Rockwall Independent School District

Herman E. Utley Middle School

2025-2026 Campus Improvement Plan



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Mission Statement

Together, at Utley Middle School, we will build relationships and create a learning environment that produces critical thinkers and problem solvers.

Vision

Utley Middle School will develop responsible, lifelong learners by building relationships and working collaboratively to grow both academic and emotional skills in ALL students

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Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 5
Subgroup Highlights (All Subjects) 5
Priority Problem Statements 7
Comprehensive Needs Assessment Data Documentation 8
Goals 10
Goal 1: Every classroom teacher will utilize our three instructional priorities (small group, critical writing, and working in the Power Zone) to increase student achievement. 10
Goal 2: Utley Middle School will maintain collaborative and high-functioning PLCs with effective processes. 14
Goal 3: Utley will earn a state accountability rating of at least a 90/A. 16
Goal 4: Utley Middle School will maintain a strong culture of safety, security, and civility. 18
Goal 5: Utley will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and Other School-Based Activities. 21

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2025-2026

Student Demographics

- White: 54.8%
- Hispanic: 23.8%
- Black or African-American: 12.5%
- Asian: 0.04%
- Two or more races: 0.03%
- American Indian: 0.002%
- Hawaiian or Pacific Islander: 0.0012%
- EcoDis: 24.5%
- 504: 13.8%
- SPED: 19%
- EB: 0.06%
- At-Risk: 16.6%

Demographics Strengths

Our biggest strength this year is a smaller student population of just 826 students in grades 6 through 8.

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Student Learning

Student Learning Summary

On 2025 STAAR, Utley students showed positive movement where interventions and targeted small-group instruction were implemented; our next step is scaling those practices to accelerate growth for more students. Closing gaps remains a priority, especially for Economically Disadvantaged, SPED, and EB subgroups.

2025 STAAR Data	Approaches	Meets	Masters
ELAR (923 tests)	83%	63%	35%
Math (920 tests)	76%	54%	28%
Science (449 tests)	82%	60%	25%
Social Studies (448 tests)	68%	46%	28%

Subgroup Highlights (All Subjects)

- **African American:** 67% Approaches | 43% Meets | 18% Masters
- **Hispanic:** 72% Approaches | 49% Meets | 25% Masters
- **White:** 84% Approaches | 65% Meets | 36% Masters
- **Asian:** 93% Approaches | 77% Meets | 45% Masters
- **Eco Disadvantaged:** 67% Approaches | 42% Meets | 18% Masters
- **Non-Eco Disadvantaged:** 83% Approaches | 63% Meets | 35% Masters
- **Special Ed:** 50% Approaches | 27% Meets | 7% Masters
- **Emergent Bilingual:** 59% Approaches | 28% Meets | 6% Masters

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Student Learning Strengths

- EB students performed above district average in 7th & 8th grade ELAR (Approaches/Meets/Masters categories).
- 8th grade Social Studies and 8th grade Science subgroups EB and EcoDis had performance above district averages in several categories.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Reading and Math growth targets are not being met in two demographic subpopulations (African-American and Hispanic).

Problem Statement 2 (Prioritized): Student achievement in Math and ELAR are below the district average for STAAR.

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Priority Problem Statements

Problem Statement 1: Student achievement in Math and ELAR are below the district average for STAAR.

Root Cause 1:

Problem Statement 1 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

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- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

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Goals

Revised/Approved: September 16, 2025

Goal 1: Every classroom teacher will utilize our three instructional priorities (small group, critical writing, and working in the Power Zone) to increase student achievement.

Performance Objective 1: Utley Administration will provide targeted ongoing professional development focused on our three instructional priorities of small group, critical writing, and working in the Power Zone.

Evaluation Data Sources: Lunch and learns with follow up during weekly datawalks and observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Build teacher instructional capacity through Professional Development specifically for critical writing, small group instruction, and working in the Power Zone. Provide staff ongoing PD opportunities to develop and implement through intentional lesson design. **Strategy's Expected Result/Impact:** Providing PD opportunities will result in every classroom teacher the ability to effectively implement The Fundamental Five (with a specific focus on the three instructional priorities) in their classroom at least once during the first semester. This will provide teachers with instant feedback and data to develop intervention and enrichment plans to increase student opportunities to acquire State Standards. **Staff Responsible for Monitoring:** PLC Leads, Department Chairs, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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Goal 1: Every classroom teacher will utilize our three instructional priorities (small group, critical writing, and working in the Power Zone) to increase student achievement.

Performance Objective 2: All teachers will pull small groups to focus on essential standards at least once per week.

High Priority

Evaluation Data Sources: Datawalk data, PLC meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide teachers with guidance and training so that they can plan for small group instruction at least 2x per week. **Strategy's Expected Result/Impact:** Teachers will use the strategies modeled during PD to create and implement small group instruction on a regular basis. **Staff Responsible for Monitoring:** PLC Leads, Department Chairs, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Campus administrators will observe teachers implementing small group instruction through teacher invites (incentives given), datawalks, and walk-throughs. **Strategy's Expected Result/Impact:** Through walk-throughs, classroom observations, and datawalks, administrators will observe small group instruction taking place. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

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Goal 1: Every classroom teacher will utilize our three instructional priorities (small group, critical writing, and working in the Power Zone) to increase student achievement.

Performance Objective 3: All teachers will embed critical writing aligned to the essential standards into their lessons weekly.

Evaluation Data Sources: Datawalk, walkthrough, and observation data in Strive; PLC planning

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Campus leaders will model effective use of critical writing through professional learning opportunities, instructional rounds, and PLCs. **Strategy's Expected Result/Impact:** Teachers will become more comfortable with implementing critical writing in their lessons weekly. **Staff Responsible for Monitoring:** Admin, department chairs, team leads **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

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Goal 1: Every classroom teacher will utilize our three instructional priorities (small group, critical writing, and working in the Power Zone) to increase student achievement.

Performance Objective 4: All teachers will provide instruction from The Power Zone every class period.

Evaluation Data Sources: Datawalk, walkthrough, and observation data in Strive

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Campus leaders will model the importance and effectiveness of working in the Power Zone through professional learning opportunities, instructional rounds, and PLCs. **Strategy's Expected Result/Impact:** Teachers will teach from the Power Zone every single lesson. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

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Goal 2: Utley Middle School will maintain collaborative and high-functioning PLCs with effective processes.

Performance Objective 1: PLCs will meet twice weekly and discuss the four critical questions while focusing on the essential standards.

High Priority

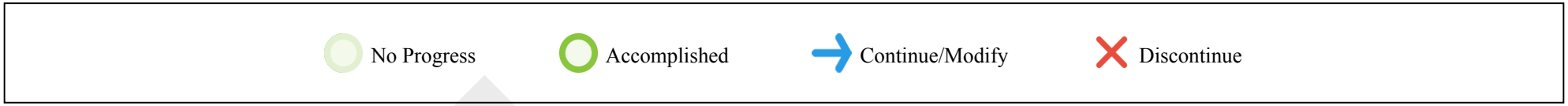
Evaluation Data Sources: Teachers will complete weekly PLC agendas and submit them to the Google Drive shared with their supervising administrator. Administrators will be present in all PLC meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Create team norms and collective commitments, and place them in the designated PLC Google Drive folder shared with their supervising administrator. Also, include them in the PLC Reboot Excel spreadsheet. **Strategy's Expected Result/Impact:** Each team will have created norms and collective commitments and place them in the shared designated Google Drive folder. **Staff Responsible for Monitoring:** PLC Leads, Department Chairs, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: PLC Leads will create a PLC Agenda with their team to use weekly. **Strategy's Expected Result/Impact:** Agenda will be used to collect meeting minutes, state objectives, document action plans, and record attendance. Agendas will be saved in the designated PLC folder in the shared in the Google Drive. **Staff Responsible for Monitoring:** PLC Leads, Department Chairs, and Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: PLC Leads will facilitate collaboration, data review, and strategically plan interventions/enrichments. **Strategy's Expected Result/Impact:** PLC Leads will document and share Data Digs with the supervising administrator. Have high-quality instruction plans for intervention and enrichment. **Staff Responsible for Monitoring:** PLC Leads and Administrators. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

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Goal 3: Utley will earn a state accountability rating of at least a 90/A.

Performance Objective 1: Utley teachers will demonstrate student achievement at or above the level of other Rockwall ISD middle schools on CCAs and MAP.

High Priority

Evaluation Data Sources: CCA data, MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Students will receive targeted interventions based on their CCA/MAP/STAAR data with a focus on Essential TEKS. This will take place during PACK Time. **Strategy's Expected Result/Impact:** Increase scores across campus especially in essential TEKS **Staff Responsible for Monitoring:** Department Heads, Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				

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Goal 3: Utley will earn a state accountability rating of at least a 90/A.

Performance Objective 2: Students will demonstrate growth (either by performing the same or at least one level higher on STAAR) from 2025 to 2026 on all STAAR tests.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Students will receive targeted interventions based on their CCA/MAP/STAAR data with a focus on Essential TEKS. This will take place during PACK Time. **Strategy's Expected Result/Impact:** Improved performance on assessments especially in Essential TEKS **Staff Responsible for Monitoring:** Department Heads and Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				

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Goal 4: Utley Middle School will maintain a strong culture of safety, security, and civility.

Performance Objective 1: Utley admin will conduct regular safety drills as required by TEA and the Fire Marshall with 100% fidelity to the standards outlined by the Standard Response Protocol and district policy.

Evaluation Data Sources: CrisisGo app, safety drill after-action reviews

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Admin will debrief and collect feedback after every single drill ("after action review"). **Strategy's Expected Result/Impact:** Identify opportunities for improvement in drill effectiveness. **Staff Responsible for Monitoring:** Admin in partnership with SRO **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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Goal 4: Utley Middle School will maintain a strong culture of safety, security, and civility.

Performance Objective 2: Staff and students will be empowered to follow all safety rules and guidelines with 100% fidelity. This includes wearing ID badges, ensuring all interior and exterior doors are closed and locked at all times, and not propping doors or otherwise giving unauthorized persons access to the building.

Evaluation Data Sources: Discipline data, teacher data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Admin supervision at entry points during arrival and dismissal to check IDs and monitor doors. Admin and staff check IDs at the cafeteria entrance and exit. Teachers check IDs at classroom doors. **Strategy's Expected Result/Impact:** Consistent enforcement and application of the district ID policy. **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Daily exterior door checks **Strategy's Expected Result/Impact:** Maximum security - all doors locked and secured all the time **Staff Responsible for Monitoring:** Admin and SRO **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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Goal 4: Utley Middle School will maintain a strong culture of safety, security, and civility.

Performance Objective 3: Utley staff will recognize and reward positive student behavior through PBIS.

Evaluation Data Sources: Discipline data, PBIS data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Staff will award PBIS points using the PBIS app to recognize positive student behavior. **Strategy's Expected Result/Impact:** Students will be motivated to meet behavior expectations **Staff Responsible for Monitoring:** Staff and admin **ESF Levers:** Lever 3: Positive School Culture				

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Goal 5: Utley will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and Other School-Based Activities.

Performance Objective 1: Utley will maintain a focus on: 1) Nutrition Promotion, 2) Nutrition Education, 3) Physical Activity, and 4) Other school-based activities, such as those listed at the link below.
https://docs.google.com/document/d/1N9QQkYooTXHpIcTMl3E7G5UGSb2bYX1jBucHGIypFzA/edit?usp=sharing

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