effective Tier 1 instruction was the strategic focus through collaborative lesson internalization and breaking down the TEKS to ensure tight alignment between what is written, taught, and assessed. In addition, all campus administrators were trained on Observation and Feedback through the Effective Schools Framework grant and Texas Instructional Leadership provided by Region XI. Both campus administrators and instructional coaches used the Get Better Faster Scope and Sequence to coach teachers, providing them with bite sized actionable feedback after observing in their classroom. The CISD Data Walk document was redesigned to align to the Get Better Faster Scope and Sequence. Instructional coaches were assigned to new teachers, teachers new to the district, and other teachers in need of coaching. The main goal was to align initiatives to effectively tighten up Tier 1 practices to close achievement gaps and accelerate learning. The district continued the implementation of strategies and programs such as House Bill 1416, district- and campus-wide progress monitoring, Professional Learning Communities, ACE Afterschool Programming through the 21st Century Grant, ADSY/ACE Saturday School and Summer School Programming, and a reboot of our instructional coaching model with embedded professional learning opportunities.

Progress Monitoring and Data Systems

Ongoing progress monitoring each nine weeks was focused on disaggregating data and creating district and campus action plans. During progress monitoring, district created assessments, benchmarks, formative assessments, and college entrance exams such as TSIA were used to monitor and adjust the teaching and learning outcomes. A district calendar of testing dates was provided by Teaching, Learning, and Innovation to all educators. On Professional Learning Days embedded in the school year, teachers, campus administrators, and district administrators worked collaboratively analyze data, break down TEKS, and internalize lessons to ensure alignment to what is written, taught, and tested with the goal of improving student performance.

Extended Learning and Community Programs

IMMS continues to lead the district in participation in the ACE (21st Century Grant) and ADSY (Additional Days School Year) programs. These initiatives provide after-school, Saturday, and summer learning opportunities, including academic acceleration, credit recovery, and enrichment. Each program offers meals, transportation, and access to certified teachers.

Technology Integration

All students have 1:1 access to Chromebooks and filtered home internet. Staff and students utilize Canvas, Google Workspace, and online textbooks for instruction and collaboration. Interactive panels, projectors, and campus-wide Wi-Fi support daily digital learning integration.

Student Enrichment and Engagement

IMMS offers a robust selection of athletics, fine arts, and elective programs that connect students to school life beyond the classroom. Students participate in UIL-aligned athletics within the Big 5 League and may join Band, Mariachi, Choir, Theatre, Art, Computer Science, and CTE courses for high school

credit—all contributing to our commitment that every student learns, grows, and belongs.

Class Size Averages (2023–2024 TAPR)

- English Language Arts: 26:1
- Mathematics: 27:1
- Science: 25:1
- Social Studies: 25:1

Compliance and Fiscal Systems

The 2025 on-site needs assessment verified 100% compliance in financial and curriculum operations:

- Budgets align to campus priorities
- Monthly expenditure reconciliation
- Internal controls followed
- Funds allocated to evidence-based interventions
- Curriculum aligned to state standards and scope/sequence implemented
- Common assessments routinely reviewed

Strengths

- **Shared Mission and Core Values:** IMMS has an established mission, vision, and set of core values—“Learn, Grow, and Belong”—developed collaboratively with staff to drive alignment across all decisions, systems, and priorities.
- **Culture of Recognition and Belonging:** The campus has implemented an Encouragement Plan designed to recognize and celebrate educators, reinforcing a culture of belonging, enthusiasm, and integrity.
- **Operational Clarity:** Standard Operating Procedures (SOPs) have been developed and implemented for administrators, office staff, and paraprofessionals, ensuring consistent expectations and streamlined campus operations.
- **Recruitment and Retention:** Participation in the Region 11 job board has expanded the applicant pool, while the district-wide mentorship program—supported by the Campus Academic Leader—provides targeted coaching and reflection cycles for all new-to-teaching and new-to-district staff.
- **Professional Learning Communities (PLCs):** Daily PLCs are established for every grade and content area, focusing on lesson internalization, TEKS alignment, student work analysis, and targeted reteach planning. These meetings serve as the primary driver for teacher growth and instructional calibration.
- **Leadership Support and Coaching:** The Leadership Team meets frequently with teachers for feedback, development, and walk-through coaching. Administrators utilize data walks, observation trends, and teacher self-reflection to individualize support.
- **Responsive Feedback Loops:** IMMS administers culture and climate surveys each nine weeks to monitor staff and student experience, ensuring timely adjustments in communication, support, and recognition systems.
- **Technology Integration:** Every student has access to a Chromebook and filtered home internet, while teachers use Canvas, Eduphoria/AWARE, and Google Workspace to plan lessons, analyze data, and monitor Tier 1 academic and behavioral trends. The district’s Bark monitoring system enhances digital safety and student well-being.
- **Career and Technical Education (CTE) and Innovation:** IMMS provides students with early access to college and career pathways through high school credit-bearing CTE courses in 8th grade and a 7th grade Computer Science course emphasizing logic, creativity, and problem solving.
- **Extended Learning and Enrichment:** Through ACE (21st Century Grant) and ADSY (Additional Days School Year) programs, IMMS offers academic tutoring, enrichment, and summer learning opportunities that extend learning beyond the school day.
- **Student Opportunities and Engagement:** Students participate in a wide variety of extracurriculars that foster teamwork and belonging, including cross country, football, cheerleading, volleyball, basketball, and track, as well as Mariachi, Choir, Band, Theatre, and Art in the Fine Arts and elective programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed.	Necessary treatment and long-term care are beyond what can be provided within the school setting, and access to community-based mental health resources is limited or inconsistent.
2 ★ There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting.	Teachers and staff need additional training and support in implementing restorative practices, conflict resolution strategies, and SEL in order to address issues proactively and consistently.
3 ★ Teachers at IMMS occasionally miss PLC time to cover classes, and the teacher absence rate is higher than the available substitute fill rate.	Inconsistent PLC participation reduces opportunities for collaboration, lesson internalization, and alignment of instruction.
4 ★ Success of parent involvement events are measured by attendance rather than by student performance and outcomes.	Family engagement opportunities are not consistently aligned to the four goals of Relationships, Experiences, Academic Partnerships, and Leadership, limiting their connection to student growth and achievement.
5 ★ While the school has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to be increased to ensure connections are made with all families.	REAL Family Engagement opportunities are not consistently embedded into highly attended events--such as performances and celebrations--where families are already present, limiting the reach of engagement efforts.

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Tier 1 instruction needs improvement campus wide.

While administrators have received training on providing actionable feedback, competing priorities limit the time available to consistently visit classrooms and coach teachers.

7
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Students are going into high school unprepared in terms of understanding GPA, CTE Pathways, and how to graduate.

Awareness of CTE pathways and graduation requirements is not consistently embedded into middle school advisory, counseling, or core content.

8
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There is a heavy focus on celebrations for fine arts and athletics, but not necessarily good attendance, behavior, or academics.

Communication to families highlights extracurricular celebrations more frequently than academic and behavior achievements, limiting visibility of student success in these areas.

9
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Lesson Internalization and Breaking Down the TEKS procedures were implemented in 2024-2025, but have not become systematic yet.

Systems for monitoring and providing feedback on lesson internalization are not fully embedded, resulting in uneven implementation across grade levels and departments.

10
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State funding for public education has not kept pace with inflation or the increasing needs of students, leaving IMMS with less funding per pupil than is required to sustain high-quality programs and support services. This creates challenges in maintaining instructional resources, staffing supports, and student opportunities.

Legislative inaction on school finance reform has resulted in no increase to the basic allotment, reducing real per-pupil funding when adjusted for inflation.

★ = Priority

Perceptions

Summary

Irma Marsh Middle School continues to cultivate a culture where students, families, and staff feel seen, heard, and valued. Our efforts center around the belief that belonging is foundational to both academic and social success.

Family and Community Perception

Families report that communication from the school is consistent, transparent, and multi-modal. IMMS uses ParentSquare, the campus website, newsletters, call-outs, and social media platforms (Facebook, Instagram, and Twitter) to keep families informed about events, academic updates, and celebrations. Parents can access grades and assignments via Skyward and Canvas, and are encouraged to become active partners through parent information nights, student-led conferences, and the Care Team's ongoing parent sessions.

Annual events—Meet the Teacher, Open House, 5th Grade Parent Night, and Homecoming Community Outreach—continue to grow in participation. The addition of student-led conferences in 2025-2026 drew 55% family attendance, creating meaningful academic dialogue between home and school.

IMMS has developed a comprehensive Family Engagement Plan that outlines multiple opportunities for parent involvement throughout the year. Attendance at community events—such as fine arts performances, athletic competitions, and student recognition nights—remains high, reflecting a strong sense of school pride and trust.

The Site-Based Decision-Making (SBDM) Committee continues to grow in both representation and impact, evolving into a true collaborative body of teachers, parents, community members, and business partners who shape budgeting, scheduling, and improvement planning decisions.

Student and Staff Perception

IMMS regularly administers culture and climate surveys each nine weeks to gather feedback from staff and students. The results inform real-time adjustments to professional learning, student support, and recognition systems. Through the Lion's Lunch with the Principal series, students have a direct opportunity to voice their experiences and propose solutions, which has led to tangible campus improvements and increased student ownership of school culture.

Teacher and student interviews conducted through the Principal Impact Collaborative (PIC) project reveal that students feel IMMS is calmer and safer than in years past, but some perceive inconsistency in how adults communicate expectations. This feedback has driven professional learning on emotional composure, rational detachment, and language as instructional practice, connecting adult behavior directly to student growth and belonging.

Organizational and Instructional Culture

IMMS operates on an 8-period day with a 30-minute DEN period (Doing Everything Necessary) built into the schedule for intervention, reteach, and enrichment. This structure allows all students to receive targeted academic and social support while maintaining access to electives and enrichment opportunities.

The school's leadership model—consisting of one principal, three assistant principals, a campus academic leader, an administrative intern, two counselors, a social worker, a librarian, and a nurse—ensures comprehensive student and staff support. The Leadership Team meets frequently with teachers to provide coaching and alignment, fostering a collaborative and solutions-oriented culture.

Teachers participate in daily Professional Learning Communities (PLCs) that focus on the four guiding questions of effective instruction: what students should know, how to measure learning, how to respond when students struggle, and how to extend learning for those who excel. These PLCs are key to sustaining a growth mindset and a culture of continuous learning among staff.

District leaders and principals also participate in monthly district-level PLCs, reinforcing alignment, shared learning, and a unified instructional vision across Castleberry ISD.

Strengths

- **Consistent, Transparent Communication:** IMMS shares biweekly newsletters via ParentSquare that include timely updates from administrators, counselors, and program leaders. Families receive consistent, clear communication about events, academic progress, and student supports.
- **Positive Campus Branding:** Through intentional use of social media platforms (Facebook, Instagram, and X/Twitter) and alignment with the IMMS Communication Plan, the school has built a cohesive and positive online presence, reinforcing our brand as a place where students *learn, grow, and*

belong.

- Comprehensive Family Engagement Plan: The campus has implemented a Family Engagement Plan that outlines new and ongoing events designed to strengthen school-home partnerships, celebrate student success, and expand community involvement.
- Empowered Parent Partnerships: Parent participation has steadily increased through involvement in the Site-Based Decision-Making Committee (SBDM), District Education Improvement Committee (DEIC), Parent Teacher Student Organization (PTSO), and other family engagement events. These structures ensure parents and community members have an active voice in shaping campus goals and decisions.
- Accessible Academic Monitoring: Families have direct access to Canvas and Skyward for real-time grade, attendance, and assignment updates, empowering parents to monitor student progress and partner with teachers to support learning at home.
- Data-Driven Student Support: The DEN period (Doing Everything Necessary) provides built-in time during the school day for targeted tutoring, reteach, and acceleration, allowing teachers to deliver intervention within contract hours and without disrupting elective access.
- Expanded Literacy Instruction: Sixth grade students receive 450 minutes of ELA instruction per week, ensuring extended time for reading, writing, and foundational literacy development aligned to campus improvement goals.
- Culture of Belonging and Recognition: IMMS continues to strengthen perceptions of belonging through student voice initiatives like Lion's Lunch with the Principal, student-led conferences, and the Postcard Project, which foster authentic connection between students and staff.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ 40% of staff say they disagree that professional learning that is provided is relevant to their needs and goals on the 24/25 Stronger Connections Survey.	We have traditionally utilized a one-size-fits-all approach to professional learning.
2 ★ Staff-student relationships at IMMS are inconsistent, with fewer than two-thirds of staff agreeing that students show respect for teachers on the 24/25 Stronger Connections Survey.	Expectations for mutual respect are not consistently reinforced, and staff may need more tools to strengthen classroom culture and student engagement.
3 ★ Students at IMMS are not consistently demonstrating respect and kindness toward their peers on the 24/25 Stronger Connections Survey.	SEL and restorative practices are not embedded consistently into Tier 1 instruction and school culture, limiting students' ability to practice empathy and conflict resolution.
4 ★ Discipline practices at IMMS are not consistently improving student behavior, and staff do not perceive that most students meet behavioral expectations on the 24/25 Stronger Connections Survey.	Inconsistent implementation of expectations across classrooms, coupled with limited use of proactive and restorative strategies, reduces the effectiveness of discipline systems.
5 ★ Programs to support teacher and staff mental health and well-being at IMMS are limited on the 24/25 Stronger Connections Survey.	Structures for educator wellness are not prioritized or embedded into campus systems, leading to inconsistent support for staff well-being.

6
★

Many IMMS students report low levels of belonging and motivation to attend school regularly on the 24/25 Stronger Connections Survey.

School culture and classroom environments are not consistently fostering a strong sense of belonging, connection, and purpose for all students.

7
★

Bullying and peer conflict remain significant concerns at IMMS as reported by the 24/25 Stronger Connections Survey.

Anti-bullying strategies and peer-led initiatives are not consistently reinforced, and students lack empowerment to intervene when bullying occurs.

8
★

Staff agreement with "Morale at my school has improved this year" dropped from 85% to 74% (an 11-point decline) as reported by the PIC 2025 Survey.

Staff morale has declined significantly, with fewer teachers reporting improvements in school morale compared to the previous year.

9
★

Staff agreement with "My principal creates a culture that values and promotes staff well-being" fell from 97% to 92% (a 5-point drop). "My principal looks out for the personal welfare of faculty members" fell from 98% to 88% (a 9-point drop) as reported by the 2025 PIC Survey.

Teachers perceive less support for their personal welfare and well-being, which may impact retention, climate, and instructional quality.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

During the 2024-2025 school year, the Care Team recorded 8,969 student visits, including 182 crisis visits, 13 no-harm agreements, 23 suicide assessments, and 51 violent risk assessments. These numbers indicate a significant rise in the frequency and intensity of student mental health and safety needs.

Students are experiencing higher levels of trauma, stress, and unmet social-emotional needs than in previous years. Many lack consistent coping strategies, access to external supports, or stable protective factors (family, community, peer networks). This results in more students entering crisis and requiring intensive interventions during the school day.

2
★

The attendance rate for 24/25 was 93.6%% which is below the 95% budget threshold.

Families and students do not consistently understand the academic and financial importance of regular attendance.

3
★

Discipline referrals increased from 812 for 312 students in 2023-2024 to 1,567 for 449 students in 2024-2025, indicating a significant rise in both the number of incidents and the number of students involved.

Current Tier 1 supports are not sufficient to prevent misbehavior, and Tier 2/3 interventions are not reaching all students who need them.

4
★

All content area teachers do not currently have ESL certification.

Competing certification and instructional demands reduce the time and support teachers have to pursue ESL certification.

5
★

The majority of emergent bilingual students consistently remain in their respective language programs beyond the 5-year expectation for reclassification.

Monitoring systems for ELPS implementation are limited, reducing accountability for consistent practice.

6
★

The number of IMMS students reclassifying from emergent bilingual decreased from 51 in 2023-2024 to 25 in 2024-2025.

The productive domains of the ELPS (speaking and writing) are not consistently integrated into daily instruction across all content areas.

7
★

7th grade Math STAAR performance for the 2024 accountability continues to be below the state performance average.

Avery large percentage of 7th grade students are taking 8th grade math which decreases the total number of students taking the 7th grade math STAAR.

8
★

Only 30% of all students are achieving Meets on the Social Studies STAAR.

There is insufficient vertical alignment to support mastery of 8th grade Social Studies content and skills. In addition, instructional resources and guiding documents are not yet fully aligned to the rigor of the STAAR assessment.

9
★

Only 24% of all students are achieving Meets on the Math STAAR.

Teachers need more professional learning in content knowledge and support with breaking down the TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding. In addition, gaps in foundational math skills (number sense, fluency, and conceptual understanding) hinder students' ability to master grade-level content.

10
★

Only 45% of all students are achieving Meets on the Reading STAAR.

Teachers require ongoing support to ensure Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments. In addition, guiding documents and resources must be adjusted to allow sufficient time and focus on priority reading skills.

11
★

Only 32% of all students are achieving Meets on the Science STAAR.

Science instruction at IMMS has not consistently aligned curriculum and classroom practice with the rigor of STAAR. Lessons often emphasize surface-level content coverage rather than inquiry-based learning, data analysis, and modeling that support deeper conceptual understanding.

12
★

When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed.

Necessary treatment and long-term care are beyond what can be provided within the school setting, and access to community-based mental health resources is limited or inconsistent.

13



There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting.

Teachers and staff need additional training and support in implementing restorative practices, conflict resolution strategies, and SEL in order to address issues proactively and consistently.

14



While the school has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to be increased to ensure connections are made with all families.

REAL Family Engagement opportunities are not consistently embedded into highly attended events--such as performances and celebrations--where families are already present, limiting the reach of engagement efforts.

15



40% of staff say they disagree that professional learning that is provided is relevant to their needs and goals on the 24/25 Stronger Connections Survey.

We have traditionally utilized a one-size-fits-all approach to professional learning.

16



33% of the teachers at IMMS have 5 or less years of experience.

Teacher attrition in the first 3-5 years of the profession contributes to a less experienced teaching staff.

17



Between 2023-2024 and 2024-2025, the number of students with 5 or more discipline referrals grew by over 50% (from 38 to 58), showing an escalating challenge with chronic discipline issues.

Frequent offenders are not consistently receiving targeted Tier 2 and Tier 3 behavior interventions.

18



RDA determinations for 7th and 8th grade Math are currently at a Level 4, indicating significant areas of concern.

Co-teaching practices and targeted interventions for special education students are not implemented with fidelity.

19



Teachers at IMMS occasionally miss PLC time to cover classes, and the teacher absence rate is higher than the available substitute fill rate.

Inconsistent PLC participation reduces opportunities for collaboration, lesson internalization, and alignment of instruction.

20



Success of parent involvement events are measured by attendance rather than by student performance and outcomes.

Family engagement opportunities are not consistently aligned to the four goals of Relationships, Experiences, Academic Partnerships, and Leadership, limiting their connection to student growth and achievement.

21



Tier 1 instruction needs improvement campus wide.

While administrators have received training on providing actionable feedback, competing priorities limit the time available to consistently visit classrooms and coach teachers.

22



Students are going into high school unprepared in terms of understanding GPA, CTE Pathways, and how to graduate.

Awareness of CTE pathways and graduation requirements is not consistently embedded into middle school advisory, counseling, or core content.

23



There is a heavy focus on celebrations for fine arts and athletics, but not necessarily good attendance, behavior, or academics.

Communication to families highlights extracurricular celebrations more frequently than academic and behavior achievements, limiting visibility of student success in these areas.

24



Only 28% of special education students at IMMS scored at the Approaches level across all subjects in 2025, indicating significant achievement gaps compared to their peers.

Co-teaching and inclusion supports are not fully implemented to ensure students access grade-level content.

25
★

At IMMS, 66% of Emergent Bilingual students have been in U.S. schools for five or more years and are still not reclassifying on TELPAS, despite scoring at the Advanced or Advanced High composite levels.

The productive domains of the ELPS (speaking and writing) are not consistently addressed with rigor in all content areas, limiting students' ability to meet reclassification criteria.

26
★

IMMS did not meet the long-term interim target for English Language Proficiency, scoring 0 out of 4 in Closing the Gaps on the 2025 A-F Accountability Ratings.

Monitoring systems for EB growth are not systematically implemented to identify and intervene for students who are not making progress toward reclassification.

27
★

IMMS students are struggling to demonstrate proficiency on Extended Constructed Responses (ECRs). In 2025, there were 93 zeros in 5th grade, 37 zeros in 6th grade, and 70 zeros in 7th grade.

Foundational writing skills from earlier grades (paragraph structure, thesis development, supporting evidence) are not yet mastered, limiting students' ability to compose organized responses.

28
★

Staff-student relationships at IMMS are inconsistent, with fewer than two-thirds of staff agreeing that students show respect for teachers on the 24/25 Stronger Connections Survey.

Expectations for mutual respect are not consistently reinforced, and staff may need more tools to strengthen classroom culture and student engagement.

29
★

Students at IMMS are not consistently demonstrating respect and kindness toward their peers on the 24/25 Stronger Connections Survey.

SEL and restorative practices are not embedded consistently into Tier 1 instruction and school culture, limiting students' ability to practice empathy and conflict resolution.

30
★

Discipline practices at IMMS are not consistently improving student behavior, and staff do not perceive that most students meet behavioral expectations on the 24/25 Stronger Connections Survey.

Inconsistent implementation of expectations across classrooms, coupled with limited use of proactive and restorative strategies, reduces the effectiveness of discipline systems.

31



Programs to support teacher and staff mental health and well-being at IMMS are limited on the 24/25 Stronger Connections Survey.

Structures for educator wellness are not prioritized or embedded into campus systems, leading to inconsistent support for staff well-being.

32



Many IMMS students report low levels of belonging and motivation to attend school regularly on the 24/25 Stronger Connections Survey.

School culture and classroom environments are not consistently fostering a strong sense of belonging, connection, and purpose for all students.

33



Bullying and peer conflict remain significant concerns at IMMS as reported by the 24/25 Stronger Connections Survey.

Anti-bullying strategies and peer-led initiatives are not consistently reinforced, and students lack empowerment to intervene when bullying occurs.

34



Staff agreement with "My principal creates a culture that values and promotes staff well-being" fell from 97% to 92% (a 5-point drop). "My principal looks out for the personal welfare of faculty members" fell from 98% to 88% (a 9-point drop) as reported by the 2025 PIC Survey.

Teachers perceive less support for their personal welfare and well-being, which may impact retention, climate, and instructional quality.

35



Staff agreement with "Morale at my school has improved this year" dropped from 85% to 74% (an 11-point decline) as reported by the PIC 2025 Survey.

Staff morale has declined significantly, with fewer teachers reporting improvements in school morale compared to the previous year.

36



Lesson Internalization and Breaking Down the TEKS procedures were implemented in 2024-2025, but have not become systematic yet.

Systems for monitoring and providing feedback on lesson internalization are not fully embedded, resulting in uneven implementation across grade levels and departments.

37
★

At IMMS, recidivism rates remain high among students with multiple discipline referrals, with a significant number of frequent offenders continuing to receive consequences without changes in behavior.

Systems for monitoring and responding to frequent offenders are not fully embedded, resulting in reactive rather than proactive supports.

38
★

Teacher retention at IMMS has improved slightly from 74% in 2023-2024 to 77% in 2024-2025, but it remains below the campus goal of 80% for 2025-2026. This continued turnover impacts staff stability, instructional consistency, and the development of strong teacher-student relationships.

Early-career teachers (1-3 years) need more consistent mentorship and instructional support.

39
★

RDA determinations for 8th grade social studies are currently at a Level 4, indicating significant areas of concern.

Instructional decisions for Social Studies inclusion have not been consistently guided by a certified content-area expert, leading to misalignment in curriculum delivery, accommodations, and student supports.

40
★

RDA determinations place Irma Marsh Middle School at an overall Level 2, resulting in a Strategic Support Plan from TEA.

Inclusion practices across multiple content areas have not been consistently supported by content-area experts. This has resulted in misalignment to TEKS, inconsistent differentiation for students receiving special education and EB services, and insufficient monitoring of instructional quality and student outcomes.

41
★

Tier 1 instruction at IMMS is inconsistent across content areas, limiting student academic growth. Although administrators have been trained to provide actionable feedback, feedback cycles are not systematic or frequent enough to impact classroom practice.

Systems for monitoring and following up on feedback are not fully embedded into leadership routines.

42
★

State funding for public education has not kept pace with inflation or the increasing needs of students, leaving IMMS with less funding per pupil than is required to sustain high-quality programs and support services. This creates challenges in maintaining instructional resources, staffing supports, and student opportunities.

Legislative inaction on school finance reform has resulted in no increase to the basic allotment, reducing real per-pupil funding when adjusted for inflation.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ PSAT
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback

- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

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

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data



Budgets/entitlements and expenditures data



Goals

Goal 1 Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 1 High Priority

The percentage of 6th grade students that score "meets" on STAAR Reading will increase from 53% to 55% by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, STAAR, IXL

Strategy 1 Results Driven Accountability

Teachers will use high-quality mentor texts to explicitly model thesis writing and text evidence selection. Instruction will include teacher think-alouds, shared writing, and scaffolded practice where students gradually take ownership of writing strong thesis statements and evidence-based responses.

Strategy's Expected Result/Impact: Increased student academic growth in writing through consistent modeling and scaffolded practice, fewer student submissions with zeros on Extended Constructed Response

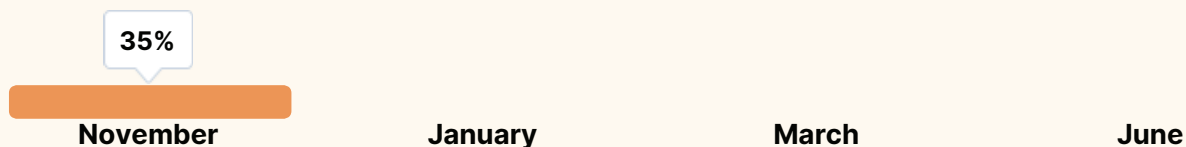
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 3, 12, 14, 15

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 Results Driven Accountability

Teachers will implement structured academic conversations (e.g., sentence stems, discussion frames, and Socratic protocols) during reading lessons to support students in articulating their thinking before writing. Students will verbalize claims, cite text evidence orally, and refine ideas through peer discussion prior to composing written responses.

Strategy's Expected Result/Impact: Increased student ability to articulate claims and text evidence orally before writing, Improved quality of written responses as students transfer skills from structured academic conversations into their writing

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 3, 9, 12, 14, 15 - School Processes & Programs 6

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

45%

November

January

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 Only 45% of all students are achieving Meets on the Reading STAAR.	Teachers require ongoing support to ensure Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments. In addition, guiding documents and resources must be adjusted to allow sufficient time and focus on priority reading skills.
9 Only 28% of special education students at IMMS scored at the Approaches level across all subjects in 2025, indicating significant achievement gaps compared to their peers.	Co-teaching and inclusion supports are not fully implemented to ensure students access grade-level content.
12 IMMS students are struggling to demonstrate proficiency on Extended Constructed Responses (ECRs). In 2025, there were 93 zeros in 5th grade, 37 zeros in 6th grade, and 70 zeros in 7th grade.	Foundational writing skills from earlier grades (paragraph structure, thesis development, supporting evidence) are not yet mastered, limiting students' ability to compose organized responses.
14 RDA determinations place Irma Marsh Middle School at an overall Level 2, resulting in a Strategic Support Plan from TEA.	Inclusion practices across multiple content areas have not been consistently supported by content-area experts. This has resulted in misalignment to TEKS, inconsistent differentiation for students receiving special education and EB services, and insufficient monitoring of instructional quality and student

outcomes.

15

Tier 1 instruction at IMMS is inconsistent across content areas, limiting student academic growth. Although administrators have been trained to provide actionable feedback, feedback cycles are not systematic or frequent enough to impact classroom practice.

Systems for monitoring and following up on feedback are not fully embedded into leadership routines.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

6

Tier 1 instruction needs improvement campus wide.

While administrators have received training on providing actionable feedback, competing priorities limit the time available to consistently visit classrooms and coach teachers.

Performance Objective 2 High Priority

The percentage of 7th grade students that score "meets" on STAAR Reading will increase from 38% to 44% by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, STAAR, IXL

Strategy 1 Results Driven Accountability

Teachers will implement student writing conferences where students review teacher and peer feedback, set personal writing goals, and revise drafts accordingly.

Strategy's Expected Result/Impact: Increased student ownership of the writing process through goal setting and revision, Improved quality of student writing as a result of applying teacher and peer feedback

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 3, 9, 12

Funding Sources: 199 - General Fund,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Strategy 2 ☒ Results Driven Accountability

Teachers will internalize guided reading questions and include in lessons to ensure student comprehension.

Strategy's Expected Result/Impact: Improved student comprehension of texts through the use of intentional, guided reading questions, Increased teacher preparedness and alignment of questions to lesson objectives.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 3, 9, 12

Title I:

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

70%

November

January

March

June

Strategy 3 ☒ Results Driven Accountability

Teachers will embed collaborative reading strategies such as "Read-Talk-Write" cycles to improve comprehension, especially for emergent bilingual students. Academic sentence stems and graphic organizers will scaffold student responses.

Strategy's Expected Result/Impact: Improved student comprehension through the use of collaborative reading routines, Stronger academic responses supported by sentence stems and graphic organizers

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 3, 9, 12

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Only 45% of all students are achieving Meets on the Reading STAAR.

Teachers require ongoing support to ensure Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments. In addition, guiding documents and resources must be adjusted to allow sufficient time and focus on priority reading skills.

9

Only 28% of special education students at IMMS scored at the Approaches level across all subjects in 2025, indicating significant achievement gaps compared to their peers.

Co-teaching and inclusion supports are not fully implemented to ensure students access grade-level content.

12

IMMS students are struggling to demonstrate proficiency on Extended Constructed Responses (ECRs). In 2025, there were 93 zeros in 5th grade, 37 zeros in 6th grade, and 70 zeros in 7th grade.

Foundational writing skills from earlier grades (paragraph structure, thesis development, supporting evidence) are not yet mastered, limiting students' ability to compose organized responses.

Performance Objective 3 ☒ High Priority

The percentage of 8th grade students that score "meets" on STAAR Reading will increase from 44% to 46% by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, STAAR, IXL

Strategy 1 ☒ Results Driven Accountability

Teachers will incorporate Socratic seminars to move students from surface level comprehension to analysis, synthesis, and evaluation of texts while building accountability for citing evidence.

Strategy's Expected Result/Impact: Increased student ability to analyze, synthesize, and evaluate texts beyond surface-level comprehension, Improved student accountability for citing evidence during discussions and written responses

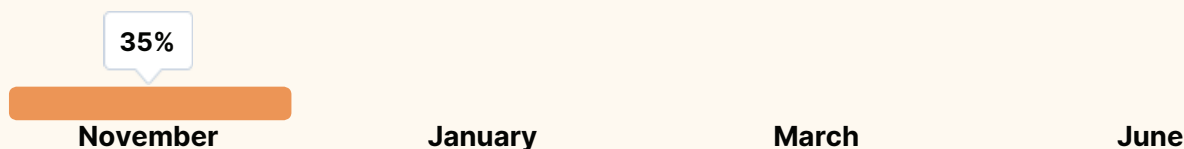
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 3, 9, 12

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 ☒ Results Driven Accountability

Teachers will implement structured student talk routines (e.g., "Turn and Talk," accountable talk stems, and peer-led text discussions) to ensure that students are doing the majority of the thinking, questioning, and analyzing during reading instruction.

Strategy's Expected Result/Impact: Increased student ownership of learning as students take the lead in questioning, analyzing, and discussing texts, Improved depth of comprehension demonstrated through peer-led conversations and written responses

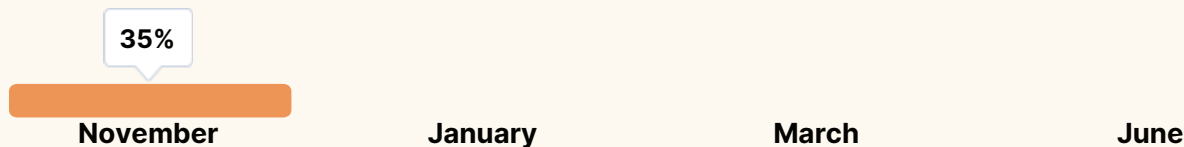
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 3, 9, 12

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 Only 45% of all students are achieving Meets on the Reading STAAR.	Teachers require ongoing support to ensure Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments. In addition, guiding documents and resources must be adjusted to allow sufficient time and focus on priority reading skills.
9 Only 28% of special education students at IMMS scored at the Approaches level across all subjects in 2025, indicating significant achievement gaps compared to their peers.	Co-teaching and inclusion supports are not fully implemented to ensure students access grade-level content.
12 IMMS students are struggling to demonstrate proficiency on Extended Constructed Responses (ECRs). In 2025, there were 93 zeros in 5th grade, 37 zeros in 6th grade, and 70 zeros in 7th grade.	Foundational writing skills from earlier grades (paragraph structure, thesis development, supporting evidence) are not yet mastered, limiting students' ability to compose organized responses.

Performance Objective 4 High Priority

The percentage of 6th grade students that score "meets" on STAAR Math will increase from 28% to 32% by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, STAAR, IXL

Strategy 1 Results Driven Accountability

Teachers will implement structured opportunities for students to explain their mathematical reasoning, both orally and in writing, at least 2-3 times per class. This will include math discourse routines (e.g., turn-and-talk, math sentence stems, and error analysis) that require students to process and articulate their thinking rather than relying solely on teacher explanation.

Strategy's Expected Result/Impact: Increased student ability to explain and justify mathematical reasoning in both oral and written form

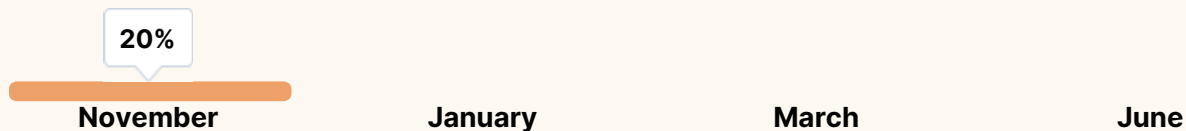
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 4, 14, 15

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 ☒ Results Driven Accountability

Teachers will focus on a problem-solving model (UPSC) for complex word problems.

Strategy's Expected Result/Impact: Improved student accuracy and persistence when solving complex word problems

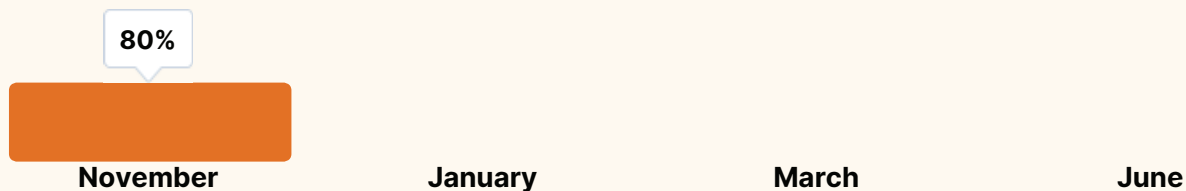
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 4

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3 ☒ Results Driven Accountability

Teachers will incorporate a weekly process for students to build the fact fluency needed to solve multi-step problems with various operations.

Strategy's Expected Result/Impact: Increased student fluency with basic math facts, enabling more efficient problem-solving

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 4

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

45%

November

January

March

June

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Only 24% of all students are achieving Meets on the Math STAAR.

Teachers need more professional learning in content knowledge and support with breaking down the TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding. In addition, gaps in foundational math skills (number sense, fluency, and conceptual understanding) hinder students' ability to master grade-level content.

14

RDA determinations place Irma Marsh Middle School at an overall Level 2, resulting in a Strategic Support Plan from TEA.

Inclusion practices across multiple content areas have not been consistently supported by content-area experts. This has resulted in misalignment to TEKS, inconsistent differentiation for students receiving special education and EB services, and insufficient monitoring of instructional quality and student outcomes.

15

Tier 1 instruction at IMMS is inconsistent across content areas, limiting student academic growth. Although administrators have been trained to provide actionable feedback, feedback cycles are not systematic or frequent enough to impact classroom practice.

Systems for monitoring and following up on feedback are not fully embedded into leadership routines.

Performance Objective 5 ☒ High Priority

The percentage of middle school students that score "meets" on 8th Grade STAAR Math will be maintained at 35% by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding,

Strategy 1 **Results Driven Accountability**

Teachers will participate in weekly lesson internalization to strengthen Tier 1 teaching.

Strategy's Expected Result/Impact: Improved alignment of daily instruction to priority TEKS and lesson objectives

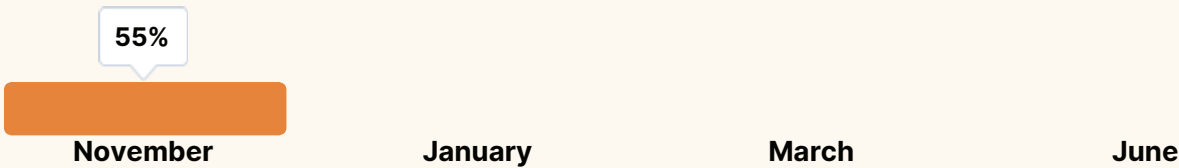
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 4, 6, 7

Title I:

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 **Results Driven Accountability**

Teachers will use a systematic internalization form that includes identifying the roles and responsibilities of teacher/co-teacher in each lesson to maximize effectiveness.

Strategy's Expected Result/Impact: Improved collaboration and role clarity between teachers and co-teachers during instruction

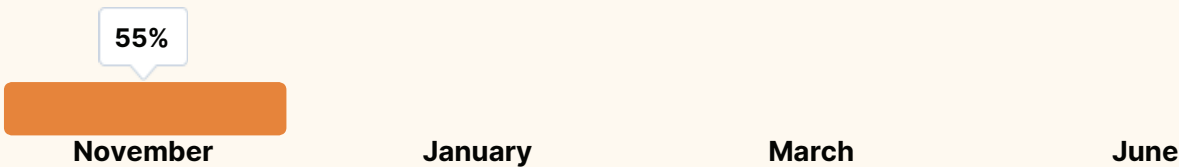
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 4, 6, 7, 9, 14, 15

Title I:

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3 **Results Driven Accountability**

IMMS will provide targeted instruction, accelerated pacing, and ongoing monitoring to ensure all

7th grade students are prepared to take the 8th grade Math STAAR assessment.

Strategy's Expected Result/Impact: Improved performance on district benchmarks and STAAR results for 7th graders, more students in Algebra 1 in 25/26

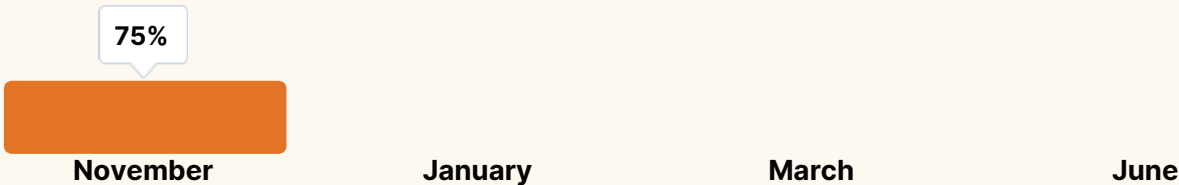
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 4, 6, 7

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 Only 24% of all students are achieving Meets on the Math STAAR.	Teachers need more professional learning in content knowledge and support with breaking down the TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding. In addition, gaps in foundational math skills (number sense, fluency, and conceptual understanding) hinder students' ability to master grade-level content.
6 7th grade Math STAAR performance for the 2024 accountability continues to be below the state performance average.	Avery large percentage of 7th grade students are taking 8th grade math which decreases the total number of students taking the 7th grade math STAAR.
7 RDA determinations for 7th and 8th grade Math are currently at a Level 4, indicating significant areas of concern.	Co-teaching practices and targeted interventions for special education students are not implemented with fidelity.

9

Only 28% of special education students at IMMS scored at the Approaches level across all subjects in 2025, indicating significant achievement gaps compared to their peers.

Co-teaching and inclusion supports are not fully implemented to ensure students access grade-level content.

14

RDA determinations place Irma Marsh Middle School at an overall Level 2, resulting in a Strategic Support Plan from TEA.

Inclusion practices across multiple content areas have not been consistently supported by content-area experts. This has resulted in misalignment to TEKS, inconsistent differentiation for students receiving special education and EB services, and insufficient monitoring of instructional quality and student outcomes.

15

Tier 1 instruction at IMMS is inconsistent across content areas, limiting student academic growth. Although administrators have been trained to provide actionable feedback, feedback cycles are not systematic or frequent enough to impact classroom practice.

Systems for monitoring and following up on feedback are not fully embedded into leadership routines.

Performance Objective 6

The percentage of students that score "meets" on STAAR EOC Algebra 1 will increase from 90% to 92% by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, STAAR, IXL

Strategy 1

Teacher will incorporate high-level practice that aligns with the rigor of TSIA 2 to further students' understanding.

Strategy's Expected Result/Impact: Increased student ability to apply Algebra I knowledge to high-rigor, college-readiness style questions

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 4, 6, 7, 14, 15 - School Processes & Programs 7

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

25%

November

January

March

June

Strategy 2

Teacher will incorporate hands-on manipulatives to build concrete understanding before moving to abstract.

Strategy's Expected Result/Impact: Improved student conceptual understanding of mathematical concepts through the use of manipulatives

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 4

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress
November

January

March

June

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Only 24% of all students are achieving Meets on the Math STAAR.

Teachers need more professional learning in content knowledge and support with breaking down the TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding. In addition, gaps in foundational math skills (number sense, fluency, and conceptual understanding) hinder students' ability to master grade-level content.

6

7th grade Math STAAR performance for the 2024 accountability continues to be below the state performance average.

Avery large percentage of 7th grade students are taking 8th grade math which decreases the total number of students taking the 7th grade math STAAR.

7

RDA determinations for 7th and 8th grade Math are currently at a Level 4, indicating significant areas of concern.

Co-teaching practices and targeted interventions for special education students are not implemented with fidelity.

14

RDA determinations place Irma Marsh Middle School at an overall Level 2, resulting in a Strategic Support Plan from TEA.

Inclusion practices across multiple content areas have not been consistently supported by content-area experts. This has resulted in misalignment to TEKS, inconsistent differentiation for students receiving special education and EB services, and insufficient monitoring of instructional quality and student outcomes.

15

Tier 1 instruction at IMMS is inconsistent across content areas, limiting student academic growth. Although administrators have been trained to provide actionable feedback, feedback cycles are not systematic or frequent enough to impact classroom practice.

Systems for monitoring and following up on feedback are not fully embedded into leadership routines.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
7 Students are going into high school unprepared in terms of understanding GPA, CTE Pathways, and how to graduate.	Awareness of CTE pathways and graduation requirements is not consistently embedded into middle school advisory, counseling, or core content.

Performance Objective 7

The percentage of 8th grade students that score "meets" on STAAR Science will increase from 32% to 38% by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, STAAR, IXL

Strategy 1 Results Driven Accountability

Teachers will increase usage of instructional supports including calculators and graphic organizers.

Strategy's Expected Result/Impact: Increased student use of calculators and graphic organizers to support problem-solving and comprehension of scientific concepts

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

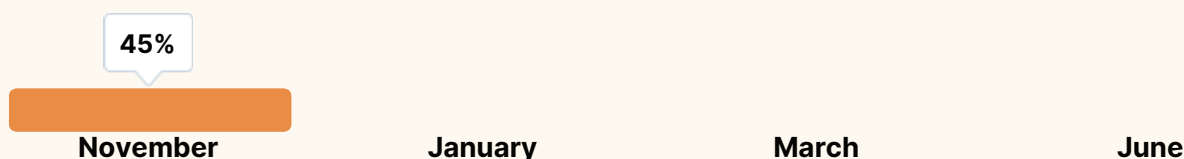
Problem Statements: Student Learning 2

Funding Sources: 211 - Title I, Part A,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 Results Driven Accountability

Content-certified co-teachers will provide science inclusion support.

Strategy's Expected Result/Impact: Increased alignment of inclusion support to science content standards

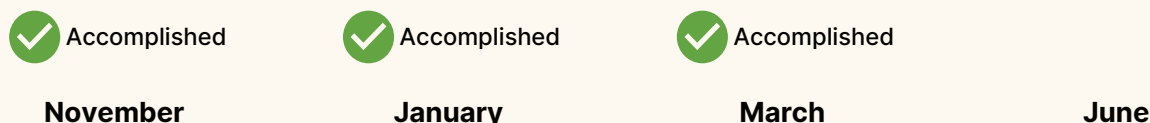
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 2

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3 Results Driven Accountability

Teachers will incorporate mid-lesson checks for understanding to ensure all students are provided with independent practice opportunities.

Strategy's Expected Result/Impact: Increased teacher use of real-time data to adjust instruction during lessons

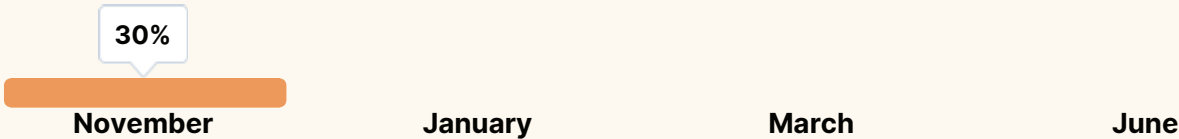
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 2

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Only 32% of all students are achieving Meets on the Science STAAR.	Science instruction at IMMS has not consistently aligned curriculum and classroom practice with the rigor of STAAR. Lessons often emphasize surface-level content coverage rather than inquiry-based learning, data analysis, and modeling that support deeper conceptual understanding.

Performance Objective 8

The percentage of students that score "meets" on STAAR EOC Biology will be maintained at 100% by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, STAAR, IXL

Strategy 1

Teacher will provide students with frequent exposure to released STAAR Biology EOC questions and high-rigor practice items. Students will complete structured error analysis after assessments to identify misconceptions and refine test-taking strategies.

Strategy's Expected Result/Impact: Improved student ability to identify and correct misconceptions through structured error analysis

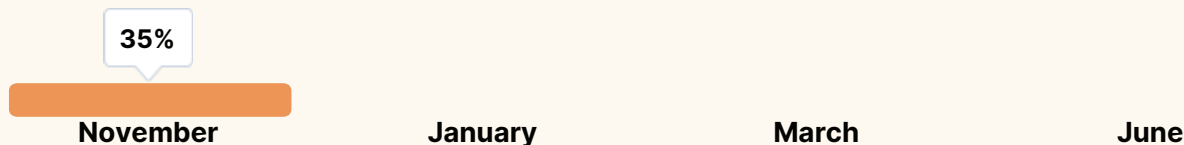
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 2

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Teachers will incorporate advanced inquiry-based labs, case studies, and Socratic discussions that extend beyond readiness standards to mastery-level content. Students will explain reasoning using scientific vocabulary, defend claims with evidence, and engage in peer critique.

Strategy's Expected Result/Impact: Increased student ability to apply scientific vocabulary and concepts at a mastery level

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

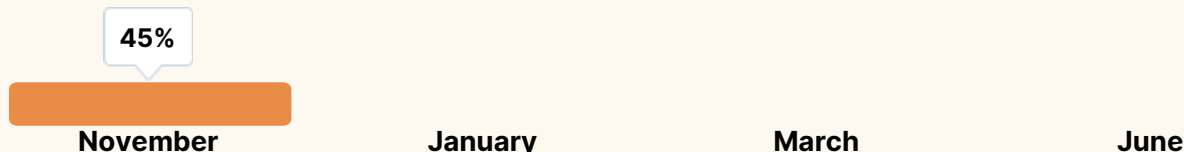
Problem Statements: Student Learning 2

Funding Sources: 199 - General Fund,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Only 32% of all students are achieving Meets on the Science STAAR.	Science instruction at IMMS has not consistently aligned curriculum and classroom practice with the rigor of STAAR. Lessons often emphasize surface-level content coverage rather than inquiry-based learning, data analysis, and modeling that support deeper conceptual understanding.

Performance Objective 9 High Priority

The percentage of 8th grade students that score "meets" on STAAR Social Studies will increase from 16% to 22% by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, STAAR, IXL

Strategy 1 Results Driven Accountability

Teachers will utilize mnemonics to help students retain content information (FLIPRCS).

Strategy's Expected Result/Impact: Increased student retention of key historical, political, and civic concepts through consistent use of mnemonics such as FLIPRCS

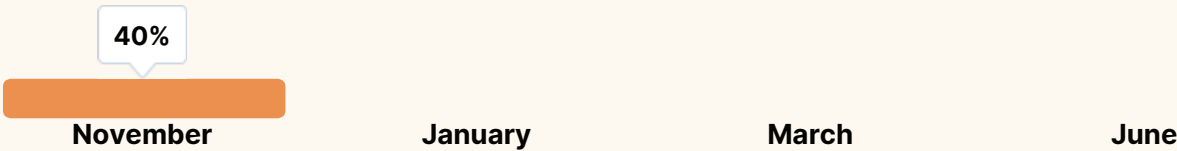
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 5

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 Results Driven Accountability

Teachers will include weekly mapping practice with spiraled content review.

Strategy's Expected Result/Impact: Increased student accuracy in identifying and interpreting geographic locations on maps

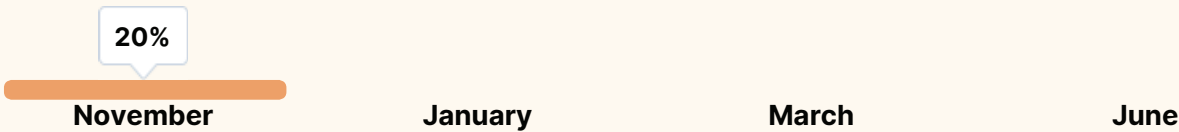
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 5

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3 ☒ **Results Driven Accountability**

Teachers will utilize test-taking strategies on scratch paper to model the problem-solving process and make thinking visible.

Strategy's Expected Result/Impact: Increased student use of test-taking strategies such as annotating questions, eliminating distractors, and organizing responses on scratch paper

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

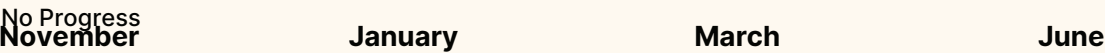
Problem Statements: Student Learning 5

Funding Sources: 199 - General Fund,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 9 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
5 Only 30% of all students are achieving Meets on the Social Studies STAAR.	There is insufficient vertical alignment to support mastery of 8th grade Social Studies content and skills. In addition, instructional resources and guiding documents are not yet fully aligned to the rigor of the STAAR assessment.

Performance Objective 10 High Priority

The number of zeros for Extended Constructed Responses will decrease by 10% in all Reading and Language Arts STAAR assessed areas by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, STAAR

Strategy 1 Results Driven Accountability

Teachers will use exemplars and non-exemplars (sample STAAR responses) to guide students in identifying the difference between a zero, partial, and full-credit responses.

Strategy's Expected Result/Impact: Improved student ability to self-assess and revise writing to move from partial to full-credit responses

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 3, 12

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress November	January	March	June
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Strategy 2 Results Driven Accountability

Teachers will implement structured writing routines, including the use of graphic organizers and sentence stems, to help students connect text evidence to their claim.

Strategy's Expected Result/Impact: Stronger student performance on Extended Constructed Responses by effectively using graphic organizers and sentence stems

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

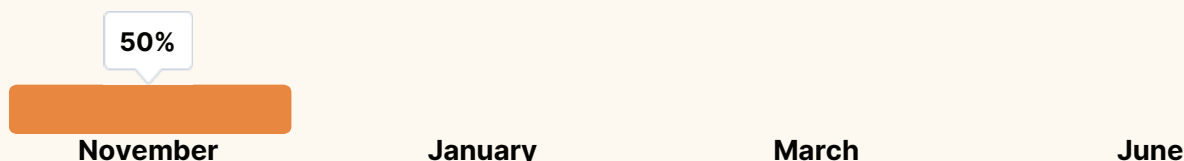
Problem Statements: Student Learning 3, 12, 14

Funding Sources: 199 - General Fund,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3 ☒ Results Driven Accountability

Teachers will collaborate in PLCs to analyze student writing data, calibrate scoring with STAAR rubrics, and plan reteach strategies for common student errors.

Strategy's Expected Result/Impact: Stronger student performance on Extended Constructed Responses as a result of targeted reteach and consistent expectations

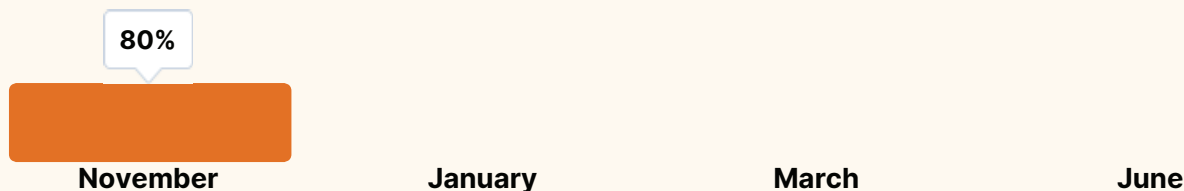
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 3, 12

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 4 ☒ Results Driven Accountability

Teachers will participate in professional learning sessions geared towards explicit and integrated writing instruction.

Strategy's Expected Result/Impact: Stronger student writing performance as a result of consistent and explicit instructional practices

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 3, 12

Funding Sources: 211 - Title I, Part A,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

45%

November

January

March

June

Performance Objective 10 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Only 45% of all students are achieving Meets on the Reading STAAR.

Teachers require ongoing support to ensure Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments. In addition, guiding documents and resources must be adjusted to allow sufficient time and focus on priority reading skills.

12

IMMS students are struggling to demonstrate proficiency on Extended Constructed Responses (ECRs). In 2025, there were 93 zeros in 5th grade, 37 zeros in 6th grade, and 70 zeros in 7th grade.

Foundational writing skills from earlier grades (paragraph structure, thesis development, supporting evidence) are not yet mastered, limiting students' ability to compose organized responses.

14

RDA determinations place Irma Marsh Middle School at an overall Level 2, resulting in a Strategic Support Plan from TEA.

Inclusion practices across multiple content areas have not been consistently supported by content-area experts. This has resulted in misalignment to TEKS, inconsistent differentiation for students receiving special education and EB services, and insufficient monitoring of instructional quality and student outcomes.

Performance Objective 11 ☒ High Priority

The percentage of special education students approaching grade level in all subjects will increase by 3% in each subject and grade level by June 2026.

Strategy 1 Results Driven Accountability

Teachers will provide scaffolded lessons that break down TEKS into smaller, manageable skills with clear modeling, guided practice, and frequent checks for understanding throughout the lesson. Instruction will incorporate graphic organizers, sentence stems, and visual supports to make abstract concepts more accessible.

Strategy's Expected Result/Impact: Stronger student performance in all tested subjects as scaffolded instruction leads to greater progress toward grade-level expectations

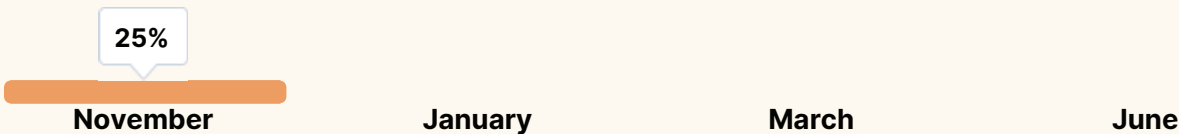
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 7, 9, 13, 14, 15

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 Results Driven Accountability

Teachers and co-teachers will provide targeted small-group instruction during class or intervention periods using STAAR-aligned resources. Students will receive focused practice on priority readiness standards and will track their own progress using data trackers.

Strategy's Expected Result/Impact: Increased student mastery of priority readiness standards through targeted small-group instruction

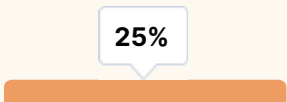
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 7, 9, 13, 14, 15

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 11 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	RDA determinations for 7th and 8th grade Math are currently at a Level 4, indicating significant areas of concern.	Co-teaching practices and targeted interventions for special education students are not implemented with fidelity.
9	Only 28% of special education students at IMMS scored at the Approaches level across all subjects in 2025, indicating significant achievement gaps compared to their peers.	Co-teaching and inclusion supports are not fully implemented to ensure students access grade-level content.
13	RDA determinations for 8th grade social studies are currently at a Level 4, indicating significant areas of concern.	Instructional decisions for Social Studies inclusion have not been consistently guided by a certified content-area expert, leading to misalignment in curriculum delivery, accommodations, and student supports.
14	RDA determinations place Irma Marsh Middle School at an overall Level 2, resulting in a Strategic Support Plan from TEA.	Inclusion practices across multiple content areas have not been consistently supported by content-area experts. This has resulted in misalignment to TEKS, inconsistent differentiation for students receiving special education and EB services, and insufficient monitoring of instructional quality and student outcomes.
15	Tier 1 instruction at IMMS is inconsistent across content areas, limiting student academic growth. Although administrators have been trained to provide actionable feedback, feedback cycles are not systematic or frequent enough to impact classroom practice.	Systems for monitoring and following up on feedback are not fully embedded into leadership routines.

Performance Objective 12 High Priority

IMMS will increase Academic Growth by 2% by June 2026.

Strategy 1 **Results Driven Accountability**

IMMS will strengthen PLCs by requiring all grade-level/content teams to break down priority TEKS, align instruction to assessments, and use data protocols to adjust instruction.

Strategy's Expected Result/Impact: Increased teacher collaboration and consistency in lesson planning through structured PLC protocols, Improved alignment of instruction, assessments, and reteach cycles to priority TEKS

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Department Chairs, Teachers

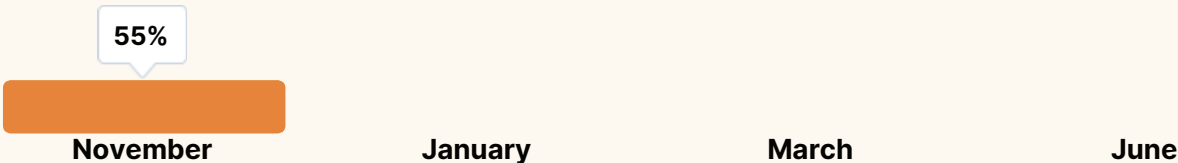
Problem Statements: Student Learning 2, 3, 4, 5

Funding Sources: 211 - Title I, Part A,

Title I:

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 **Results Driven Accountability**

IMMS will increase student enrollment and community partnerships in ADSY and ACE (21st Century Grant) programs to provide accelerated instruction, credit recovery, and enrichment opportunities after school, on Saturdays, and in the summer.

Strategy's Expected Result/Impact: Increased student participation in ADSY and ACE programs for accelerated instruction, credit recovery, and enrichment, Improved student academic growth and credit attainment through expanded learning opportunities outside the regular school day

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 2, 3, 4, 5

Funding Sources: 211 - Title I, Part A,

Title I: 2.5.1

Formative Reviews

55%

November

January

March

June

Strategy 3 ☒ Additional Targeted Support Strategy ☒ Results Driven Accountability

IMMS will implement a Lesson Internalization Framework requiring all teachers to internalize lessons weekly, focusing on alignment to TEKS, exemplar responses, and anticipated misconceptions.

Strategy's Expected Result/Impact: Increased teacher preparedness through consistent weekly lesson internalization, Improved alignment of instruction to priority TEKS, exemplar responses, and anticipated misconceptions, Stronger Tier 1 instruction

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader

Problem Statements: Student Learning 2, 3, 4, 5

Title I:

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

Formative Reviews

55%

November

January

March

June

Strategy 4 ☒ Additional Targeted Support Strategy

IMMS will support academic growth by utilizing the IMMS Data Tracking Template to enhance student learning outcomes through effective data tracking, personalized goal setting, targeted supplemental supports, and structured reflection.

Strategy's Expected Result/Impact: Increased student ownership of learning through goal setting and structured reflection using the IMMS Data Tracking Template, Stronger academic growth across content areas as data-driven instruction directly addresses student needs

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Teachers

Problem Statements: Student Learning 2, 3, 4, 5

Funding Sources: 211 - Title I, Part A,

Title I:

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

55%

November

January

March

June

Strategy 5 ☒ Additional Targeted Support Strategy ☒ Results Driven Accountability

IMMS will implement and monitor the TEKS Breakdown Process to be utilized during Professional Learning Communities to increase teachers' knowledge and understanding of essential standards and learning targets tested.

Strategy's Expected Result/Impact: Stronger student academic growth as instruction is focused on high-leverage standards identified in the TEKS Breakdown Process, Increased teacher knowledge and understanding of essential standards and learning targets

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader

Problem Statements: Student Learning 15 - School Processes & Programs 6, 9

Title I:

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

Formative Reviews

35%

November

January

March

June

Strategy 6 ☒ Results Driven Accountability

IMMS will utilize academic data to plan and monitor Tier II and III interventions for students in all STAAR grades/subjects as evidenced by 9 week MTSS progress monitoring meetings.

Strategy's Expected Result/Impact: Stronger student growth in STAAR-tested grades and subjects as a result of targeted progress monitoring through MTSS meetings, Improved implementation of Tier II and Tier III interventions aligned to student needs

Staff Responsible for Monitoring: Principal, Campus Academic Leader

Problem Statements: Student Learning 2, 3, 4, 5, 9

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

50%

November

January

March

June

Strategy 7 ☒ Results Driven Accountability

IMMS will improve instructional effectiveness and campus performance by providing frequent, actionable feedback to educators using a structured data walk process.

Strategy's Expected Result/Impact: Stronger overall campus performance as a result of consistent monitoring and support for teachers, Improved alignment of classroom practices to campus and district instructional expectations

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader

Problem Statements: Student Learning 2, 3, 4, 5

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

45%

November

January

March

June

Strategy 8 ☒ Results Driven Accountability

Teachers and administrators will use STAAR, MAP data, Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, and IXL data, to drive instruction and tiered intervention.

Strategy's Expected Result/Impact: Increased teacher use of multiple data sources to inform lesson planning and interventions, Stronger student academic growth through targeted, tiered interventions supported by real-time data

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader

Problem Statements: Student Learning 2, 3, 4, 5

Title I:

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

40%

November

January

March

June

Strategy 9

IMMS will evaluate 100% of teachers using the T-TESS rubric and provide targeted support and professional development opportunities to improve teacher effectiveness based on identified areas of improvement.

Strategy's Expected Result/Impact: Increased teacher effectiveness as reflected in growth on T-TESS rubric dimensions, Stronger student learning outcomes as instructional practices improve through targeted support

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Demographics 1, 2, 8 - Student Learning 2, 3, 4, 5 - Perceptions 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Strategy 10

IMMS will deepen academic learning and support the academic growth of gifted and talented (G/T) students by implementing the Texas Performance Standards Project (TPSP) standards, curricula, and assessments in G/T programs in 6th-8th grade.

Strategy's Expected Result/Impact: Increased rigor and depth of learning for G/T students through implementation of the Texas Performance Standards Project, Improved student ability to engage in independent research, critical thinking, and problem-solving aligned to TPSP standards

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Teachers

Problem Statements: Student Learning 2, 3, 4, 5

Funding Sources: 211 - Title I, Part A,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Strategy 11

IMMS will enhance academic growth by increasing student participation and performance in science fairs, thereby fostering a deeper understanding of scientific concepts, improving research skills, and encouraging innovative thinking.

Strategy's Expected Result/Impact: Improved student research, presentation, and inquiry skills through authentic scientific investigation, Stronger student academic growth in science as participation fosters deeper conceptual understanding and innovative thinking

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Science Coordinator, Teachers

Problem Statements: Student Learning 2

Funding Sources: 211 - Title I, Part A,

Formative Reviews

20%

November

January

March

June

Strategy 12 Results Driven Accountability

IMMS will implement a 30-minute period called DEN (Doing Everything Necessary), where students rotate through periods 1-8 over a two-week cycle for re-teach, small group instruction, and tutoring.

Strategy's Expected Result/Impact: Increased student mastery of priority TEKS through reteach, small-group instruction, and targeted tutoring, Stronger alignment of interventions to individual student needs through structured use of DEN time

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Student Learning 2, 3, 4, 5

Funding Sources: IXL 211 - Title I, Part A,

Title I: 2.5.1

Formative Reviews



Accomplished



Accomplished



Accomplished

November

January

March

June

Strategy 13

IMMS will strategically schedule and monitor student progress to ensure alignment with the 6-year graduation plan, supporting successful entry into and completion of a coherent CTE pathway that prepares students for postsecondary readiness.

Strategy's Expected Result/Impact: Improved student readiness for high school CTE coursework and pathway completion, Stronger preparation for postsecondary success as students engage in coherent CTE pathways beginning in middle school

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: School Processes & Programs 7

Title I:

Formative Reviews

40%

November

January

March

June

Strategy 14 Additional Targeted Support Strategy

All eligible campuses will participate in the Effective Schools Framework Grant partnership with Region XI who will provide TIP development support and training on observation and feedback for Instructional Coaches and Administrators who have not been trained.

Strategy's Expected Result/Impact: Effective Feedback to Teachers, Increased Teacher Performance

Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principals, Assistant Principals, Campus Academic Leaders, Instructional Coaches

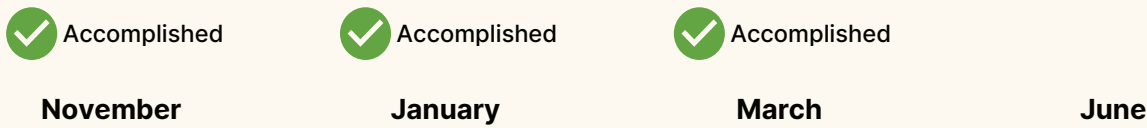
Problem Statements: Demographics 8

Funding Sources: Funds for Training 211- ESF Grant,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 15

IMMS will prepare 8th grade students for high school success by providing assemblies and instructional sessions on GPA, credits, attendance recovery, and graduation requirements. Students will also use MajorClarity to explore career readiness and postsecondary pathways, ensuring they are equipped with the knowledge and tools to make informed decisions.

Strategy's Expected Result/Impact: Increased student understanding of GPA, credit accrual, and attendance recovery as foundational elements of graduation, Improved career readiness through student engagement with MajorClarity, as measured by completion of career exploration activities

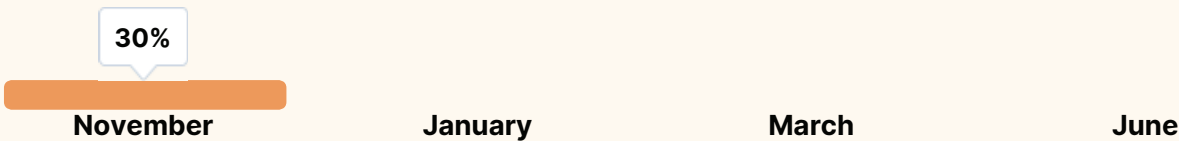
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: School Processes & Programs 7

Title I:

TEA Priorities: Connect high school to career and college

Formative Reviews



Performance Objective 12 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	33% of the teachers at IMMS have 5 or less years of experience.	Teacher attrition in the first 3-5 years of the profession contributes to a less experienced teaching staff.
2	All content area teachers do not currently have ESL certification.	Competing certification and instructional demands reduce the time and support teachers have to pursue ESL certification.

8

Teacher retention at IMMS has improved slightly from 74% in 2023-2024 to 77% in 2024-2025, but it remains below the campus goal of 80% for 2025-2026. This continued turnover impacts staff stability, instructional consistency, and the development of strong teacher-student relationships.

Early-career teachers (1-3 years) need more consistent mentorship and instructional support.

Performance Objective 12 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Only 32% of all students are achieving Meets on the Science STAAR.

Science instruction at IMMS has not consistently aligned curriculum and classroom practice with the rigor of STAAR. Lessons often emphasize surface-level content coverage rather than inquiry-based learning, data analysis, and modeling that support deeper conceptual understanding.

3

Only 45% of all students are achieving Meets on the Reading STAAR.

Teachers require ongoing support to ensure Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments. In addition, guiding documents and resources must be adjusted to allow sufficient time and focus on priority reading skills.

4

Only 24% of all students are achieving Meets on the Math STAAR.

Teachers need more professional learning in content knowledge and support with breaking down the TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding. In addition, gaps in foundational math skills (number sense, fluency, and conceptual understanding) hinder students' ability to master grade-level content.

5

Only 30% of all students are achieving Meets on the Social Studies STAAR.

There is insufficient vertical alignment to support mastery of 8th grade Social Studies content and skills. In addition, instructional resources and guiding documents are not yet fully aligned to the rigor of the STAAR assessment.

Only 28% of special education students at IMMS scored at the Approaches level

Co-teaching and inclusion supports are not fully implemented to ensure students

9

across all subjects in 2025, indicating significant achievement gaps compared to their peers.

access grade-level content.

15

Tier 1 instruction at IMMS is inconsistent across content areas, limiting student academic growth. Although administrators have been trained to provide actionable feedback, feedback cycles are not systematic or frequent enough to impact classroom practice.

Systems for monitoring and following up on feedback are not fully embedded into leadership routines.

Performance Objective 12 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

6

Tier 1 instruction needs improvement campus wide.

While administrators have received training on providing actionable feedback, competing priorities limit the time available to consistently visit classrooms and coach teachers.

7

Students are going into high school unprepared in terms of understanding GPA, CTE Pathways, and how to graduate.

Awareness of CTE pathways and graduation requirements is not consistently embedded into middle school advisory, counseling, or core content.

9

Lesson Internalization and Breaking Down the TEKS procedures were implemented in 2024-2025, but have not become systematic yet.

Systems for monitoring and providing feedback on lesson internalization are not fully embedded, resulting in uneven implementation across grade levels and departments.

Performance Objective 12 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

40% of staff say they disagree that professional learning that is provided is relevant to their needs and goals on the 24/25 Stronger Connections Survey.

We have traditionally utilized a one-size-fits-all approach to professional learning.

Performance Objective 13 High Priority

At IMMS the smallest of the two lowest performing sub populations will meet the interim academic target of 3 out of 4 or higher or increase one performance level in Academic Achievement Status in Domain 3 by June 2026.

Strategy 1

IMMS will analyze and present data collected during progress monitoring and revise targeted action plans based on data from unit assessments, campus-based assessments, and district benchmarks. The data will be broken down by sub population and progress will be closely monitored for each core content area.

Strategy's Expected Result/Impact: Increased teacher use of disaggregated data to identify gaps and adjust instruction for the lowest-performing sub populations, Stronger academic performance among the identified sub populations, demonstrated by growth on unit assessments, benchmarks, and STAAR results

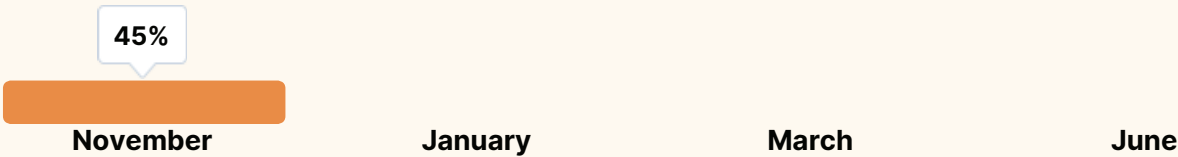
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Care Team

Problem Statements: Student Learning 1, 8, 9, 10, 11, 14

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 ☒ Results Driven Accountability

IMMS will support the district in supporting student achievement in all subject areas by ensuring special programs compliance and by ensuring the latest information of best practices and accountability are disseminated and updated to all district and campus administrators and testing coordinators.

Strategy's Expected Result/Impact: Improved compliance with state and federal guidelines across all special programs, Stronger student achievement in all subject areas as staff implement updated practices with fidelity

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principals, Director of Special Programs

Problem Statements: Student Learning 1, 8, 9, 10, 11, 14

Formative Reviews



Strategy 3 Results Driven Accountability

IMMS will closely monitor the creation of the campus master schedules to ensure the efficient scheduling of special education students and staff, which will increase the ability to co-teach in high priority areas.

Strategy's Expected Result/Impact: Increased access for special education students to grade-level instruction through efficient scheduling and co-teaching, Stronger student academic growth as a result of consistent and effective co-teach implementation

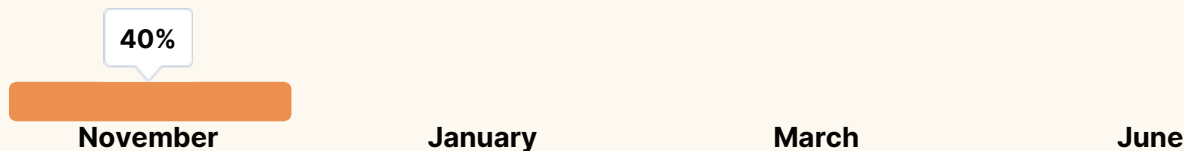
Staff Responsible for Monitoring: Principal, Campus Academic Leader, Care Team, Diagnostician

Problem Statements: Student Learning 14

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 4 Results Driven Accountability

By utilizing data from campus data walks, decrease the use of the 2 low yield co-teaching strategies (1 teach, 1 assist or 1 teach, 1 observe) and an increase in the 4 high-yield co-teaching strategies (team teaching, alternative teach, station teaching, or parallel teach) over the course of the 24-25 school year.

Strategy's Expected Result/Impact: Increased implementation of high-yield co-teaching models (team teaching, alternative teaching, station teaching, and parallel teaching) across core content classrooms, Stronger instructional effectiveness and student academic growth through more purposeful co-teaching practices

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader

Problem Statements: Student Learning 14

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Performance Objective 13 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 The majority of emergent bilingual students consistently remain in their respective language programs beyond the 5-year expectation for reclassification.	Monitoring systems for ELPS implementation are limited, reducing accountability for consistent practice.
8 The number of IMMS students reclassifying from emergent bilingual decreased from 51 in 2023-2024 to 25 in 2024-2025.	The productive domains of the ELPS (speaking and writing) are not consistently integrated into daily instruction across all content areas.
9 Only 28% of special education students at IMMS scored at the Approaches level across all subjects in 2025, indicating significant achievement gaps compared to their peers.	Co-teaching and inclusion supports are not fully implemented to ensure students access grade-level content.
10 At IMMS, 66% of Emergent Bilingual students have been in U.S. schools for five or more years and are still not reclassifying on TELPAS, despite scoring at the Advanced or Advanced High composite levels.	The productive domains of the ELPS (speaking and writing) are not consistently addressed with rigor in all content areas, limiting students' ability to meet reclassification criteria.
11 IMMS did not meet the long-term interim target for English Language Proficiency, scoring 0 out of 4 in Closing the Gaps on the 2025 A-F Accountability Ratings.	Monitoring systems for EB growth are not systematically implemented to identify and intervene for students who are not making progress toward reclassification.
14 RDA determinations place Irma Marsh Middle School at an overall Level 2, resulting in a Strategic Support Plan from TEA.	Inclusion practices across multiple content areas have not been consistently supported by content-area experts. This has resulted in misalignment to TEKS, inconsistent differentiation for students receiving special education and EB services, and insufficient monitoring of instructional quality and student outcomes.

Performance Objective 14

At IMMS, Emergent Bilingual students will meet the long-term interim target of 50% for middle school for

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Guiding Documents, Student Artifacts, NWEA MAP Growth Assessment, STAAR, TELPAS

Strategy 1

IMMS will increase instructional capacity for Emergent Bilingual students by ensuring all core teachers pursue ESL certification and receive coaching on effective implementation of ELPS productive domains.

Strategy's Expected Result/Impact: Stronger English language proficiency growth among Emergent Bilingual students, leading to higher TELPAS performance and progress toward reclassification, Improved teacher use of ELPS productive domains (speaking and writing) in daily instruction

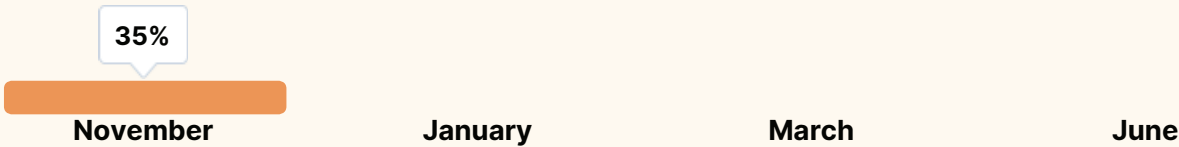
Staff Responsible for Monitoring: Principal, Campus Academic Leader

Problem Statements: Student Learning 1, 8, 10, 11

Funding Sources: Training for teachers 263 - Title III, LEP,
Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Current and Monitored Emergent Bilinguals will be supported in the classroom with appropriate accommodations, instruction, and preparation for TELPAS.

Strategy's Expected Result/Impact: Stronger progress in English proficiency for both current and monitored Emergent Bilinguals, Improved readiness for TELPAS as students practice language skills integrated into daily instruction

Staff Responsible for Monitoring: Principal, Campus Academic Leader, LPAC Coordinator

Problem Statements: Student Learning 1, 8, 10, 11

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Strategy 3

IMMS will support and implement the incorporation of content-based TELPAS item types into guiding documents, and Common Formative Assessments and with campuses to ensure they are included in Checks for Understanding.

Strategy's Expected Result/Impact: Improved student readiness for TELPAS as item types are embedded in daily instruction and Checks for Understanding, Stronger English language proficiency growth demonstrated through higher performance on TELPAS assessments

Staff Responsible for Monitoring: Principal, Campus Academic Leader

Problem Statements: Student Learning 1, 8, 10, 11

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

25%

November

January

March

June

Performance Objective 14 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 The majority of emergent bilingual students consistently remain in their respective language programs beyond the 5-year expectation for reclassification.	Monitoring systems for ELPS implementation are limited, reducing accountability for consistent practice.
8 The number of IMMS students reclassifying from emergent bilingual decreased from 51 in 2023-2024 to 25 in 2024-2025.	The productive domains of the ELPS (speaking and writing) are not consistently integrated into daily instruction across all content areas.
10 At IMMS, 66% of Emergent Bilingual students have been in U.S. schools for five or more years and are still not reclassifying on TELPAS, despite scoring at the Advanced or Advanced High composite levels.	The productive domains of the ELPS (speaking and writing) are not consistently addressed with rigor in all content areas, limiting students' ability to meet reclassification criteria.
11 IMMS did not meet the long-term interim target for English Language Proficiency, scoring 0 out of 4 in Closing the Gaps on the 2025 A-F Accountability Ratings.	Monitoring systems for EB growth are not systematically implemented to identify and intervene for students who are not making progress toward reclassification.

Goal 2 Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 1

The campus principal will distribute a weekly parent newsletter via ParentSquare during the 2025-2026 school year to improve family communication, increase awareness of campus events and initiatives, and strengthen parent engagement.

Evaluation Data Source: ParentSquare reports, Communications Survey

Strategy 1

Operationalize ParentSquare as the campus "single source of information" for all family-facing communication, with a published content calendar and built-in feedback loops.

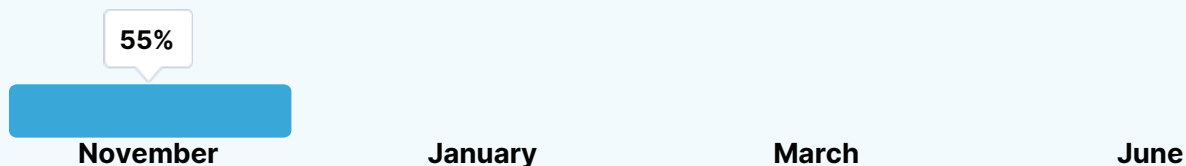
Strategy's Expected Result/Impact: Increased parent awareness of campus events, initiatives, and resources through consistent ParentSquare updates, Stronger alignment and clarity in family communication by using ParentSquare as the campus "single source of information"

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Problem Statements: School Processes & Programs 4, 5

Funding Sources: 199 - General Fund,

Formative Reviews



Strategy 2

Guarantee language access and two-way communication for families by standardizing ParentSquare auto-translation, equipping high-traffic offices/events with translation devices, and onboarding families as Canvas observers.

Strategy's Expected Result/Impact: 100% of major in-person events offer live translation

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: School Processes & Programs 5

Funding Sources: 199 - General Fund,

Formative Reviews

45%

November

January

March

June

Strategy 3

IMMS will host well-organized academic pep rallies each grading period to recognize student and staff achievements in academics, attendance, and behavior.

Strategy's Expected Result/Impact: Increased sense of belonging and pride among students, staff, and families as a result of celebrating shared successes, improved public perception and visibility of the district and campus as a positive and supportive educational environment

Staff Responsible for Monitoring: Principal, Assistant Principals, Pep Rally Committee

Problem Statements: School Processes & Programs 4, 5, 8

Funding Sources: 211 - Title I, Part A,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

50%

November

January

March

June

Strategy 4

IMMS will strengthen the UIL Academics program by building a visible brand, celebrating student successes publicly, recruiting across all grade levels, and offering incentives for participation and performance.

Strategy's Expected Result/Impact: Program will grow and lead to more opportunities for high achievers to build their academic skills

Staff Responsible for Monitoring: Principal, Campus Academic Leader, UIL Coordinator

Problem Statements: Student Learning 2, 3, 4, 5, 6 - School Processes & Programs 8

Funding Sources: 211 - Title I, Part A,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

60%

November

January

March

June

Strategy 5

IMMS will continue the Postcard Project, sending handwritten positive affirmations to every student's home to build connections between school and families and to strengthen students' sense of belonging.

Strategy's Expected Result/Impact: Students and families will report stronger feelings of connection to IMMS, as evidenced by positive feedback on campus climate surveys and increased family engagement in school activities

Staff Responsible for Monitoring: Principal, Teachers

Problem Statements: School Processes & Programs 5 - Perceptions 6

Funding Sources: 211 - Title I, Part A,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

30%

November

January

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Only 32% of all students are achieving Meets on the Science STAAR.

Science instruction at IMMS has not consistently aligned curriculum and classroom practice with the rigor of STAAR. Lessons often emphasize surface-level content coverage rather than inquiry-based learning, data analysis, and modeling that support deeper conceptual understanding.

3

Only 45% of all students are achieving Meets on the Reading STAAR.

Teachers require ongoing support to ensure Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments. In addition, guiding

documents and resources must be adjusted to allow sufficient time and focus on priority reading skills.

4

Only 24% of all students are achieving Meets on the Math STAAR.

Teachers need more professional learning in content knowledge and support with breaking down the TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding. In addition, gaps in foundational math skills (number sense, fluency, and conceptual understanding) hinder students' ability to master grade-level content.

5

Only 30% of all students are achieving Meets on the Social Studies STAAR.

There is insufficient vertical alignment to support mastery of 8th grade Social Studies content and skills. In addition, instructional resources and guiding documents are not yet fully aligned to the rigor of the STAAR assessment.

6

7th grade Math STAAR performance for the 2024 accountability continues to be below the state performance average.

Avery large percentage of 7th grade students are taking 8th grade math which decreases the total number of students taking the 7th grade math STAAR.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Success of parent involvement events are measured by attendance rather than by student performance and outcomes.

Family engagement opportunities are not consistently aligned to the four goals of Relationships, Experiences, Academic Partnerships, and Leadership, limiting their connection to student growth and achievement.

5

While the school has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to be increased to ensure connections are made with all families.

REAL Family Engagement opportunities are not consistently embedded into highly attended events--such as performances and celebrations--where families are already present, limiting the reach of engagement efforts.

8

There is a heavy focus on celebrations for fine arts and athletics, but not necessarily good attendance, behavior,

Communication to families highlights extracurricular celebrations more frequently than academic and behavior

or academics.

achievements, limiting visibility of student success in these areas.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

6

Many IMMS students report low levels of belonging and motivation to attend school regularly on the 24/25 Stronger Connections Survey.

School culture and classroom environments are not consistently fostering a strong sense of belonging, connection, and purpose for all students.

Performance Objective 2

Increase average daily attendance from 93.6% to 95% by June 2026.

Evaluation Data Source: Weekly ADA Reports, Absence Occurrence Reports, Attendance Notes Reports, Truancy Prevention Measure Reports

Strategy 1

The IMMS Assistant Principals and Attendance Clerk will implement district truancy procedures and TPMs, while also engaging families through proactive outreach (calls, conferences, home visits) to reduce chronic absenteeism.

Strategy's Expected Result/Impact: Increased family engagement and awareness of attendance expectations through proactive outreach, Improved student attendance and reduced chronic absenteeism as a result of consistent implementation of truancy procedures and TPMs

Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk

Problem Statements: Demographics 4 - Perceptions 6

Funding Sources: 199 - General Fund,

Formative Reviews

45%

November

January

March

June

Strategy 2

IMMS will increase student attendance by providing frequent, visible incentives and recognition (such as grade-level competitions, individual rewards, and campus-wide celebrations) to reinforce regular school attendance and create a culture of belonging.

Strategy's Expected Result/Impact: Improved grade-level and individual attendance rates as a result of visible, ongoing celebrations, Increased student motivation to attend school regularly through positive recognition and incentives

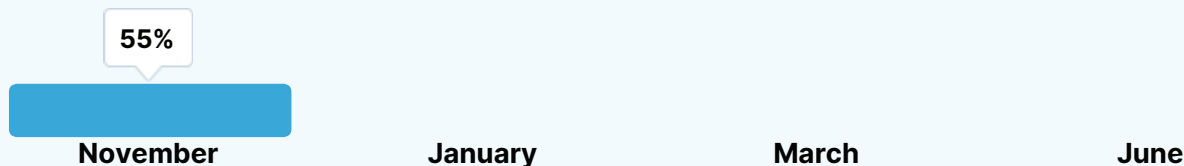
Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk

Problem Statements: Demographics 4

Funding Sources: 199 - General Fund,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 3

IMMS will implement the Principal Impact Collaborative (PIC) design thinking project to improve student sense of belonging and connection with staff, using student surveys and focus groups to inform actions. By fostering stronger relationships, IMMS aims to raise attendance rates from 93.6% to 95.0% and reduce gaps between student groups.

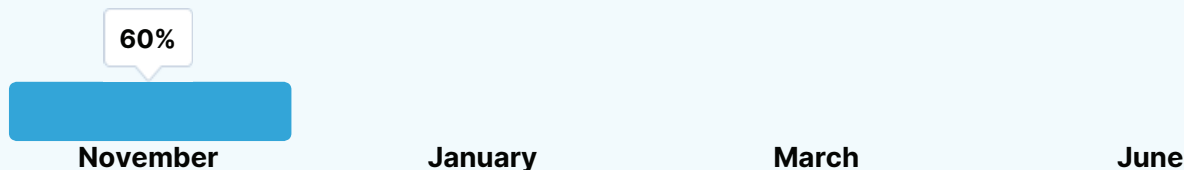
Strategy's Expected Result/Impact: Increased student attendance as stronger relationships and belonging improve daily engagement, Improved student survey results reflecting connection and sense of belonging

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Attendance Clerk

Problem Statements: Demographics 4, 5 - Perceptions 2, 6

Title I:

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
4 The attendance rate for 24/25 was 93.6%% which is below the 95% budget threshold.	Families and students do not consistently understand the academic and financial importance of regular attendance.
5 During the 2024-2025 school year, the Care Team recorded 8,969 student visits, including 182 crisis visits, 13 no-harm agreements, 23 suicide assessments, and 51 violent risk assessments. These numbers indicate a significant rise in the frequency and intensity of student mental health and safety needs.	Students are experiencing higher levels of trauma, stress, and unmet social-emotional needs than in previous years. Many lack consistent coping strategies, access to external supports, or stable protective factors (family, community, peer networks). This results in more students entering crisis and requiring intensive interventions during the school day.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Staff-student relationships at IMMS are inconsistent, with fewer than two-thirds of staff agreeing that students show respect for teachers on the 24/25 Stronger Connections Survey.	Expectations for mutual respect are not consistently reinforced, and staff may need more tools to strengthen classroom culture and student engagement.
6 Many IMMS students report low levels of belonging and motivation to attend school regularly on the 24/25 Stronger Connections Survey.	School culture and classroom environments are not consistently fostering a strong sense of belonging, connection, and purpose for all students.

Performance Objective 3

IMMS will strengthen school-community connections by engaging adults through at least 8 REAL Family Engagement events at our campus that support academic success and student well-being by June 2026.

Evaluation Data Source: Flyers/Advertisements of Events
Attendance sign-in sheets
Surveys - Feedback from parents

Strategy 1

IMMS will host REAL Family Engagement sessions to provide parents with practical information and resources in academics (TEKS, assessment results, homework support), behavior (management strategies, anti-bullying, internet/social media safety), and well-being (mental health, dating violence, human trafficking, community resources), in both English and Spanish.

Strategy's Expected Result/Impact: Increased parent knowledge of state assessments, increased parent understanding of supporting student with at-home learning, increased student state assessment scores

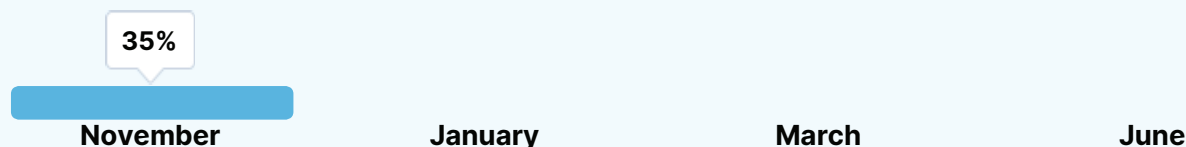
Staff Responsible for Monitoring: Principal, Campus Parent and Family Engagement Coordinator

Problem Statements: School Processes & Programs 2, 4, 5

Funding Sources: 211 - Title I, Part A,

Title I:

Formative Reviews



Strategy 2

IMMS will host recurring family engagement events (e.g., Coffee & Conversations with the Care Team) to provide timely guidance on high school transition, CCMR, and student well-being topics, and will collaborate with ACE and community partners to expand resources for families.

Strategy's Expected Result/Impact: Increased understanding of their child's options and how to support their child

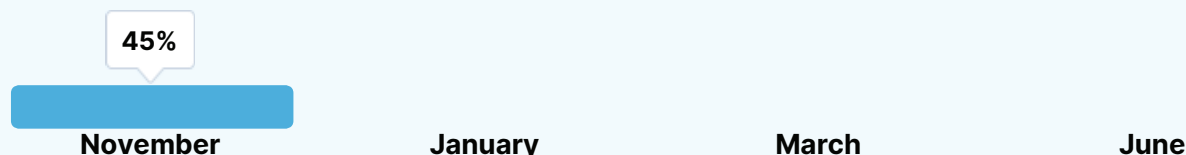
Staff Responsible for Monitoring: Principal, Care Team

Problem Statements: School Processes & Programs 4, 5, 7

Funding Sources: 211 - Title I, Part A,

Title I:

Formative Reviews



Strategy 3

IMMS will host the annual Homecoming Parade Community Outreach Gathering, engaging over 700 family and community members with academic resources, campus information, and connections to local organizations that support student success and well-being.

Strategy's Expected Result/Impact: Families will gain greater awareness of academic programs and support services, as measured by event surveys and follow-up ParentSquare engagement rates

Staff Responsible for Monitoring: Principal, Assistant Principals, Care Team, Family Engagement Committee

Problem Statements: School Processes & Programs 4, 5 - Perceptions 6

Funding Sources: Materials for community outreach event 211 - Title I, Part A,

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Strategy 4

IMMS will engage 7th grade students and their families in early career exploration by hosting a CTE Dinner Night, where CHS staff and students will share pathways, experiences, and graduation planning resources.

Strategy's Expected Result/Impact: Students who attend with families will complete their 6-year graduation plan with greater accuracy and alignment to pathways compared to peers who did not attend

Staff Responsible for Monitoring: Principal, Care Team, Campus Academic Leader

Problem Statements: School Processes & Programs 5, 7

Funding Sources: 211 - Title I, Part A,

Title I:

Formative Reviews

35%

November

January

March

June

Strategy 5

IMMS will host student-led conferences twice per year, where students present their academic progress, data trackers, and growth goals to parents, fostering student ownership of learning and strengthening family partnerships in academic success.

Strategy's Expected Result/Impact: Increased student ownership of learning through goal setting and reflection during conferences, Improved parent understanding of student progress and academic expectations

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: School Processes & Programs 4, 5

Title I: 2.5.1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

55%

November

January

March

June

Strategy 6

IMMS will host a 5th Grade Parent Night and Lion Camp to support the transition of incoming 6th grade students and their families, providing academic expectations, campus culture orientation, and relationship-building opportunities with staff.

Strategy's Expected Result/Impact: Increased parent understanding of middle school expectations and resources, Improved student comfort, belonging, and readiness for the transition into 6th grade

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: School Processes & Programs 4, 5 - Perceptions 6

Title I:

Formative Reviews

No Progress
November

January

March

June

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting.	Teachers and staff need additional training and support in implementing restorative practices, conflict resolution strategies, and SEL in order to address issues proactively and consistently.
4	Success of parent involvement events are measured by attendance rather than by student performance and outcomes.	Family engagement opportunities are not consistently aligned to the four goals of Relationships, Experiences, Academic Partnerships, and Leadership, limiting their connection to student growth and achievement.
5	While the school has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to be increased to ensure connections are made with all families.	REAL Family Engagement opportunities are not consistently embedded into highly attended events--such as performances and celebrations--where families are already present, limiting the reach of engagement efforts.
7	Students are going into high school unprepared in terms of understanding GPA, CTE Pathways, and how to graduate.	Awareness of CTE pathways and graduation requirements is not consistently embedded into middle school advisory, counseling, or core content.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
6	Many IMMS students report low levels of belonging and motivation to attend school regularly on the 24/25 Stronger Connections Survey.	School culture and classroom environments are not consistently fostering a strong sense of belonging, connection, and purpose for all students.

Goal 3 Implement Effective and Efficient Operations

Performance Objective 1

IMMS will remain fiscally responsible by maintaining a healthy budget and fund balance, sustaining equipment needs, and planning for future priorities, while also increasing the campus activity fund by at least \$1,500 by June 2026, as evidenced by budget reports and fund tracking.

Evaluation Data Source: Budget audits, Skyward detail of budget, planning for future needs

Strategy 1

IMMS will continuously review and adjust financial allocations to ensure yearly budgets are directly aligned with CIP-identified priorities and academic success objectives, with quarterly reviews documented in leadership team minutes.

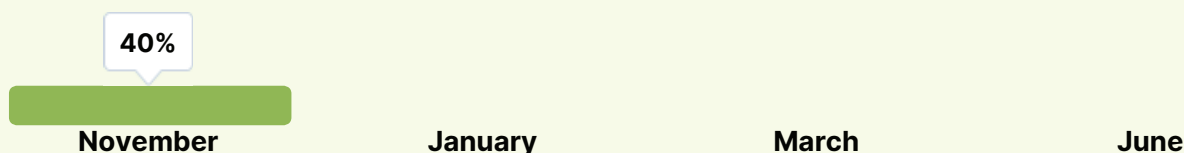
Strategy's Expected Result/Impact: Increased alignment of campus budget allocations with CIP priorities and academic success objectives, Improved transparency and accountability through quarterly budget reviews documented in leadership team minutes

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Secretary

Problem Statements: School Processes & Programs 10

Funding Sources: 199 - General Fund, , 461 - Campus Activity Fund,

Formative Reviews



Strategy 2

IMMS will implement and monitor the CISD Energy Management Plan to reduce costs and increase operational efficiency, with compliance checks conducted frequently.

Strategy's Expected Result/Impact: Increased staff compliance with the CISD Energy Management Plan through regular monitoring and accountability checks, Stronger fiscal responsibility demonstrated by reinvesting cost savings into academic and student support priorities

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: School Processes & Programs 10

Formative Reviews

60%

November

January

March

June

Strategy 3

IMMS will implement a zero-based budgeting approach by requiring all budget requests to be evaluated and justified based on alignment to CIP and academic priorities, with documentation submitted annually during the budgeting process.

Strategy's Expected Result/Impact: Increased alignment of budget requests to CIP goals and academic priorities through the zero-based budgeting process, Stronger support for instructional and student achievement priorities as resources are allocated based on demonstrated need

Staff Responsible for Monitoring: Principal, Campus Secretary

Problem Statements: School Processes & Programs 10

Formative Reviews

45%

November

January

March

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

10

State funding for public education has not kept pace with inflation or the increasing needs of students, leaving IMMS with less funding per pupil than is required to sustain high-quality programs and support services. This creates challenges in maintaining instructional resources, staffing supports, and student opportunities.

Legislative inaction on school finance reform has resulted in no increase to the basic allotment, reducing real per-pupil funding when adjusted for inflation.

Performance Objective 2 ☒ High Priority

IMMS will support the district efforts to enhance and expand the talent pipeline program to attract, recruit, and retain highly qualified educators and increase teacher retention by 2% by June 2026.

Strategy 1

IMMS will actively participate in the district's talent pipeline initiatives, including recruitment fairs, partnerships with educator preparation programs, and professional learning aligned to retention.

Strategy's Expected Result/Impact: Increased participation of IMMS in district-led recruitment fairs and partnerships with educator preparation programs, Stronger staffing stability that supports consistent instruction and student academic growth

Staff Responsible for Monitoring: Principal, Assistant Principals, Admin Intern, Campus Academic Leader

Problem Statements: Demographics 1, 8

Funding Sources: 199 - General Fund,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Strategy 2

IMMS will strengthen support for teachers in their first 1-3 years by implementing structured mentoring, observation cycles, and onboarding to increase retention and effectiveness.

Strategy's Expected Result/Impact: Increased support and professional growth for novice teachers through structured mentoring and observation cycles, Stronger teacher retention rates as early-career educators feel supported and equipped to succeed

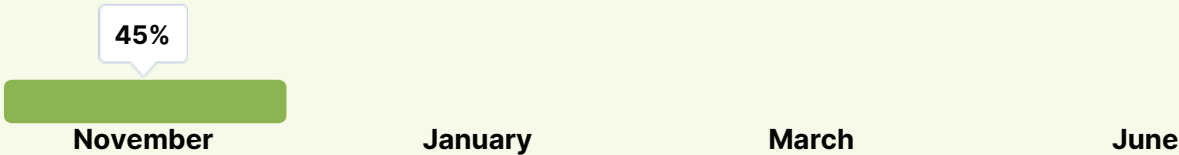
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader

Problem Statements: Demographics 1, 8

Funding Sources: Mentor Stipends 211 - Title I, Part A,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Strategy 3

IMMS will implement recognition and wellness initiatives (e.g., staff shout-outs, wellness resources, and peer appreciation) to strengthen staff morale and retention.

Strategy's Expected Result/Impact: Increased staff morale and sense of belonging through consistent recognition and wellness initiatives, Improved teacher satisfaction and engagement as measured by staff feedback and survey results

Staff Responsible for Monitoring: Principal, Assistant Principals, Admin Intern, Campus Academic Leader, Campus Secretary

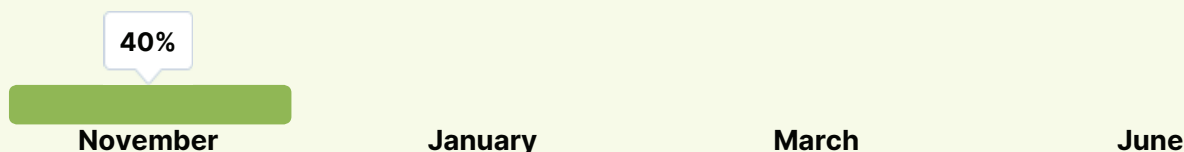
Problem Statements: Demographics 1, 8 - Perceptions 5, 8, 9

Funding Sources: 211 - Title I, Part A,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 4

IMMS will monitor and track substitute fill rates, provide incentives for high-quality substitutes to return, and minimize the impact of teacher absences on PLCs and instructional time.

Strategy's Expected Result/Impact: Stronger staff satisfaction and retention as classroom coverage supports teacher workload and planning time, Improved continuity of instruction and minimized disruptions to PLCs caused by teacher absences

Staff Responsible for Monitoring: Principal, Assistant Principals, Admin Intern

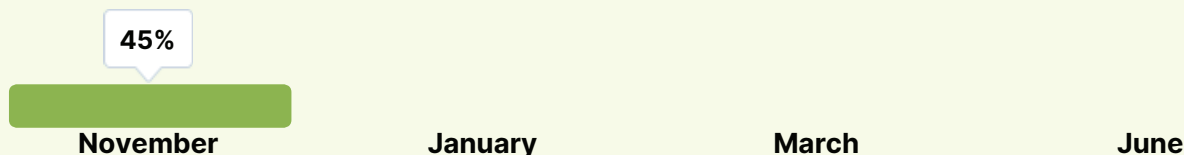
Problem Statements: Demographics 8 - School Processes & Programs 3

Funding Sources: 211 - Title I, Part A,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 5

IMMS will provide ongoing professional development for teachers and staff on de-escalation strategies, trauma-informed practices, and proactive classroom management for students with disabilities.

Strategy's Expected Result/Impact: Increased teacher and staff capacity to support students with disabilities through proactive classroom management, Stronger student outcomes and reduced behavioral referrals for students with disabilities as a result of more effective supports

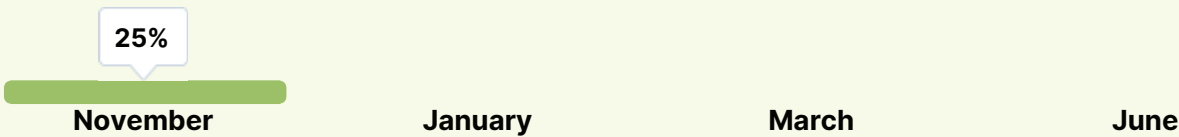
Staff Responsible for Monitoring: Principal, Assistant Principals, Admin Intern, Campus Academic Leader, Care Team, SpEd Department Chair, Campus Secretary

Problem Statements: Demographics 3, 5, 6, 7 - Student Learning 9 - School Processes & Programs 1

Funding Sources: 211 - Title I, Part A,

Title I:

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	33% of the teachers at IMMS have 5 or less years of experience.	Teacher attrition in the first 3-5 years of the profession contributes to a less experienced teaching staff.
3	Between 2023-2024 and 2024-2025, the number of students with 5 or more discipline referrals grew by over 50% (from 38 to 58), showing an escalating challenge with chronic discipline issues.	Frequent offenders are not consistently receiving targeted Tier 2 and Tier 3 behavior interventions.
5	During the 2024-2025 school year, the Care Team recorded 8,969 student visits, including 182 crisis visits, 13 no-harm agreements, 23 suicide assessments, and 51 violent risk assessments. These numbers indicate a significant rise in the frequency and intensity of student mental health and safety needs.	Students are experiencing higher levels of trauma, stress, and unmet social-emotional needs than in previous years. Many lack consistent coping strategies, access to external supports, or stable protective factors (family, community, peer networks). This results in more students entering crisis and requiring intensive interventions during the school day.

6

Discipline referrals increased from 812 for 312 students in 2023-2024 to 1,567 for 449 students in 2024-2025, indicating a significant rise in both the number of incidents and the number of students involved.

Current Tier 1 supports are not sufficient to prevent misbehavior, and Tier 2/3 interventions are not reaching all students who need them.

7

At IMMS, recidivism rates remain high among students with multiple discipline referrals, with a significant number of frequent offenders continuing to receive consequences without changes in behavior.

Systems for monitoring and responding to frequent offenders are not fully embedded, resulting in reactive rather than proactive supports.

8

Teacher retention at IMMS has improved slightly from 74% in 2023-2024 to 77% in 2024-2025, but it remains below the campus goal of 80% for 2025-2026. This continued turnover impacts staff stability, instructional consistency, and the development of strong teacher-student relationships.

Early-career teachers (1-3 years) need more consistent mentorship and instructional support.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

9

Only 28% of special education students at IMMS scored at the Approaches level across all subjects in 2025, indicating significant achievement gaps compared to their peers.

Co-teaching and inclusion supports are not fully implemented to ensure students access grade-level content.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed.

Necessary treatment and long-term care are beyond what can be provided within the school setting, and access to community-based mental health resources is limited or inconsistent.

3

Teachers at IMMS occasionally miss PLC time to cover classes, and the teacher absence rate is higher than the available substitute fill rate.

Inconsistent PLC participation reduces opportunities for collaboration, lesson internalization, and alignment of instruction.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

5

Programs to support teacher and staff mental health and well-being at IMMS are limited on the 24/25 Stronger Connections Survey.

Structures for educator wellness are not prioritized or embedded into campus systems, leading to inconsistent support for staff well-being.

8

Staff agreement with "Morale at my school has improved this year" dropped from 85% to 74% (an 11-point decline) as reported by the PIC 2025 Survey.

Staff morale has declined significantly, with fewer teachers reporting improvements in school morale compared to the previous year.

9

Staff agreement with "My principal creates a culture that values and promotes staff well-being" fell from 97% to 92% (a 5-point drop). "My principal looks out for the personal welfare of faculty members" fell from 98% to 88% (a 9-point drop) as reported by the 2025 PIC Survey.

Teachers perceive less support for their personal welfare and well-being, which may impact retention, climate, and instructional quality.

Performance Objective 3 HB3 Goal

IMMS will continue to support a safe and orderly learning environment that ensures 100% of staff and students are trained on safety policies, procedures, and protocols by June 2026.

Evaluation Data Source: ESC random intruder audits, exterior door sweep checks, internal safety audit, external safety audit, campus drill evaluation forms, threat assessment logs

Strategy 1

IMMS will ensure a safe campus culture by requiring consistent compliance with student/staff ID badge display and student dress code policies.

Strategy's Expected Result/Impact: Increased campus-wide compliance with ID badge and dress code policies as documented through daily checks and logs

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Teachers

Problem Statements: Demographics 3, 6, 7

Funding Sources: Plastic Badges, Lanyards, Plastic Covers, Printing Film 199 - General Fund,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

35%

Strategy 2

IMMS will review, revise, and conduct safety drills (fire, lockdown, shelter-in-place, parent reunification) according to the district timeline, and evaluate effectiveness through feedback and observation.

Strategy's Expected Result/Impact: Improved effectiveness of campus emergency procedures based on drill feedback and observations

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Investigative Officer, Campus Security Monitor

Problem Statements: Demographics 5, 6, 7 - School Processes & Programs 10

Formative Reviews

30%

November

January

March

June

Strategy 3 ☒ Additional Targeted Support Strategy

IMMS will maintain a safe and orderly environment through established expectations (LIONS and CHAMPS), routine grade-level community meetings, and consistent implementation of the campus discipline management plan.

Strategy's Expected Result/Impact: Increased consistency in student behavior expectations through daily reinforcement of LIONS and CHAMPS, Stronger campus-wide culture of safety and order as discipline management plans are implemented with fidelity

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principals, Care Team, Teachers

Problem Statements: Demographics 3, 5, 6, 7

Funding Sources: 211 - Title I, Part A,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

50%

November

January

March

June

Strategy 4

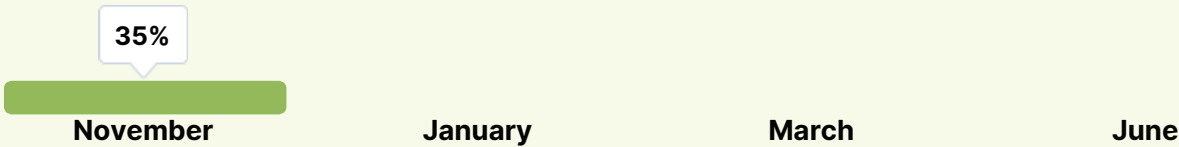
IMMS administrators and safety personnel will maintain a visible presence through daily door checks, interior/exterior patrols, and active monitoring of campus facilities.

Strategy's Expected Result/Impact: Stronger student and staff confidence in the safety and order of the school environment, Increased visibility of administrators and safety personnel, reinforcing a culture of safety and accountability

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Investigative Officer, Campus Security Monitor

Problem Statements: Demographics 3, 5, 6, 7 - School Processes & Programs 10

Formative Reviews



Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Between 2023-2024 and 2024-2025, the number of students with 5 or more discipline referrals grew by over 50% (from 38 to 58), showing an escalating challenge with chronic discipline issues.	Frequent offenders are not consistently receiving targeted Tier 2 and Tier 3 behavior interventions.
5	During the 2024-2025 school year, the Care Team recorded 8,969 student visits, including 182 crisis visits, 13 no-harm agreements, 23 suicide assessments, and 51 violent risk assessments. These numbers indicate a significant rise in the frequency and intensity of student mental health and safety needs.	Students are experiencing higher levels of trauma, stress, and unmet social-emotional needs than in previous years. Many lack consistent coping strategies, access to external supports, or stable protective factors (family, community, peer networks). This results in more students entering crisis and requiring intensive interventions during the school day.
6	Discipline referrals increased from 812 for 312 students in 2023-2024 to 1,567 for 449 students in 2024-2025, indicating a significant rise in both the number of incidents and the number of students involved.	Current Tier 1 supports are not sufficient to prevent misbehavior, and Tier 2/3 interventions are not reaching all students who need them.
7	At IMMS, recidivism rates remain high among students with multiple discipline referrals, with a significant number of frequent offenders continuing to receive consequences without changes in behavior.	Systems for monitoring and responding to frequent offenders are not fully embedded, resulting in reactive rather than proactive supports.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
10	State funding for public education has not kept pace with inflation or the increasing needs of students, leaving IMMS with less funding per pupil than is required to sustain high-quality programs and support services. This creates challenges in maintaining instructional resources, staffing supports, and student opportunities.	Legislative inaction on school finance reform has resulted in no increase to the basic allotment, reducing real per-pupil funding when adjusted for inflation.

Performance Objective 4

90% of the lowest performing 5% of students in the areas of attendance, social emotional learning, and discipline will have individualized MTSS or improvement plans as documented in MTSS meetings by June 2026.

Evaluation Data Source: Behavior and Counseling Data, SAEBRS Data

Strategy 1 Additional Targeted Support Strategy

IMMS will increase the effectiveness of Tier III behavior and academic intervention plans by monitoring fidelity of implementation through MTSS trackers, Panorama data, and Special Education referrals.

Strategy's Expected Result/Impact: Increased fidelity in the implementation of Tier III behavior and academic intervention plans through systematic monitoring, Stronger outcomes for the lowest-performing 5% of students in attendance, SEL, and discipline as individualized plans are implemented with consistency

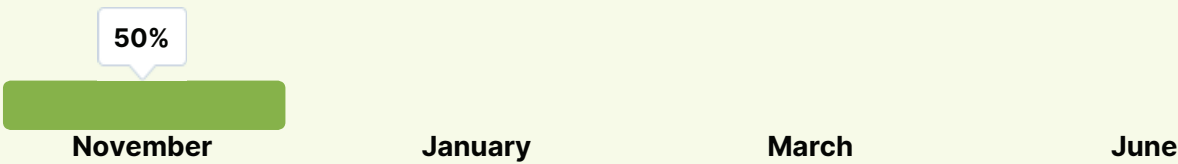
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader

Problem Statements: Demographics 3, 5, 6, 7 - Perceptions 4

Funding Sources: 211 - Title I, Part A,
Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2 Additional Targeted Support Strategy

IMMS will support students in recovering missed instructional time and staying on track for promotion and graduation by offering attendance recovery opportunities through the ACE program and emphasizing the importance of credit accrual.

Strategy's Expected Result/Impact: Improved promotion and credit accrual rates as students make up missed instructional time

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Demographics 4 - Student Learning 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15

Funding Sources: 211 - Title I, Part A,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

55%

November

January

March

June

Strategy 3

IMMS will monitor Tier 1 behavior strategies such as CHAMPS through data walk observations and provide feedback and teacher assistance as necessary through coaching plans and feedback from administrators.

Strategy's Expected Result/Impact: Increased consistency in Tier 1 classroom management practices through the use of CHAMPS, Stronger student behavior outcomes and reduced discipline referrals due to consistent Tier 1 expectations

Staff Responsible for Monitoring: Principal, Assistant Principal, Admin Intern, Campus Academic Leader

Problem Statements: Demographics 3, 6, 7 - Perceptions 4

Funding Sources: 211 - Title I, Part A,

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

45%

November

January

March

June

Strategy 4

IMMS will strengthen Tier 2 and Tier 3 interventions for SpEd students through MTSS, behavior intervention plans, and collaboration with the Special Education department.

Strategy's Expected Result/Impact: Increased alignment of Tier 2 and Tier 3 interventions with individualized student needs through MTSS processes, Stronger academic and behavioral outcomes for SpEd students as targeted supports are implemented consistently

Staff Responsible for Monitoring: Principal, Assistant Principals, Admin Intern, Campus Academic Leader, Diagnostician, SpEd Department Chair

Problem Statements: Demographics 3, 6, 7

Funding Sources: 211 - Title I, Part A,

Formative Reviews

40%

November

January

March

June

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Between 2023-2024 and 2024-2025, the number of students with 5 or more discipline referrals grew by over 50% (from 38 to 58), showing an escalating challenge with chronic discipline issues.

Frequent offenders are not consistently receiving targeted Tier 2 and Tier 3 behavior interventions.

4

The attendance rate for 24/25 was 93.6%% which is below the 95% budget threshold.

Families and students do not consistently understand the academic and financial importance of regular attendance.

5

During the 2024-2025 school year, the Care Team recorded 8,969 student visits, including 182 crisis visits, 13 no-harm agreements, 23 suicide assessments, and 51 violent risk assessments. These numbers indicate a significant rise in the frequency and intensity of student mental health and safety needs.

Students are experiencing higher levels of trauma, stress, and unmet social-emotional needs than in previous years. Many lack consistent coping strategies, access to external supports, or stable protective factors (family, community, peer networks). This results in more students entering crisis and requiring intensive interventions during the school day.

6

Discipline referrals increased from 812 for 312 students in 2023-2024 to 1,567 for 449 students in 2024-2025, indicating a significant rise in both the number of incidents and the number of students involved.

Current Tier 1 supports are not sufficient to prevent misbehavior, and Tier 2/3 interventions are not reaching all students who need them.

7

At IMMS, recidivism rates remain high among students with multiple discipline referrals, with a significant number of frequent offenders continuing to receive consequences without changes in behavior.

Systems for monitoring and responding to frequent offenders are not fully embedded, resulting in reactive rather than proactive supports.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Only 32% of all students are achieving Meets on the Science STAAR.	Science instruction at IMMS has not consistently aligned curriculum and classroom practice with the rigor of STAAR. Lessons often emphasize surface-level content coverage rather than inquiry-based learning, data analysis, and modeling that support deeper conceptual understanding.
3	Only 45% of all students are achieving Meets on the Reading STAAR.	Teachers require ongoing support to ensure Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments. In addition, guiding documents and resources must be adjusted to allow sufficient time and focus on priority reading skills.
4	Only 24% of all students are achieving Meets on the Math STAAR.	Teachers need more professional learning in content knowledge and support with breaking down the TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding. In addition, gaps in foundational math skills (number sense, fluency, and conceptual understanding) hinder students' ability to master grade-level content.
5	Only 30% of all students are achieving Meets on the Social Studies STAAR.	There is insufficient vertical alignment to support mastery of 8th grade Social Studies content and skills. In addition, instructional resources and guiding documents are not yet fully aligned to the rigor of the STAAR assessment.
6	7th grade Math STAAR performance for the 2024 accountability continues to be below the state performance average.	Avery large percentage of 7th grade students are taking 8th grade math which decreases the total number of students taking the 7th grade math STAAR.
7	RDA determinations for 7th and 8th grade Math are currently at a Level 4, indicating significant areas of concern.	Co-teaching practices and targeted interventions for special education students are not implemented with

fidelity.

8

The number of IMMS students reclassifying from emergent bilingual decreased from 51 in 2023-2024 to 25 in 2024-2025.

The productive domains of the ELPS (speaking and writing) are not consistently integrated into daily instruction across all content areas.

9

Only 28% of special education students at IMMS scored at the Approaches level across all subjects in 2025, indicating significant achievement gaps compared to their peers.

Co-teaching and inclusion supports are not fully implemented to ensure students access grade-level content.

12

IMMS students are struggling to demonstrate proficiency on Extended Constructed Responses (ECRs). In 2025, there were 93 zeros in 5th grade, 37 zeros in 6th grade, and 70 zeros in 7th grade.

Foundational writing skills from earlier grades (paragraph structure, thesis development, supporting evidence) are not yet mastered, limiting students' ability to compose organized responses.

13

RDA determinations for 8th grade social studies are currently at a Level 4, indicating significant areas of concern.

Instructional decisions for Social Studies inclusion have not been consistently guided by a certified content-area expert, leading to misalignment in curriculum delivery, accommodations, and student supports.

14

RDA determinations place Irma Marsh Middle School at an overall Level 2, resulting in a Strategic Support Plan from TEA.

Inclusion practices across multiple content areas have not been consistently supported by content-area experts. This has resulted in misalignment to TEKS, inconsistent differentiation for students receiving special education and EB services, and insufficient monitoring of instructional quality and student outcomes.

15

Tier 1 instruction at IMMS is inconsistent across content areas, limiting student academic growth. Although administrators have been trained to provide actionable feedback, feedback cycles are not systematic or frequent enough to impact classroom practice.

Systems for monitoring and following up on feedback are not fully embedded into leadership routines.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

Discipline practices at IMMS are not consistently improving student behavior, and staff do not perceive that most students meet behavioral expectations on the 24/25 Stronger Connections Survey.

Inconsistent implementation of expectations across classrooms, coupled with limited use of proactive and restorative strategies, reduces the effectiveness of discipline systems.

Performance Objective 5

IMMS will increase student social-emotional well-being by ensuring 90% of students participate in state-mandated character education.

Evaluation Data Source: CharacterStrong Dashboard, Leadership Walkthrough Data

Strategy 1

IMMS will deliver weekly lessons through programs such as CharacterStrong during designated instructional times to build student social-emotional skills, character, and resilience.

Strategy's Expected Result/Impact: Increased student participation in weekly character education lessons during designated instructional times, Stronger overall campus climate and student well-being as measured by participation logs and Panorama survey data

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Care Team

Problem Statements: Demographics 5 - School Processes & Programs 1, 2 - Perceptions 3, 6, 7

Funding Sources: 211 - Title I, Part A,

Title I:

Formative Reviews



Strategy 2

IMMS will provide professional development for staff on teaching character education and behavior management to better support student well-being needs.

Strategy's Expected Result/Impact: Stronger student well-being and campus climate as staff apply PD learning in daily interactions with students, Improved consistency in implementing behavior management practices across classrooms

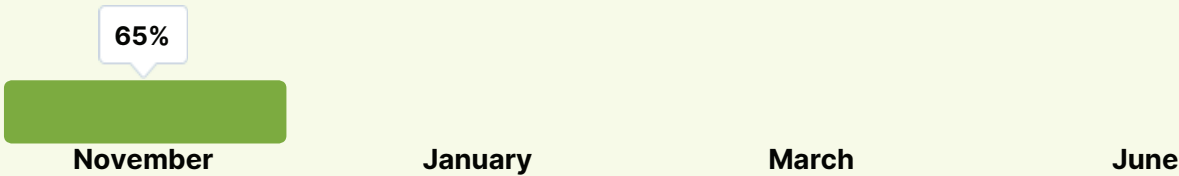
Staff Responsible for Monitoring: Principal, Care Team

Problem Statements: Demographics 5 - Perceptions 3, 6, 7

Funding Sources: 211 - Title I, Part A,

Title I:

Formative Reviews



Strategy 3

IMMS enhance students' understanding and skills in critical areas such as bullying prevention, building healthy relationships, and overcoming challenges by partnering with organizations like Just Say Yes and Flight Squad to bring expert speakers to our campus.

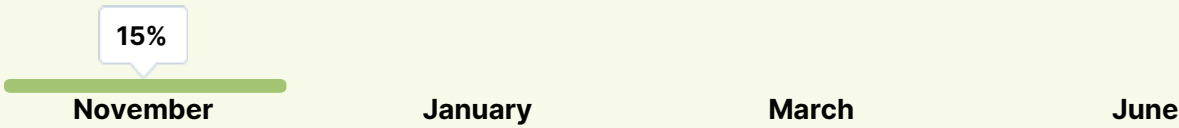
Strategy's Expected Result/Impact: Increased student awareness of bullying prevention, healthy relationships, and resilience strategies through exposure to expert speakers, Improved student ability to apply social-emotional skills in real-life situations

Staff Responsible for Monitoring: Principal, Care Team

Problem Statements: Demographics 5

Funding Sources: 211 - Title I, Part A,

Formative Reviews



Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	During the 2024-2025 school year, the Care Team recorded 8,969 student visits, including 182 crisis visits, 13 no-harm agreements, 23 suicide assessments, and 51 violent risk assessments. These numbers indicate a significant rise in the frequency and intensity of student mental health and safety needs.	Students are experiencing higher levels of trauma, stress, and unmet social-emotional needs than in previous years. Many lack consistent coping strategies, access to external supports, or stable protective factors (family, community, peer networks). This results in more students entering crisis and requiring intensive interventions during the school day.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed.	Necessary treatment and long-term care are beyond what can be provided within the school setting, and access to community-based mental health resources is limited or inconsistent.
2	There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting.	Teachers and staff need additional training and support in implementing restorative practices, conflict resolution strategies, and SEL in order to address issues proactively and consistently.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Students at IMMS are not consistently demonstrating respect and kindness toward their peers on the 24/25 Stronger Connections Survey.	SEL and restorative practices are not embedded consistently into Tier 1 instruction and school culture, limiting students' ability to practice empathy and conflict resolution.
6	Many IMMS students report low levels of belonging and motivation to attend school regularly on the 24/25 Stronger Connections Survey.	School culture and classroom environments are not consistently fostering a strong sense of belonging, connection, and purpose for all students.
7	Bullying and peer conflict remain significant concerns at IMMS as reported by the 24/25 Stronger Connections Survey.	Anti-bullying strategies and peer-led initiatives are not consistently reinforced, and students lack empowerment to intervene when bullying occurs.

Performance Objective 6

IMMS will increase consistency in student behavior expectations, with 90% of teachers implementing campus-wide systems (dress code checks, IDs, e-hallpass, four questions) as measured by leadership walkthroughs and logs by June 2026.

Evaluation Data Source: Leadership walkthrough data, discipline referral system, SecurlyPass reports, compliance logs

Strategy 1

IMMS will ensure that all teachers consistently implement dress code checks, ID badge compliance, SecurlyPass, and the Four Questions for redirection.

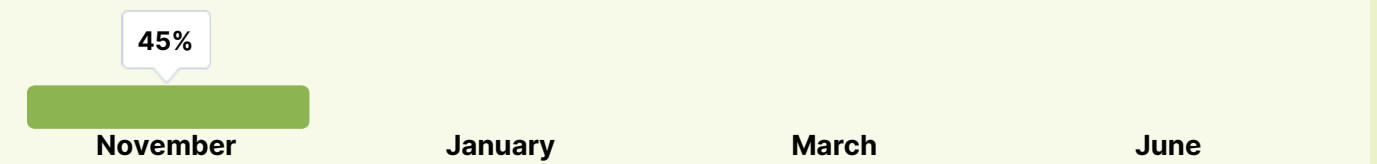
Strategy's Expected Result/Impact: Improved student accountability and reduced discipline incidents related to non-compliance, Stronger alignment across classrooms, fostering a predictable and orderly learning environment

Staff Responsible for Monitoring: Principal, Assistant Principals, Admin Intern, Campus Academic Leader, Teacher

Problem Statements: Demographics 3, 6, 7 - Perceptions 2, 4, 6

Funding Sources: 199 - General Fund,

Formative Reviews



Strategy 2

IMMS will use digital monitoring systems (e.g., SecurlyPass, BARK) to track student movement and online behavior, intervening early when warning signs arise.

Strategy's Expected Result/Impact: Increased campus capacity to monitor student movement and online activity in real time, Stronger prevention and intervention efforts that reduce discipline incidents and support student well-being

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader, Care Team, Teachers, Campus Investigative Officer, Nurse, Front Office, Librarian

Problem Statements: Demographics 3, 6, 7

Funding Sources: Implementation Fees 211 - Title I, Part A,

Formative Reviews

60%

November

January

March

June

Strategy 3

The IMMS Leadership Team will participate in ongoing professional development to enhance their expertise in maintaining a safe, orderly campus environment and in providing teachers with actionable feedback that strengthens Tier 1 instruction and drives academic growth.

Strategy's Expected Result/Impact: Increased leadership team expertise in both campus safety and instructional leadership, Stronger Tier 1 instruction and academic growth as leaders consistently connect feedback to student learning outcomes

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Academic Leader

Problem Statements: Demographics 3, 6, 7

Funding Sources: 211 - Title I, Part A,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

45%

November

January

March

June

Strategy 4

IMMS will expand the use of alternative consequences (reflection sheets, restorative circles, parent conferences) to address behaviors without removing students from instruction.

Strategy's Expected Result/Impact: Increased use of non-removal interventions to address student behaviors, Reduced ISS/OSS placements, ensuring students remain in class and engaged in learning

Staff Responsible for Monitoring: Principal, Assistant Principals, Admin Intern

Problem Statements: Demographics 3, 7

Funding Sources: 199 - General Fund,

Title I:

Formative Reviews

40%

November

January

March

June

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Between 2023-2024 and 2024-2025, the number of students with 5 or more discipline referrals grew by over 50% (from 38 to 58), showing an escalating challenge with chronic discipline issues.	Frequent offenders are not consistently receiving targeted Tier 2 and Tier 3 behavior interventions.
6	Discipline referrals increased from 812 for 312 students in 2023-2024 to 1,567 for 449 students in 2024-2025, indicating a significant rise in both the number of incidents and the number of students involved.	Current Tier 1 supports are not sufficient to prevent misbehavior, and Tier 2/3 interventions are not reaching all students who need them.
7	At IMMS, recidivism rates remain high among students with multiple discipline referrals, with a significant number of frequent offenders continuing to receive consequences without changes in behavior.	Systems for monitoring and responding to frequent offenders are not fully embedded, resulting in reactive rather than proactive supports.

Performance Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Staff-student relationships at IMMS are inconsistent, with fewer than two-thirds of staff agreeing that students show respect for teachers on the 24/25 Stronger Connections Survey.	Expectations for mutual respect are not consistently reinforced, and staff may need more tools to strengthen classroom culture and student engagement.
4	Discipline practices at IMMS are not consistently improving student behavior, and staff do not perceive that most students meet behavioral expectations on the 24/25 Stronger Connections Survey.	Inconsistent implementation of expectations across classrooms, coupled with limited use of proactive and restorative strategies, reduces the effectiveness of discipline systems.
6	Many IMMS students report low levels of belonging and motivation to attend school regularly on the 24/25 Stronger Connections Survey.	School culture and classroom environments are not consistently fostering a strong sense of belonging, connection, and purpose for all students.



Title I Summary

Title I