Hutto Independent School District

Farley Middle School

2024-2025 Campus Improvement Plan



Mission Statement

Hippo Nation inspires excellence in academics, character, and community.

Vision

Hutto ISD aspires to be the premier choice in education through innovation, leadership, and diversity.

Table of Contents

Comprehensive Needs Assessment 3
Demographics 3
Student Achievement 6
Curriculum, Instruction, and Assessment 7
Demographics 11
Student Learning 14
School Processes & Programs 17
Perceptions 21
Comprehensive Needs Assessment Data Documentation 23
Goals 24
Goal 1: (1.1) Increase the percentage of students meeting grade-level expectations. 24
Goal 2: (1.2) Increase the percentage of students who are college, career, and military-ready. 28
Goal 3: (1.4) Identify and implement wrap-around services supporting the whole child. 34
Goal 4: (3.1) Meaningfully engage parents and community as inclusive partners. 37
Goal 5: (3.3) Establish meaningful two-way discourse with diverse stakeholders. 40

Comprehensive Needs Assessment

Demographics

Demographics Summary

Farley Middle School is one of three middle schools serving students in 6th through 8th grades in Hutto Independent School District, located in Williamson County in Central Texas.

Farley Middle School closed the 2023-2024 school year with 998 students. Hutto ISD is opening a third middle school for the 2024-2025 school year. Enrollment numbers are projected to decrease by approximately 300 students due to the new campus opening as Hutto ISD enrollment continues to grow.

Overall enrollment saw a slight increase in 23-24 while the sub-populations of Hispanic, Two or more races, Limited English Proficiency, At-Risk, and Special Education demographics increased as well. The increase in population was due in part to construction which continues to take place; several apartment complexes have phases completed. It is anticipated that our population will increase as more complexes open within the next year. The percentage of Limited English Proficient students saw a rise to the highest number ever at Farley Middle School. The at-risk population rose slightly after a moderate decline the previous year. The SPED population at FMS also continues to increase as we are seeing many new students enrolling and already receiving services.

Staff demographics have not historically mirrored our student population while we await new numbers for 23-24 in our next Texas Academic Performance Report (TAPR). Looking at the 22-23 TAPR, FMS teaching staff is made up of 71.2% of teachers who fall into the white demographic, while white students only make up 29.3 % of our population. Differences are also seen in our Hispanic and African-American populations, as just 19.5% of our staff is Hispanic while our student population is 48.1% Hispanic. The FMS staff is 4.2% African-American, but African-American students make up 12.2% of our population. Due to turnover in recent years, over half of the campus staff has less than 10 years experience. Over the past two years FMS has had 8 first-year teachers on campus. The major reporting experience category for FMS staff have served 1-5 years in the profession.

The Special Education population at FMS continues to increase. Farley Middle School currently serves students identified with substantial behavioral disabilities through the BASE and Functional Academics programs. All of our students identified with special needs participate in the least restrictive setting through enrollment in co-teach and/or inclusion. Our Special Education population has increased to its largest number on campus to date at 17 %.

Our Limited English Proficient students are serviced by a teacher who is dedicated solely to our English Language Learners. We have LEP English Language Arts classes for appropriate students and our teacher provides services, accommodations and pullouts to identified students. FMS students are also able to test out of Foreign Language requirements by successfully demonstrating knowledge and ability on the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) exam.

Farley has established a Response To Intervention (RtI) program that targets struggling students in Tier 1 core instruction. Students still struggling are provided Tier II & III support through intervention classes provided through HB 1416 enrichment period tutorial sessions. Additional support is also being provided in classes with small group, focused pullouts through our Multi-Tiered Systems of Support (MTSS). Those MTSS pullouts occurred in mathematics and English Language Arts with some intervention using Math 180 and Read 180. Our goal is to grow our MTSS support system in all core subjects through the next school year. Students that are not responsive to intervention are referred to the RTI committee for the next steps, which might include processes for 504 or SPED placement.

Discipline numbers have increased in the 2023-2024 school year. That number has increased significantly in the last school year due to mandatory placements for e-cigarettes. The percentage of students receiving referrals is similar to our population numbers due to the implementation of Restorative Practices. Our African-American students make up 12.3% of our population, but account for 19.2% of our referrals which is a significant decrease from 30.3% of our referrals in the 22-23 school year. White students only receive 18.8% of referrals while making up 28.8 percent of the FMS population. Repeat offenders account for the main reason for the disparity in the school subpopulation percentages and the percentage of referrals by subpopulation.

Attendance has shown a slight increase the last two school years with all subpopulations and grade levels being consistently over 94%. While all subpopulations increased, the largest growth can be seen in our African-American and Two or More subpopulations. In addition, the grade level cohorts saw an increase from 6th to 7th grade and 7th grade to 8th grade. Our 8th grade population continues to have the lowest average attendance rate, while 6th grade continues to be the highest. Farley works to address attendance concerns through automated phone calls home any time a student is marked absent. School administrators then send letters home for students who have 3, 6, or 9 unexcused absences. Attendance meetings are held with families whose students are close to truancy. Those who continue to have attendance concerns after all interventions are exhausted may be taken to truancy court.

Farley Middle School encompassed grades 6-8 during the 2023-2024 school year with a demographic breakdown shown below.

Demographics Strengths

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- Overall Population saw an increase this 2023-24 school year. That number is expected to decrease next year with the opening of Gus Almquist Middle School in the 2024-25 school year.

- Stable population overall (No High Mobility In regards Students and Gender Balanced). This could change as multiple apartment complexes in our zone are expected to be finished within the next year.
- Discipline numbers are improving with respect to the disparity between the school demographics and the number of referrals by subpopulation.
- Overall attendance percentages are trending upward which shows that Farley is a safe place for all students to learn.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff demographics continue to fall short of reflecting the percentages of our student population. **Root Cause:** There has been a lack of targeted recruitment and retention strategies focused on underrepresented groups, which has contributed to the imbalance. Addressing these root causes requires a comprehensive approach, including revising hiring practices, fostering an inclusive workplace culture, and investing in pathways for diverse talent to advance within our school community.

Problem Statement 2: Attendance Numbers have increased, but have not returned to the pre-pandemic numbers. **Root Cause:** To fully restore attendance to pre-pandemic levels, we must address these challenges by enhancing health and safety protocols, engaging families in meaningful ways, and providing robust support systems to accommodate diverse needs and preferences.

Problem Statement 3: While we have seen growth in cohort data, we are struggling to increase our meets to masters performance levels. **Root Cause:** There may be a lack of targeted instructional strategies and differentiated support to address the specific needs of students who are already performing at a "meets" level. Additionally, there may be inadequate alignment between curriculum standards and assessment practices, leading to gaps in the depth of knowledge and skills being tested versus what is taught.

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Student Achievement

Student Achievement Summary

From 23-24 STAAR IA Data: LINK

From 2022-2023 STAAR Data: LINK

From 2023-2024 STAAR Data: LINK

Problem Statements Identifying Student Achievement Needs

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Problem Statement 2: Two or more races averaging over 20% DNM in all tested areas on STAAR IA **Root Cause:** Students identified as belonging to two or more races are averaging over 20% in the DNM categories due to factors such as insufficient targeted support aligned to specific learning gaps and a lack of effective differentiated instruction for special programs.

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Problem Statement 4: Working to move the percentages of students who scored in the meets standard to masters in ELA across all grade levels on STAAR IA **Root Cause:** The challenge in moving students from meets to masters across all grade levels is due to factors such as inconsistencies delivering advanced instructional strategies, lack of personalized feedback, and limited opportunities for students to engage with high order thinking skills.

Problem Statement 5: Student growth in 7th grade math, 50% of students not meeting grade level on STAAR IA. **Root Cause:** When teachers use ad hoc and/or resources of varying quality as the base of their curriculum, this leads to deficits in scoring.

Problem Statement 6: Farley Middle School students are not internalizing and effectively utilizing their assessment data. **Root Cause:** Teachers have driven goal creation and the data process. Students have been asked to take ownership but not taught how to internalize it to promote growth.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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Common assessments are given every nine weeks in ELA, Science, and Social Studies, and the math department has common topic tests for every assessment. The process continues to include assessment blueprints written with the input from teachers and instructional coaches, and focuses on CCR standards. The campus began to implement STAAR-Interim Assessments in the 22-23 school year and will continue for the current school year.

FMS continues to have several tiers of student intervention. FMS has implemented tutorials for identified students through House Bill 1416. These tutorials focus specifically on math and language arts skills. Additionally, with the support of the instructional coach, FMS had a goal to implement student personalized data trackers to facilitate student reflection and learning throughout the year. Data was tracked, presented during a student-led conference and was used to drive the RTI process. To assist our Special Education population, students who receive support services will receive an agenda to aid with organizational skills.

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FMS provides targeted professional development, which is driven by the needs identified through STAAR, T-TESS appraisals, and walk-through reports. Teachers are given discretion in their staff development selections and are encouraged to attend training opportunities during the summer as preparation for the upcoming year. Examples of professional development provided over the year include, Connect to Classroom Culture, Sheltered Instruction, Writing Across the Curriculum, Engagement Strategies, Small Group Instruction, and Lesson Internalization. As well as, Seidlitz, Effective Objectives, Classroom Management, and the Common Instructional Framework in 23-24 which will become the Cornerstones of

Instruction during the 24-25 school year. Professional Development was offered during back-to-school days at the beginning of the year, on PD days throughout the year, and monthly during PLCs. During weekly walk-throughs led by administrators and ICs, teachers are given feedback on their implementation of what they were taught during professional developments.

Capacity is built by providing opportunities for teachers to be leaders. Examples of those opportunities at FMS include Mentor Teacher, Department Head, CIP committee, Superintendent Advisory Council representative, HEF representative, Instructional Leadership committee, and our new Diversity, Equity and Inclusion committee. In addition, teachers are encouraged and given opportunities to share their knowledge from training through peer-to-peer PD.

School Organization

Student success at Farley is achieved through District support and campus collaboration. The District supports the campus by providing District policies, guidance in curriculum and assessments, & funding for different programs. Furthermore, the Farley administrative staff supports the teachers and students through strict adherence to the Hutto ISD Code of Conduct; this assists in the facilitation of a safe and productive learning environment.

The school day is composed of seven instructional periods, one enrichment period, and one lunch period daily. Core teachers are assigned five classes with one conference period for planning and a PLC period daily. Core department heads receive an additional data planning period which aligns with our literacy and numeracy goals. Non-core teachers are assigned six classes and one conference period daily. The core departments at FMS are balanced with two or three teachers at each grade level; PLC periods are scheduled so that all teachers in the department have a common planning period to maximize interaction and alignment. The number of enrichment classes for Math & ELA is based on the needs presented in STAAR data. Students who are SPED or ELL are placed with experienced teachers. Electives are filled based on student preference. Students are placed in enrichment classes if they have failed state standardized testing in Reading and/or Math.

The school works on a department structure with department heads for each of the core areas, special education, and electives. These department heads meet with the principal weekly and gather data to be disseminated to their departments. Other leadership opportunities include CIP, CNA, and surveys which allow teachers to voice their concerns to the administration. Last, a campus improvement committee consisting of the principal, assistant principals, counselors, instructional specialists, teachers, parents, and community representatives serves
as the site-based decision-making committee for FMS. The committee meets multiple times a year to evaluate campus operations, serve as an advisory board for the principal, review the CIP progress, and make suggestions for the campus instructional program.

Teachers create topic/unit assessments beginning with the end in mind. These assessments are created collaboratively as a district and/ or campus level team. In addition to the common assessments, the MAPS and STAAR Interim Assessments are given 2-3 times a year to be used as sources of data and accountability for the campus.

Technology

Hutto ISD has defined its Portrait of an Ideal Graduate, which supports the fidelity of the use of technology to enhance learning and collaboration. FMS continues to function within a transition period where lessons, strategies, and curriculum demand more technology integration into the classroom as well as more resources and training for teachers. FMS has hardware and software used by staff and students daily to enhance and promote classroom instruction and day-to-day routines for learning. FMS currently has Chromebooks, VDI's, tablets, laptops, Renaissance Responders, document cameras, ClearTouch monitors, graphing calculators, robots, Gear VR Glasses, motion sensors for science, video cameras, digital cameras, Swivel, speech amplification devices, and music tuners. In addition to this equipment, FMS also utilizes various software programs in a class. The following are the programs and/or software teachers and students use: IXL, CommonLit, Canvas, Adobe Creative Suite, MyFitnessPal, Audacity, Easy Bib, Eduphoria, Frontline, FitnessGram, Flocabulary, Google Suite, GradPoint, Dyknow, Gizmos, Lego NXT, McGraw-Hill online textbooks, Microsoft Office 2013 Suite, Olweus, Naviance, Pixlr, Raptor, Skyward, Virtual Desktop, Operations Hero, Google Sites, Parent Square, EdPuzzle, Quizizz, Plickers, DeltaMath, Mathia and other educational applications and software.

Students continue to be proficient with technology, our resources, and programs and feel we have adequate and accessible technology at school. As a one-to-one campus, our students are avid users of technology of all sorts. They use Chromebooks in their classes, and students report high accessibility to technology outside of school. The district provides hot spots to students who otherwise may not have WiFi access at home.

Most staff are comfortable with basic usage of technology, as they use it in their classrooms often. The majority of teachers feel proficient with most of the hardware and software available. However, some of them feel they need more training on newer tools and software.

FMS will continue to focus on increasing training and technology resources. Because the use of technology in the classroom is always evolving and increasing, it is necessary to continue providing ongoing training as well as instructional technology support personnel. As the number of devices increases to support technology integration, hardware and connectivity issues will need to be addressed.

Curriculum, Instruction, and Assessment Strengths

School Processes & Programs Strengths

- Technology is accessible with one-to-one access for all students. Hot Spots are provided to ensure WiFi access at home for every student.
- Springboard was used with integrity in ELA classes.
- Utilization of STAAR Interim Assessments and STAAR online practice portals.
- The adoption of McGraw Hill for science focuses on science and engineering processes.

- Teacher ownership increased as teachers were given opportunities to guide processes and plan collaboratively.
- Teachers took ownership of the lesson planning process, increasing the use of a backward planning model.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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Student Learning

Student Learning Summary

From 23-24 STAAR IA Data:

6th Grade Reading

-The winter administration saw growth in the meets and masters areas from the previous year. FMS saw the number of students who did not meet decrease in the winter administration than the 22-23 STAAR IA.

- SPED improved in the area of students not meeting moving from 76.1% in 22-23 to 51.7 in 23-24

6th Grade Math

-The majority of students are approaching during the winter administration. There is a significant increase in the masters percentage from the 22-23 9.8% to 23-24 31.8% winter administration.

-Two or more races saw an improvement in students not meeting 20.8% in 23-24 vs. 30.8% in 22-23.

7th Grade ELA

-All areas (approaches, meets, masters) showed significant growth with a decrease in them number of students who did not meet. Students who approached in the winter of 23-24 moved up 50% from winter 22-23.

-SPED students saw growth in the number of students who approaches. Winter 22-23 26.9% to 23-24 61.9%

7th Grade Math

-Winter 23-24 saw small growth in all areas (approaches, meets, and masters). An area of concern was with students who did not meet. Nearly 50% of students did not meet on the winter administration.

-LEP students moved from 23.8% approaches in 22-23 to 45.5% in 23-24

8th Grade ELA

-Meets increased from 22.8% to 58.5% in 23-24

-Masters increased from 20.1% to 35.6% in 23-24

-SPED students who mastered remained constant 11.8% in 22-23 to 11.9% in 23-24

8th Grade Math

-Meets saw an increase from 10.% to 40.8%

-Masters improved from 0.5% to 20.7%

-LEP students moved from 6.3% meets to 22.9%

-Two or more races increased in meets from 9.1% to 52.2%

Alg. I

-86% of students approach

-Masters from 22-23 winter to 23-24 increased from 3.3% to 67%

-Two or more races saw 50% master

Student Learning Strengths

From 23-24 STAAR IA Data:

-7th Grade ELA has shown to be the strongest area

-LEP, SPED, and Two or more races, have show improvement in all areas.

-Two or more races have been a campus focus over the last 2 years.

Problem Statements Identifying Student Learning Needs

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Capacity is built by providing opportunities for teachers to be leaders. Examples of those opportunities at FMS include Mentor Teacher, Department Head, CIP committee, Superintendent Advisory Council representative, HEF representative, Instructional Leadership committee, and our new Diversity, Equity and Inclusion committee. In addition, teachers are encouraged and given opportunities to share their knowledge from training through peer-to-peer PD.

School Organization

Student success at Farley is achieved through District support and campus collaboration. The District supports the campus by providing District policies, guidance in curriculum and assessments, & funding for different programs. Furthermore, the Farley administrative staff supports the teachers and students through strict adherence to the Hutto ISD Code of Conduct; this assists in the facilitation of a safe and productive learning environment.

The school day is composed of seven instructional periods, one enrichment period, and one lunch period daily. Core teachers are assigned five classes with one conference period for planning and a PLC period daily. Core department heads receive an additional data planning period which aligns with our literacy and numeracy goals. Non-core teachers are assigned six classes and one conference period daily. The core departments at FMS are balanced with two or three teachers at each grade level; PLC periods are scheduled so that all teachers in the department have a common planning period to maximize interaction and alignment. The number of enrichment classes for Math & ELA is based on the needs presented in STAAR data. Students who are SPED or ELL are placed with experienced teachers. Electives are filled based on student preference. Students are placed in enrichment classes if they have failed state standardized testing in Reading and/or Math.

The school works on a department structure with department heads for each of the core areas, special education, and electives. These department heads meet with the principal weekly and gather data to be disseminated to their departments. Other leadership opportunities include CIP, CNA, and surveys which allow teachers to voice their concerns to the administration. Last, a campus improvement committee consisting of the principal, assistant principals, counselors, instructional specialists, teachers, parents, and community representatives serves
as the site-based decision-making committee for FMS. The committee meets multiple times a year to evaluate campus operations, serve as an advisory board for the principal, review the CIP progress, and make suggestions for the campus instructional program.

Teachers create topic/unit assessments beginning with the end in mind. These assessments are created collaboratively as a district and/ or campus level team. In addition to the common assessments, the MAPS and STAAR Interim Assessments are given 2-3 times a year to be used as sources of data and accountability for the campus.

Technology

Hutto ISD has defined its Portrait of an Ideal Graduate, which supports the fidelity of the use of technology to enhance learning and collaboration. FMS continues to function within a transition period where lessons, strategies, and curriculum demand more technology integration into the classroom as well as more resources and training for teachers. FMS has hardware and software used by staff and students daily to enhance and promote classroom instruction and day-to-day routines for learning. FMS currently has Chromebooks, VDI's, tablets, laptops, Renaissance Responders, document cameras, ClearTouch monitors, graphing calculators, robots, Gear VR Glasses, motion sensors for science, video cameras, digital cameras, Swivel, speech amplification devices, and music tuners. In addition to this equipment, FMS also utilizes various software programs in a class. The following are the programs and/or software teachers and students use: IXL, CommonLit, Canvas, Adobe Creative Suite, MyFitnessPal, Audacity, Easy Bib, Eduphoria, Frontline, FitnessGram, Flocabulary, Google Suite, GradPoint, Dyknow, Gizmos, Lego NXT, McGraw-Hill online textbooks, Microsoft Office 2013 Suite, Olweus, Naviance, Pixlr, Raptor, Skyward, Virtual Desktop, Operations Hero, Google Sites, Parent Square, EdPuzzle, Quizizz, Plickers, DeltaMath, Mathia and other educational applications and software.

Students continue to be proficient with technology, our resources, and programs and feel we have adequate and accessible technology at school. As a one-to-one campus, our students are avid users of technology of all sorts. They use Chromebooks in their classes, and students report high accessibility to technology outside of school. The district provides hot spots to students who otherwise may not have WiFi access at home.

Most staff are comfortable with basic usage of technology, as they use it in their classrooms often. The majority of teachers feel proficient with most of the hardware and software available. However, some of them feel they need more training on newer tools and software.

FMS will continue to focus on increasing training and technology resources. Because the use of technology in the classroom is always evolving and increasing, it is necessary to continue providing ongoing training as well as instructional technology support personnel. As the number of devices increases to support technology integration, hardware and connectivity issues will need to be addressed.

School Processes & Programs Strengths

- Technology is accessible with one-to-one access for all students. Hot Spots are provided to ensure WiFi access at home for every student.

- Springboard was used with integrity in ELA classes.

    - Utilization of STAAR Interim Assessments and STAAR online practice portals.
    - The adoption of McGraw Hill for science focuses on science and engineering processes.
    - The adoption of Carnegie Math providing evidence based math that propels students into college level mathematics.
    - Teacher ownership increased as teachers were given opportunities to guide processes and plan collaboratively.
    - Teachers took ownership of the lesson planning process, increasing the use of a backward planning model, working towards the internalization of lesson planning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students at Farley Middle School lack individual awareness of their academic growth and performance data, which hinders their ability to set personal learning goals **Root Cause:** Students have not been empowered to take ownership of their own learning and performance. This disconnect limits their engagement and understanding of their individual progress.

Problem Statement 2: While we have seen growth in cohort data, we are struggling to increase our meets to masters performance levels. **Root Cause:** There may be a lack of targeted instructional strategies and differentiated support to address the specific needs of students who are already performing at a "meets" level. Additionally, there may be inadequate alignment between curriculum standards and assessment practices, leading to gaps in the depth of knowledge and skills being tested versus what is taught.

Problem Statement 3: LEP and SPED population again, performed below other sub-populations in both ELA and Math on the STAAR IA **Root Cause:** The LEP and SPED populations are performing below other subpopulations due to insufficient tailored instruction strategies, inadequate support resources, and potential gaps in targeted interventions specific to their learning needs.

Problem Statement 4: Farley Middle School students are not internalizing and effectively utilizing their assessment data. **Root Cause:** Teachers have driven goal creation and the data process. Students have been asked to take ownership but not taught how to internalize it to promote growth.

Perceptions

Perceptions Summary

FMS scored strongly in three categories within the climate survey. School Leadership was 93%, Cultural Awareness & Action 89%, and Staff Leadership Relationship 82%. These three areas speak to the administrative leadership and the relationships that are built with students, parents, and staff.

Areas that FMS will work to grow and improve in from the Panorama Survey are professional learning 39%. Teachers want and are looking for ways to enhance their craft through professional development. Well being was at 56% and overall school climate was at 65%.

Farley Middle School - Panorama Climate Survey. Percentages reflected from staff, parent, and student surveys that agree or strongly agree.

Perceptions Strengths

Perceptions Strengths

1. Panorama Data: School Leadership 93%
2. Panorama Data : Cultural Awareness & Action 89%
3. Staff Leadership and Relationships 82%
4. Feeling of Belonging- 81%

From this data it would speak to campus leaders being culturally responsive and responding to issues timely and effectively. Creating an environment where staff feel as though they are apart and belong.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Low percentages in the areas of overall school climate, well being, and professional learning. **Root Cause:** Turbulence in change in the areas of district leadership, campus staff, and areas of focus.

Problem Statement 2: Professional Learning was scored the lowest at 39% **Root Cause:** Continual presentation of the basics without genuine response to professional developing needs of teachers.

Problem Statement 3: Well being was 56% **Root Cause:** Uncertainty around campus leadership and staffing needs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

Goal 1: (1.1) Increase the percentage of students meeting grade-level expectations.

Performance Objective 1: (1.1.1) Students in 6th-8th grade will increase in the percentage of on-grade level for reading and math on the NWEA MAP screener.

Evaluation Data Sources: Students who meet projected growth on NWEA MAP STAAR will increase to 60% in all subjects.

Strategy 1 Details
Strategy 1: Science and math courses will use innovative techniques and strategies that build student capacity through science and mathematics, including the use of CER (Claim, Evidence, Reasoning.) **Strategy's Expected Result/Impact:** Students will be able to use different tools to measure and make calculations. They will be able to demonstrate how data collected is used in formulas to solve mathematical problems in science and math classes. Students will be able to engage in a variety of student centered activities to increase engagement in math classes. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Science Dept. Chair, Math Dept. Chair. **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Demographics 3 - Student Learning 1, 3, 4 - Student Achievement 1, 5 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 2

Strategy 2 Details
Strategy 2: Continue implementation specific curriculums in math (Carnegie, IXL, Springboard, TRS and Delta Math), science (McGraw Hill) and language arts (Springboard, IXL) to improve student numeracy and literacy. **Strategy's Expected Result/Impact:** Proven curriculums will increase skills and student performance **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 3 - Student Learning 1 - Student Achievement 5 - Curriculum, Instruction, and Assessment 2

Strategy 3 Details

Strategy 3: Provide time for grade-level teams to collaborate on students and specific skills.

Strategy's Expected Result/Impact: Teachers will identify areas for growth and collaborate on ways they can best support students

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principals

Title I:
2.4, 2.6

- TEA Priorities:
Build a foundation of reading and math

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

Problem Statements: Demographics 3 - Perceptions 2

Strategy 4 Details

Strategy 4: Social Studies classes will conduct two DBQ's per semester.

Strategy's Expected Result/Impact: Impact on both numeracy and literacy

Staff Responsible for Monitoring: Staff, Administrators

Title I:
2.4

- TEA Priorities:
Build a foundation of reading and math

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

Problem Statements: Demographics 3

Goal 1: (1.1) Increase the percentage of students meeting grade-level expectations.

Performance Objective 2: (1.1.2) Domain 1 STAAR results in all content areas will increase the percentage of students attaining a 'meets' or higher level.

Evaluation Data Sources: Student achievement at meets GL standard or above on state assessments in all subjects in Domain 1 will increase from 48 to 55 by June 2025.

Strategy 1 Details
Strategy 1: Implement regular data analysis meetings to review student performance on formative assessments and identify areas of improvement. **Strategy's Expected Result/Impact:** Impact student and state assessment academic growth **Staff Responsible for Monitoring:** IC, Department Heads, Teachers **Problem Statements:** Demographics 3 - Student Learning 1 - Student Achievement 5 - Curriculum, Instruction, and Assessment 2

Goal 1: (1.1) Increase the percentage of students meeting grade-level expectations.

Performance Objective 3: (1.1.3) Increase Domain 2 STAAR growth percentage results in reading and math, ensuring that over 80% of students attain growth targets.

Evaluation Data Sources: School progress annual growth in all grades in both subjects will increase from 63% to 68% by June 2025

Strategy 1 Details
Strategy 1: Establish specific growth targets for each student based on their current performance levels. Ensure these are communicated to students and parents. **Strategy's Expected Result/Impact:** Student growth and ownership Attention to Literacy and Math development **Staff Responsible for Monitoring:** Instructional Coach, Admin, Department Chair, Teachers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1 - Student Achievement 5 - Curriculum, Instruction, and Assessment 2

Goal 2: (1.2) Increase the percentage of students who are college, career, and military-ready.

Performance Objective 1: (1.2.1) Farley Middle School will ensure that all students receive individual, group, or whole school information related to CCMR.

Evaluation Data Sources: Master Schedule, Campus Activities Schedule, Visits to the NGC and High School, CTE Fair, Counselor Visits

Strategy 1 Details
Strategy 1: Students in grades 6-8 will have access to CTE course materials **Strategy's Expected Result/Impact:** Students will be aware of CTE pathways as they prepare for high school registration **Staff Responsible for Monitoring:** Counselors, Principal **Title I:** 2.5
Strategy 2 Details
Strategy 2: Students will meet with academic counselors to plan high school and post-secondary options, discuss goals and monitor progress. **Strategy's Expected Result/Impact:** Increased awareness of high school pathways and career opportunities **Staff Responsible for Monitoring:** Counselors, Principal
Strategy 3 Details
Strategy 3: CTE courses will be offered to 8th graders for high school credit **Strategy's Expected Result/Impact:** Students will be able to take introductory courses that prepare them for upper-level courses at the NGC and high school **Title I:** 2.5, 2.6

Goal 2: (1.2) Increase the percentage of students who are college, career, and military-ready.

Performance Objective 2: (1.2.2) Domain 3 STAAR results will show an increase in special population attainment at meets or higher levels.

Evaluation Data Sources: Increase economically disadvantaged performance at meets level from 38% to 45% and special education performance at meets or higher from 24% to 29%.

Strategy 1 Details
Strategy 1: Establish measurable goals for each subgroup, aiming for increases in the percentage of students meeting or exceeding the standard. (Approaches, Meets, and Masters) **Strategy's Expected Result/Impact:** Ensure that the curriculum is aligned with STAAR standards and is culturally relevant to engage students effectively. **Staff Responsible for Monitoring:** Instructional Coach, Teachers, Department Chairs, Administrators, SPED DC **Problem Statements:** Demographics 4 - Student Learning 2 - Student Achievement 2

Goal 2: (1.2) Increase the percentage of students who are college, career, and military-ready.

Performance Objective 3: (1.2.3) Domain 1 STAAR results in all content areas will increase the percentage of students attaining a 'meets' or higher level.

High Priority

Evaluation Data Sources: Student achievement at meets GL standard or above on state assessments in all subjects in Domain 1 will increase from 48 to 55 by June 2025.

Strategy 1 Details
Strategy 1: Ensure teachers implement TEKS Resource System, SpringBoard, McGraw Hill, and Carnegie Math and utilize the instructional planning documents. **Strategy's Expected Result/Impact:** Accessing and implementing a horizontally and vertically aligned curriculum will impact student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, PLC Leads **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 3 - Demographics 3 - Student Learning 4 - School Processes & Programs 2
Strategy 2 Details
Strategy 2: Continued use of the Observation and Feedback System with Get Better Faster to improve instruction of all teachers. **Strategy's Expected Result/Impact:** Professional and timely feedback will increase effectiveness of teachers and the quality of instruction **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach **Problem Statements:** Demographics 1 - Demographics 4 - Perceptions 2
Strategy 3 Details
Strategy 3: PLCs will implement the data-driven instruction process with interim assessments including: data disaggregation, a lesson-sharing process, formulation of instructional action plans, and observation/feedback on the plan by administrators and instructional specialists. **Strategy's Expected Result/Impact:** Completed data-driven instruction cycles following each interim assessments by PLCs including administrator and instructional specialist **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach **Problem Statements:** Student Learning 1 - Student Achievement 5 - Perceptions 2 - Curriculum, Instruction, and Assessment 2

Strategy 4 Details

Strategy 4: Strategically implement technology and software (Quizizz, NewsELA, CommonLit, Kahoot, Blooket, Quizlet, Summit K-12, Canvas, Google Sites, Parent Square, Plickers, EdPuzzle, Gimkit, StemScopes, Flocabulary, Online Springboard and NearPod) to increase student active engagement and lesson rigor and relevance.

Strategy's Expected Result/Impact: Increased use of software throughout classes and increased student engagement

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 3 - Student Learning 7 - Student Achievement 6 - School Processes & Programs 4 - Curriculum, Instruction, and Assessment 1

Strategy 5 Details

Strategy 5: Provide ESL students with specialized instructional opportunities and materials designed to increase language proficiency.

Strategy's Expected Result/Impact: Improved scores on TELPAS and STAAR assessments

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches

ESF Levers:
Lever 5: Effective Instruction

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

Strategy 6 Details

Strategy 6: Create targeted intervention and enrichment classes within the bell schedule based on specific student data and include the necessary materials and resources to support student academic success.
[TEC 11.252.(3)(H)]

Strategy's Expected Result/Impact: Increase performance of students identified as Two or More Races by 5% across all grade levels

Staff Responsible for Monitoring: Principal, Assistant Principal, Department Leads

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Demographics 3 - Demographics 3 - Student Learning 3, 4, 6 - Student Achievement 1, 4 - School Processes & Programs 2

Strategy 7 Details

Strategy 7: An increased emphasis will be placed on numeracy and literacy through teacher's individual T-TESS goals.

Strategy's Expected Result/Impact: Increase in numeracy and literacy opportunities in every classroom in every content

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - Student Achievement 5 - Curriculum, Instruction, and Assessment 2

Strategy 8 Details

Strategy 8: Provide opportunities for more small group pullouts and individualized instruction for identified SPED, 504 and other specific students.

Strategy's Expected Result/Impact: Students will receive more intense instruction and feedback according to their individual needs

Staff Responsible for Monitoring: Administrators, Teachers

Title I:
2.4, 2.6

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

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

Goal 2: (1.2) Increase the percentage of students who are college, career, and military-ready.

Performance Objective 4: Students populations identified for targeted support and improvement will demonstrate 5 percent growth in Math and Reading by 2025 STAAR.

High Priority

Evaluation Data Sources: STAAR Domain II, Part A - Academic Growth
STAAR Domain I, Percent Meets grade level

Strategy 1 Details
Strategy 1: Students in the Two of More Races subpopulation will be provided targeted interventions and small group pullouts. **Strategy's Expected Result/Impact:** Administration **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Student Achievement 5 - Curriculum, Instruction, and Assessment 2

Goal 3: (1.4) Identify and implement wrap-around services supporting the whole child.

Performance Objective 1: (1.4.1) Student overall engagement scores will increase on student surveys.

Evaluation Data Sources: Administer student engagement and belonging survey to establish baseline positive perceptions of school experience.

Strategy 1 Details
Strategy 1: Farley Middle School will recruit teachers to start new clubs and organizations on campus. **Strategy's Expected Result/Impact:** Individual students will be able to build connections with peers who have similar interests **Staff Responsible for Monitoring:** Principals/APs **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Review academic performance, attendance records, and behavioral incidents to pinpoint areas requiring support. **Strategy's Expected Result/Impact:** Students improving with behavioral challenges, focusing on positive reinforcement and skill-building. **Staff Responsible for Monitoring:** Admin, Teacher, Counselors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2

Goal 3: (1.4) Identify and implement wrap-around services supporting the whole child.

Performance Objective 2: (1.4.2) Special education students attaining meets or higher will increase in reading and math on STAAR assessment (Domain 3).

Evaluation Data Sources: Special education performance at meets or higher will increase from 24% to 29%.

Strategy 1 Details
Strategy 1: Special education students will be provided with various Tier II and Tier III interventions. This can include but is not limited to small group pullouts, intervention classes, tutorials, and individualized instruction. **Strategy's Expected Result/Impact:** Special education students will demonstrate growth in Domain 3. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Education teachers, General Education teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 3

Strategy 2 Details
Strategy 2: Establish Specific, Measurable, Achievable, Relevant, and Time-bound goals for reading and math performance. **Strategy's Expected Result/Impact:** Measurable, attainable goals allows for strategic tracking which allows areas of growth to be clear. **Staff Responsible for Monitoring:** Case Managers, SPED Department Chair, Admin **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 6 - Demographics 5 - Student Learning 5, 7 - Student Achievement 3, 6 - School Processes & Programs 3, 4 - Curriculum, Instruction, and Assessment 1

Goal 3: (1.4) Identify and implement wrap-around services supporting the whole child.

Performance Objective 3: (1.4.3) District discretionary discipline referrals will decrease in all student populations.

Strategy 1 Details
Strategy 1: Farley Middle School will develop and implement a Campus Culture Rubric with all students and staff members. **Strategy's Expected Result/Impact:** Reduction in the number of discipline referrals for behavioral concerns **Staff Responsible for Monitoring:** Principals, APs **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Clearly define and communicate behavior expectations in various school settings (classroom, hallway, cafeteria, etc.). **Strategy's Expected Result/Impact:** Student taking ownership in their behavior **Staff Responsible for Monitoring:** Admin, Instructional Coach, Counselors, Teachers, Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 4: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 1: 3.1.1 Increase the number of high-level engagement activities hosted by campuses (utilizing a rubric of high-level engagement for parents)

Evaluation Data Sources: Campuses offer at least 4 high-level engagement and learning opportunities for parents.

Strategy 1 Details
Strategy 1: Identify and empower "Parent University" leading initiatives, promote activities, and serve as points of contact for parents. **Strategy's Expected Result/Impact:** Develop a communication plan to promote upcoming engagement activities. Utilize multiple channels (social media, newsletters, skyward , school website, canvas, and parent square) and multiple languages to reach all families. **Staff Responsible for Monitoring:** Admin, Counselors, Instructional Coach **Problem Statements:** Demographics 2, 5 - Demographics 1

Goal 4: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 2: 3.1.2 Parent perception survey shows an increase in parent/guardian trust in school and district.

Evaluation Data Sources: Increase parent positive perception survey data (baseline in 24-25).

Strategy 1 Details
Strategy 1: Implement consistent communication through newsletters, emails, and social media updates about school activities, policies, and achievements. **Strategy's Expected Result/Impact:** Fostering open communication, transparency, involvement, and responsiveness will create a strong partnership **Staff Responsible for Monitoring:** Admin, Counselors, Teachers **Problem Statements:** Demographics 2, 5 - Demographics 1

Goal 4: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 3: 3.1.3 Increase the number of positive customer service survey responses.

Evaluation Data Sources: Increase positive customer service survey (baseline data collected 24-25).

Strategy 1 Details
Strategy 1: Encourage teachers and staff to reach out to parents personally through phone calls or meetings, especially when discussing student progress or achievements. **Strategy's Expected Result/Impact:** Fostering open communication, transparency, involvement, and responsiveness will create a strong partnership **Staff Responsible for Monitoring:** Teachers, Admin, Counselors **Problem Statements:** Demographics 2

Goal 5: (3.3) Establish meaningful two-way discourse with diverse stakeholders.

Performance Objective 1: 3.3.1 Increased diversity of and participation in district citizen committees.

Evaluation Data Sources: Increase parent positive perception survey data (baseline in 24-25).

Strategy 1 Details
Strategy 1: Establish measurable goals for increasing diversity and participation in campus committees, including specific demographic targets (e.g., racial, socioeconomic, linguistic). **Strategy's Expected Result/Impact:** Fostering an inclusive environment, engaging in targeted outreach, and providing ongoing support will create meaningful opportunities for diverse voices **Staff Responsible for Monitoring:** Admin, Teachers, Counselors, Instructional Coach **Problem Statements:** Demographics 1, 2, 5 - Demographics 1, 4

Goal 5: (3.3) Establish meaningful two-way discourse with diverse stakeholders.

Performance Objective 2: 3.3.2 Increase parent perception survey data across demographics.

Evaluation Data Sources: Increase positive customer service survey (baseline data collected 24-25).

Strategy 1 Details
Strategy 1: Ensure that the survey is accessible on multiple platforms (online, paper, mobile) and is easy to complete, with clear instructions. **Strategy's Expected Result/Impact:** Through targeted outreach, ongoing engagement, and a commitment to responsiveness, schools can foster a more inclusive environment where all parents feel valued. **Staff Responsible for Monitoring:** Admin, Counselors, Teachers, Instructional Coach **Problem Statements:** Demographics 1, 2, 5 - Demographics 1, 4

Goal 5: (3.3) Establish meaningful two-way discourse with diverse stakeholders.

Performance Objective 3: 3.3.3 Increase the number of positive customer service survey responses.

Evaluation Data Sources: Citizen committee participation matches Hutto ISD demographics.

Strategy 1 Details
Strategy 1: Ensure that all communication with customers is clear, concise, and informative, including response times, procedures, and available resources. **Strategy's Expected Result/Impact:** Track progress over time to ensure sustained improvement in customer service ratings and positive survey responses. **Staff Responsible for Monitoring:** Admin, Teachers, Counselors, Instructional Coach **Problem Statements:** Demographics 2