# Hutto Independent School District

# Gus Almquist Middle School

# 2024-2025 Campus Improvement Plan

**Accountability Rating: Not Rated**



# Mission Statement

Inspiring Excellence

# Vision

Hippo Nation inspires all students to achieve excellence in academics, character and community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

| Ethic Distribution | FMS | HMS |
|---|---|---|
| African American | 12.20% | 13.90% |
| Hispanic | 48.20% | 44.80% |
| White | 29.30% | 30.40% |
| American Indian | 0.20% | 0.60% |
| Asain | 2% | 3.20% |
| Pacific Islander | 0.40% | 0.10% |
| Two or More Races | 7.80% | 7% |
| **Sex** | | |
| Female | 50.70% | 48.80% |
| Male | 49.30% | 51.20% |
| **Special Populations** | | |
| Economically Disadvantaged | 43.50% | 46.60% |
| Non-Economically Disadvantaged | 56.60% | 53.40% |
| 504 | 12.80% | 12.90% |
| EB Students/ELL | 11.70% | 16.40% |
| Students with discipline placements | 3.90% | 1.40% |
| Dyslexia | 8.20% | 7.20% |
| Homeless | 1.20% | 0.70% |
| Immigrant | 0.80% | 0.80% |
| Migrant | 0% | 0% |
| Title 1 | 100% | 100% |
| Military-Connected | 6.80% | 5.50% |
| At Rish | 16.40% | 37.60% |
| **Students with disabilities.** | | |
| Intellectual Disabilities | 63.10% | 65% |
| Physical Disabilities | 7.50% | 9% |
| Autism | 5.60% | 6.80% |

| Ethic Distribution | FMS | HMS |
|---|---|---|
| Behavioral | 23.80% | 19.20% |

# Student Achievement

## Student Achievement Summary

| | 6th RLA | | | 6th RLA | | | 6th RLA | | | 7th RLA | | | 7th RLA | | | 7th RLA | | | 8th RLA | | | 8th RLA | | | 8th RLA | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2022 | | | 2023 | | | 2024 | | | 2022 | | | 2023 | | | 2024 | | | 2022 | | | 2023 | | | 2024 | | |
| | App | Me | Ma | App | Me | Ma | App | Me | Ma | App | Me | Ma | App | Me | Ma | App | Me | Ma | App | Me | Ma | App | Me | Ma | App | Me | Ma |
| State | 70% | 43% | 23% | 77% | 52% | 22% | 75% | 55% | 25% | 80% | 56% | 37% | 78% | 55% | 27% | 72% | 52% | 28% | 83% | 58% | 37% | 83% | 58% | 28% | 79% | 54% | 28% |
| **Hutto ISD** | **68%** | **38%** | **19%** | **80%** | **55%** | **22%** | **78%** | **56%** | **24%** | **83%** | **62%** | **42%** | **79%** | **51%** | **23%** | **79%** | **57%** | **33%** | **85%** | **58%** | **35%** | **83%** | **58%** | **26%** | **78%** | **51%** | **24%** |
| Farley | 68% | 38% | 18% | 79% | 56% | 21% | 81% | 61% | 26% | 84% | 64% | 41% | 73% | 43% | 18% | 81% | 55% | 30% | 84% | 53% | 30% | 82% | 55% | 23% | 72% | 44% | 20% |
| Hutto Middle | 67% | 37% | 19% | 81% | 54% | 22% | 76% | 51% | 22% | 82% | 60% | 44% | 84% | 57% | 27% | 78% | 60% | 36% | 87% | 63% | 40% | 85% | 61% | 30% | 84% | 58% | 29% |
| Hutto Virtual | | | | | | | | | | | | | | | | 50% | 50% | 50% | | | | | | | | | |

| | 6th Math | | | 6th Math | | | 6th Math | | | 7th Math | | | 7th Math | | | 7th Math | | | 8th Math | | | 8th Math | | | 8th Math | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2022 | | | 2023 | | | 2024 | | | 2022 | | | 2023 | | | 2024 | | | 2022 | | | 2023 | | | 2024 | | |
| | App | Me | Ma | App | Me | Ma | App | Me | Ma | App | Me | Ma | App | Me | Ma | App | Me | Ma | App | Me | Ma | App | Me | Ma | App | Me | Ma |
| State | 73% | 39% | 16% | 75% | 40% | 16% | 70% | 37% | 26% | 61% | 31% | 13% | 63% | 37% | 11% | 53% | 32% | 10% | 71% | 40% | 14% | 76% | 46% | 17% | 70% | 40% | 15% |
| **Hutto ISD** | **67%** | **28%** | **9%** | **77%** | **34%** | **8%** | **64%** | **30%** | **8%** | **54%** | **22%** | **5%** | **54%** | **20%** | **1%** | **41%** | **40%** | **0%** | **69%** | **32%** | **8%** | **75%** | **38%** | **10%** | **76%** | **46%** | **15%** |
| Farley | 61% | 26% | 8% | 79% | 35% | 12% | 63% | 27% | 5% | 53% | 19% | 6% | 46% | 14% | 1% | 41% | 12% | 1% | 64% | 29% | 6% | 73% | 35% | 9% | 64% | 29% | 9% |
| Hutto Middle | 72% | 30% | 9% | 76% | 34% | 6% | 65% | 32% | 10% | 56% | 25% | 5% | 59% | 25% | 2% | 40% | 11% | 0% | 75% | 36% | 10% | 76% | 41% | 11% | 85% | 59% | 20% |
| Hutto Virtual | | | | | | | | | | | | | | | | 50% | 0% | 0% | | | | | | | | | |

| | 8th Science | | | 8th Science | | | 8th Science | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2022 | | | 2023 | | | 2024 | | |
| | App | Me | Ma | App | Me | Ma | App | Me | Ma |
| State | 74% | 45% | 24% | 74% | 47% | 17% | 68% | 42% | 16% |
| **Hutto ISD** | **77%** | **45%** | **22%** | **20%** | **53%** | **80%** | **78%** | **46%** | **17%** |
| Farley | 65% | 29% | 12% | 81% | 51% | 17% | 66% | 31% | 10% |
| Hutto Middle | 88% | 60% | 32% | 80% | 55% | 22% | 88% | 61% | 24% |
| Hutto Virtual | | | | | | | | | |

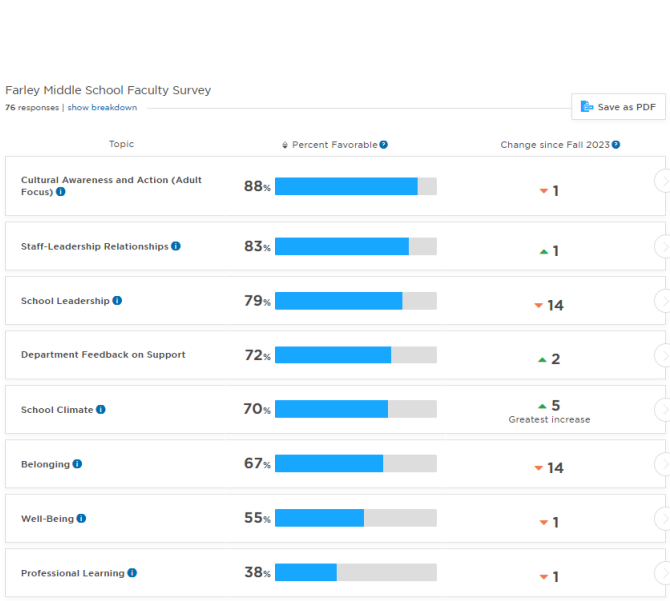
| | 8th SS | | | 8th SS | | | 8th SS | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2022 | | | 2023 | | | 2024 | | |
| | App | Me | Ma | App | Me | Ma | App | Me | Ma |
| State | 61% | 31% | 18% | 62% | 33% | 16% | 57% | 31% | 16% |
| **Hutto ISD** | **56%** | **22%** | **10%** | **63%** | **30%** | **12%** | **54%** | **26%** | **11%** |
| Farley | 47% | 11% | 3% | 65% | 27% | 10% | 51% | 26% | 12% |
| Hutto Middle | 65% | 32% | 18% | 62% | 22% | 13% | 56% | 27% | 11% |
| Hutto Virtual | | | | | | | | | |

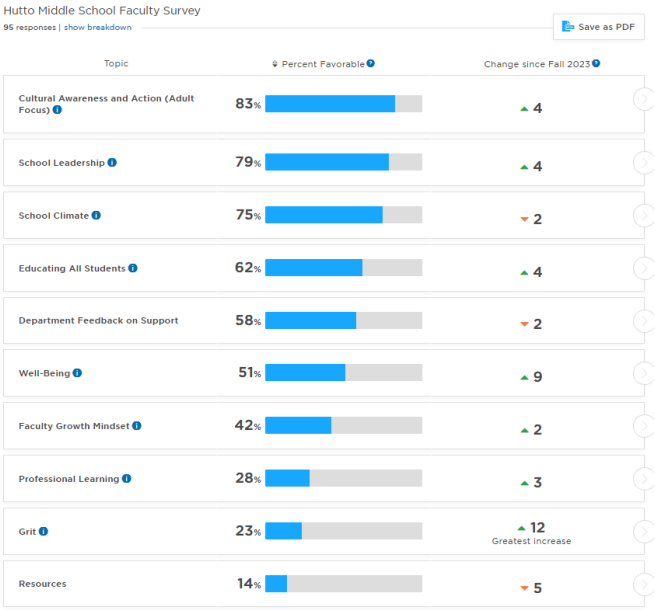
## Student Achievement Strengths

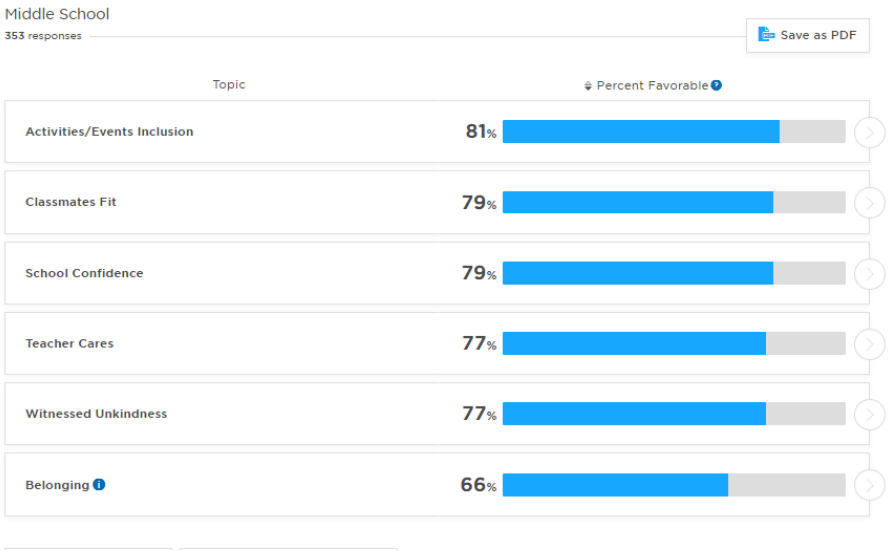
- Cumulative data indicates that 78-79% of students in 6th, 7th, and 8th grade are approaching grade level in RLA, with just over 50% meeting grade level and 24% of 6th and 8th graders mastering.
- 33% of 7th graders are mastering ELA STAAR, an increase from 22% in comparison to themselves for 6th grade STAAR.
- Cumulative data indicates an increase in the number of students approaching, meeting, and mastering 8th-grade math in the past three years.
- 8th-grade Social Studies: Although Hutto Middle School students saw a slight decrease in the number of students mastering grade level, Farley Middle School students increased the number of students mastering grade level from 3% in 2022 to 12% in 2024.

# District Culture and Climate

## District Culture and Climate Summary






## District Culture and Climate Strengths

### % Staff favorable

- 85.5% Cultural Awareness and Action
- 83% Staff-Leadership Relationships
- 79%  School Leadership

### % Student favorable

- 81% feel included in school activities and events.
- 79% feel accepted by classmates.
- 79% feel confident in their ability to learn and do well in school.
- 77% feel their teacher cares about them.

# Demographics

### Demographics Summary

Gus Almquist Middle School is a new school in Hutto Independent School District, opening in August of 2024 and located in Williamson County in Central Texas. It is the third middle school in Hutto ISD serving students in 6th through 8th grades with a projected opening enrollment of 903 students for the 2024-2025 school year. Enrollment numbers are projected to increase as Hutto ISD enrollment continues to grow.

For the 2024-2025 school year, Gus Almquist will be the largest middle school in the district by population. The incoming 6th grade class will be the largest class on the campus with over 320 students to begin the year. The 7th grade class will be the smallest with just under 290 students. Construction continues in several new neighborhoods around the campus and it is anticipated that our population will continue to grow as those neighborhoods build out. It is anticipated that the percentages of the Special Education (SPED), Limited English Proficient (LEP) and At-Risk populations will be similar to the other two middle schools in the district. During re-zoning for the school those numbers were presented by a demographer and reviewed by a community committee.

The Gus Almquist staff is comprised of many teachers who were previously employed in the district at other campuses. Teachers were able to request transfers to Gus Almquist and the district made decisions on staffing in the best interest of students. For the 2024-2025 school year, the campus will have one first-year teacher and five second-year teachers. Twelve teachers are working in Hutto ISD for the first time this school year.

The special education population is expected to compare to the other two Hutto ISD middle schools by percentage. Gus Almquist Middle School will serve students identified with substantial disabilities through the Functional Academics program. The campus will not have a behavior program in the 2024-2025 school year. All students with special needs will participate in the least restrictive environment through general education and inclusion classes.

Limited English Proficient students will be serviced by a teacher who is dedicated to solely serving the English Language Learners on campus. ESL students will have classes for support, including many student who receive extra support for 30 minutes daily through Enrichment classes built in to the schedule of every student on campus. In addition to these services, students will receive accommodations and pullout support provided by the campus ESL teacher daily. Emergent Bilingual 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.

It is expected that the Gifted and Talented (GT) program will service many students on the Gus Almquist Middle School campus. The school district has been screening students as early as second grade, so that numbers are expected to increase annually. The campus will be working to build a strong GT program, staring with hiring an experienced GT teacher who has also served as the district lead. Students will be serviced daily through Enrichments and additional GT time that will incorporate project-based learning.

Gus Almquist will establish a Response to Intervention (RtI) program that targets struggling students in Tier I core instruction, including through small-group instruction in general education classes. Students demonstrating the need for more support will be provided Tier II and Tier III support through intervention classes, Enrichment 1416 support and tutorial sessions. Additional support could be provided through Multi-Tiered Systems of Support (MTSS) including intentional, small-group pullouts.

The school is in a unique position in that campus leaders will be establishing behavioral and discipline expectations on a new campus. The administration team will use a low-level referral system, positive behavior intervention supports (PBIS) and a positive referral communication system to reinforce those expectations. Administrators will use restorative practices and students will have access to mental health support daily.

Attendance expectations will be established early with administrators, staff, students and parents. After a decrease in attendance numbers across the district, the average daily attendance rose back to above 94 percent in the 2023-2024 school year in Hutto ISD. The administration at Gus Almquist Middle School will monitor attendance numbers weekly and be proactive in contacting families when attendance becomes a concern. Automated phone calls will go out to families daily when students are marked absent and parents will receive letters when students have 3, 6 or 9 unexcused absences. Attendance meetings will be held for families whose students are close to truancy and those who continue to have concerns will be taken to truancy court after all interventions have been exhausted.

| Ethic Distribution | FMS | HMS |
|---|---|---|
| African American | 12.20% | 13.90% |

| Ethic Distribution | FMS | HMS |
|---|---|---|
| Hispanic | 48.20% | 44.80% |
| White | 29.30% | 30.40% |
| American Indian | 0.20% | 0.60% |
| Asain | 2% | 3.20% |
| Pacific Islander | 0.40% | 0.10% |
| Two or More Races | 7.80% | 7% |
| **Sex** | | |
| Female | 50.70% | 48.80% |
| Male | 49.30% | 51.20% |
| **Special Populations** | | |
| Economically Disadvantaged | 43.50% | 46.60% |
| Non-Economically Disadvantaged | 56.60% | 53.40% |
| 504 | 12.80% | 12.90% |
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| Students with discipline placements | 3.90% | 1.40% |
| Dyslexia | 8.20% | 7.20% |
| Homeless | 1.20% | 0.70% |
| Immigrant | 0.80% | 0.80% |
| Migrant | 0% | 0% |
| Title 1 | 100% | 100% |
| Military-Connected | 6.80% | 5.50% |
| At Rish | 16.40% | 37.60% |
| **Students with Disabilities** | | |
| Intellectual Disabilities | 63.10% | 65% |
| Physical Disabilities | 7.50% | 9% |
| Autism | 5.60% | 6.80% |
| Behavioral | 23.80% | 19.20% |

### Demographics Strengths

- The average daily attendance at the middle school level in Hutto ISD saw an increase over the 2024-2025 school year.
- While it will be the largest middle school campus in the district, the overall population at Gus Almquist Middle School will be smaller than each of the two middle schools in 2023-2024. This should affect class sizes in a positive way.
- All students have access to programs and organizations throughout campus.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** A culture has not been established on campus as all demographics, including both students and staff, will be new to Gus Almquist Middle School with many students never previously attending school or classes with their peers. **Root Cause:** Hutto has been growing and new schools will be opening every year for the next several years. Many new students are moving in with their families as the area continues to construct homes with the addition of major employers.

# Student Learning

### Student Learning Summary

Across the district, Reading scores have improved over the last few years across most grade levels and subpopulations. Math across the district continues to improve but not at the pace of Reading scores. There has been an overall improvement in Special Education scores when looking at the other two campuses in the district. Social Studies and Science overall have improved the last several years at the two campuses.

*See Student Learning Data Addendum

### Student Learning Strengths

Cumulative data from FMS and HMS indicates that 78-79% of students are approaching grade level in RLA in 6th, 7th, and 8th grade, with just over 50% meeting grade level, 24% of 6th and 8th graders mastering, and 33% of 7th graders are mastering.

High Quality Instructional Materials (Springboard) were introduced and have been implemented the last several years, leading to a general rise in Reading performance.

Significant improvements in Special Education.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Fewer than 11% of students across the district are scoring Masters on the Math STAAR Assessment (Does Not Include Algebra I) **Root Cause:** Instruction is not aligned with the rigor of the TEKS

**Problem Statement 2:** Less than 63% of students across the district are meeting grade-level standards according to the Reading STAAR assessment **Root Cause:** Students are exposed to different levels of rigor in the Springboard curriculum depending on teacher knowledge and training

**Problem Statement 3:** There is inconsistency across the district in Algebra I scores. **Root Cause:** Campuses are using High Quality Instructional Materials differently

# School Processes & Programs

### School Processes & Programs Summary

## Curriculum, Instruction, and Assessment

As we develop our vision, mission, and CIP goals, Gus Almquist Middle School will focus on student progress and growth as well as building connections across campus for all students. We will work to make academic excellence the expectation on campus and close the achievement gaps between all demographic groups. Hutto ISD uses the TEKS Resource System and its YAG and IFD as its base curriculum source. Teachers are required to follow the YAG to stay on pace throughout the year. This year Gus Almquist will implement a structured PLC approach with the support of an Instructional Coach.

Common assessments will be given every nine weeks in Math, ELA, Science, and Social Studies. The process continues to include assessment blueprints written with the input from teachers and instructional coaches. MAPS and STAAR Interim Assessment data will also be utilized in the 2024-2025 school year.

Gus Almquist Middle School will have several tiers of student intervention. Students not successful in the prior year STAAR will be provided additional support time in their schedule in the area in which they were not successful. Additionally, with the support of the instructional coach, Gus Almquist will implement student-data trackers throughout the year. Students will collect and track their own data to be aware of their individual progress.

Daily, teachers will meet in PLCs to collaborate in the planning process. This includes backward design, lesson plan sharing, feedback on instructional strategies, instructional walks, and data digs. PLC departments utilize plan books to document and outline weekly lesson plans. Teachers will utilized individual, targeted action plans through IXL in both Math and ELA classes.

Gus Almquist will provide targeted professional development, which is driven by the needs identified through STAAR, T-TESS appraisals, walk-through reports and teacher feedback surveys. 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 will include Leader in Me, Empowering Writers, Effective Agendas and Objectives, Technology Lunch and Learn, Classroom Management, and Common Instructional Framework. Professional Development will be 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 Gus Almquist will include Mentor Teacher, Department Head, CIP committee, Superintendent Advisory Council representative, HEF representative and the Instructional Leadership Team.

## School Organization

Student success at Gus Almquist Middle School will be 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 Gus Almquist 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 is comprised 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 Gus Almquist are balanced with 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 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 Gus Almquist Middle School. 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.

Gus Almquist Middle School will prioritize safety practices by establishing and reinforcing consistent routines and providing professional development for staff and students. Emergency Response training and drills are set monthly routines the campus practices. Administrators provide feedback to staff members based on how the campus performed during the exercises. Student safety is targeted through an anonymous tip line where students can report concerns. DyKnow is a proactive Chromebook monitoring tool that teachers use in the classroom. Administrators also have an alert system to help them respond to inappropriate technology usage. Character Education is taught through our Hippo Way program and Gus Almquist will become a Leader in Me campus in 2024-2025.

Currently, grade-level teachers have established procedural expectations for classroom management and hallway behaviors. With the support of Leader in Me, campus-wide expectations will be monitored by teachers and administrators. We will work to provide consistent expectations across the campus along with structured classroom management plans that provide scaffolded behavior support for students.

## Programs and Opportunities for Students

Gus Almquist Middle School provides various social-emotional learning opportunities through our fine arts, athletics, career and technology, and health services programs. These programs impact student achievement by providing motivation and holding students accountable for academic performance. The Career, College, and Military Readiness programs offer opportunities for students during their 8th-grade year to research career clusters and colleges based on individual interest inventories.

The campus will look to build a connection for every student on campus through creating student-led clubs and organizations. Outside of athletics, fine arts and CTE organizations, the campus will host clubs regularly after school. Some of those already created include E-Sports, Chess, Gardening, Reading, Writing, Agriculture, Dance, Step, FCA, Finance and Investment, and Crafting clubs. Gus Almquist Middle School will also have a diverse Gifted and Talented program as well as a LEO program that focuses on community service. Advanced Academic courses are open-enrollment and students have few parameters in place to enter an advanced class.

## 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. Gus Almquist 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. Gus Almquist has hardware and software used by staff and students daily to enhance and promote classroom instruction and day-to-day routines for learning. Gus Almquist will have Chromebooks, VDI's, tablets, laptops, Renaissance Responders, document cameras, ClearTouch monitors, graphing calculators, robots, Gear VR Glasses, motion sensors for science, video cameras, and digital cameras, speech amplification devices, and music tuners. In addition to this equipment, Gus Almquist also utilizes various software programs in a class. The following are the programs and/or software teachers and students are anticipated to use in 2024-2025: IXL, NewsELA, CommonLit, Summit K-12, Canvas, Brainpop, 2Know!, Adobe Creative Suite, MyFitnessPal, Audacity, Discovery Education, Easy Bib, Eduphoria, Frontline, Fitness Gram, Flocabulary, Flubaroo, Google Suite, GradPoint, Don Johnston, Dyknow, Gizmos, Lego NXT, McGraw-Hill online textbooks, Microsoft Office 2013 Suite, Olweus, Naviance, Pearson-EasyBridge, Pixlr, Raptor, Renaissance, Skyward, Virtual Desktop, Windows 7, Google Sites, Parent Square, EdPuzzle, Quizizz, Plickers and other educational applications and software.

Students will be proficient with technology, our resources, and programs and will 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 across the district have historically reported 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 and will use it in their classrooms often. The majority of the staff have demonstrated proficiency with hardware and software available for their classes. However, some of them feel they need more training on newer tools and software.

Gus Almquist Middle School 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.

Utilization of STAAR Interim Assessments and STAAR online practice portals.

Student-led data tracking of individual progress in classes

Established routines and procedures will be consistent across campus

There is a wide-range of opportunities for students to get connected on campus

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Adoption of Campus Management expectations and a Campus Culture Rubric are needed **Root Cause:** It is a new campus and expectations have not previously been set

**Problem Statement 2:** Student-data tracking has existed but students have not effectively set and followed up on individual goals consistently **Root Cause:** Teachers have been driving goals for students and set expectations without providing ownership

**Problem Statement 3:** Teams coming together as PLC's have not worked or planned together previously **Root Cause:** Staff is new and have not worked through high quality instructional materials as a team

**Problem Statement 4:** Students don't utilize the opportunities to get connected on campus **Root Cause:** Clubs and organizations meet at times that do not work for student schedules as many have to ride the bus or take care of siblings

**Problem Statement 5:** A research-based character development program has not been implemented **Root Cause:** Students and staff are coming from different campuses that implemented different things last school year

# Perceptions

### Perceptions Summary

Staff at Gus Almquist Middle School will work to build the best environment for students, staff, families and community members. We will be looking to engage stakeholders in a variety of ways so that they may be involved on campus and support our students. Events will be hosted throughout the year including: Meet the Teacher, PTSA Meetings, Fall Fest, Concerts and Performance, Athletic Events, Title I Activities, Mentor Opportunities, School Dances, Special Programs such as Veterans Day, Award Ceremonies, Cultural Celebrations and more. The campus will also work to develop support programs for our ELL families as part of our Parent, Family Engagement Plan.

In addition to events, students will feel connected on campus through activities, clubs and organizations. Those who might not get recognized on a regular basis will also received positive phone calls home through our positive office referral process.

A campus culture rubric will be implemented at the beginning of the school year to give students and staff a sense of pride in the new school. Students will be held to high standards and expectations as the campus focuses on growing every individual student.

Effective communication is a focus for campus administrators in opening a new campus. A survey will be conducted early in the year to determine the needs of families and their communication preferences. Information will be sent out to families through ParentSquare so that they can be immediately notified in the language of their choice. Programs will be implemented to assist the families of our English Language Learners with campus communication, including nights for them to come to campus to learn how to use district systems and set language preferences.

### Perceptions Strengths

Students will be offered multiple opportunities to get connected on campus through activities, clubs and organizations

A campus culture rubric will be implemented to assist in setting high standards and expectations

A variety of opportunities will be available throughout the year for families to be involved on campus

Programs will be implemented to assist the families of English Language Learners with campus and district communications

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Effective communication with stakeholders has been an area of growth across the district **Root Cause:** Stakeholders get information in a variety of ways and can feel overwhelmed by communication

**Problem Statement 2:** Families of English Language Learners have expressed difficulty in receiving communications from the district **Root Cause:** Families have not been trained on language settings or how to use district platforms

**Problem Statement 3:** Past district surveys have indicated low percentages of agreement of students belonging, liking and feeling connected to school. **Root Cause:** Student organizations did not meet specific needs of all populations

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

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

**Accountability Data**

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

**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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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.
- 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
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results

# Goals

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

**Performance Objective 1:** (1.1.1) Students will increase in the percentage of on-grade level for reading and math on the NWEA MAP screener when compared to the district average last year

**Evaluation Data Sources:** 60% of students will meet projected growth on NWEA MAP and will pass STAAR in all subject areas.

| Strategy 1 Details |
|---|
| **Strategy 1:** The campus will have a comprehensive campus assessment calendar that includes regular benchmark assessments aligned with the curriculum.<br>**Strategy's Expected Result/Impact:** Stakeholders will be aware of assessment expectations and timelines.<br>**Staff Responsible for Monitoring:** Principal<br><br>**Title I:**<br>2.4, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction |

| Strategy 2 Details |
|---|
| **Strategy 2:** Staff will be provided training and support in data analysis techniques.<br>**Strategy's Expected Result/Impact:** Staff will be able to analyze assessment data and be proactive in identifying trends, strengths, weaknesses and areas requiring intervention.<br>**Staff Responsible for Monitoring:** Principal, AP's, Instructional Coach<br><br>**Title I:**<br>2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction |

**Strategy 3 Details**

**Strategy 3:** The campus will use a variety of reliable progress monitoring tools, including student-led data trackers.

**Strategy's Expected Result/Impact:** Student progress will be monitored, learning gaps will be identified and instructional strategies will be adjusted as needed. Students will set goals based on performance and will measure their individual growth.

**Title I:**
2.4, 2.6
**- TEA Priorities:**
Build a foundation of reading and math
**- ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

**Strategy 4 Details**

**Strategy 4:** 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 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, AP's, IC, Science and Math Department Chairs

**Title I:**
2.4, 2.5, 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:** Student Learning 1

**Strategy 5 Details**

**Strategy 5:** Gus Almquist Middle School will implementation specific curriculums in math (Carnegie, IXL, Springboard), 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 when used with fidelity

**Staff Responsible for Monitoring:** Principal, AP's

**Title I:**
2.4, 2.5, 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

**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 grade-level standard or above on state assessments will reach 50% by June 2025.

| Strategy 1 Details |
|---|
| **Strategy 1:** The campus will conduct a needs assessment to identify areas where students may require additional support.<br>**Strategy's Expected Result/Impact:** Students will be identified for academic, behavioral and social-emotional supports.<br>**Staff Responsible for Monitoring:** Principal, AP's, Counselors<br><br>**Title I:**<br>2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture |

| Strategy 2 Details |
|---|
| **Strategy 2:** Gus Almquist Middle School will use multiple sources of student data to implement a data-driven approach to decision making.<br>**Strategy's Expected Result/Impact:** The staff will use assessments, progress monitoring tools and behavior assessments systems to identify students and provide tiered support and intervention.<br>**Staff Responsible for Monitoring:** Principal, AP's, Counselors<br><br>**Title I:**<br>2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Problem Statements:** Student Learning 3 |

**Strategy 3 Details**

**Strategy 3:** Professional Development will be provided each semester on MTSS principles, strategies and best practices.

**Strategy's Expected Result/Impact:** Staff will have an understanding of data analysis, intervention implementation, progress monitoring and team collaboration.

**Staff Responsible for Monitoring:** Principal, AP's, Counselors

**Title I:**
2.4, 2.6

**- TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Strategy 4 Details**

**Strategy 4:** 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 strategies and best practices to support students

**Staff Responsible for Monitoring:** Principal, AP's, Teachers

**Title I:**
2.4, 2.6

**- TEA Priorities:**
Build a foundation of reading and math

**- ESF Levers:**
Lever 2: Strategic Staffing, Lever 5: Effective Instruction

**Strategy 5 Details**

**Strategy 5:** Employ an instructional coach.

**Strategy's Expected Result/Impact:** Provide targeted professional development, coaching and observation and feedback to all staff.

**Staff Responsible for Monitoring:** Principal

**TEA Priorities:**
Recruit, support, retain teachers and principals

**- ESF Levers:**
Lever 2: Strategic Staffing, Lever 5: Effective Instruction

**Strategy 6 Details**

**Strategy 6:** Provide content and department specific professional development opportunities, including reaching out to other campuses to collaborate with teachers in the same content area.

**Strategy's Expected Result/Impact:** Improved student achievement through teacher understanding and use of instructional strategies learned from PD offerings.

**Staff Responsible for Monitoring:** Principal, AP's, IC

**Title I:**
2.4, 2.6

**- TEA Priorities:**
Build a foundation of reading and math

**- ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

**Strategy 7 Details**

**Strategy 7:** Students will utilize a variety of resources to assist in the reading and writing process. This can include Chromebooks, speech-to-text technology, dictionaries, foreign language dictionaries and teacher classroom libraries.

**Strategy's Expected Result/Impact:** Student proficiency will increase in reading and writing with students demonstrating growth in STAAR Domain 1.

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**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 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 reach 63% by June 2025

| Strategy 1 Details |
|---|
| **Strategy 1:** Professional Learning on the campus will include Tier I best practices that will be implemented across the campus.<br>**Strategy's Expected Result/Impact:** Teachers will have working knowledge on creation of objectives, content, delivery methods, timelines and assessment strategies.<br>**Staff Responsible for Monitoring:** Principal, AP's<br><br>**Title I:**<br>2.4, 2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction |
| **Strategy 2 Details** |
| **Strategy 2:** A coaching and mentoring program will be implemented on campus for all 1st and 2nd year teachers.<br>**Strategy's Expected Result/Impact:** Teachers will receive ongoing support and feedback on Tier I instructional practices. First and second year teachers will be provided guidance, have effective practices modeled and will receive personalized support.<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture |

**Strategy 3 Details**

**Strategy 3:** The campus will implement a variety of observation and feedback practices throughout the school year.

**Strategy's Expected Result/Impact:** Teachers will receive feedback on Tier I instructional practices and will have the opportunity for peer observations and feedback to promote collaboration and continuous improvement.

**Staff Responsible for Monitoring:** Principal, AP's, IC, Department Chairs

**TEA Priorities:**
Recruit, support, retain teachers and principals

**- ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Strategy 4 Details**

**Strategy 4:** Enrichment time will be built into the Master Schedule to provide support time for students in areas of identified need.

**Strategy's Expected Result/Impact:** Students will receive small group instruction focused on their individual needs

**Staff Responsible for Monitoring:** Principal, AP's, Teachers

**Title I:**
2.4, 2.5, 2.6

**- TEA Priorities:**
Build a foundation of reading and math

**- ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Perceptions 3

**Strategy 5 Details**

**Strategy 5:** High-interest classroom libraries will be built in ELA classrooms that are aligned to Springboard novel recommendations.

**Strategy's Expected Result/Impact:** Increased student growth in reading. All 8th grade students reading on grade level by the end of the year.

**Staff Responsible for Monitoring:** Principal, AP's, IC, ELA Teachers

**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

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

**Performance Objective 4:** Implement Professional Learning Communities (PLC) with fidelity across core content areas.

**Evaluation Data Sources:** PLC agendas will reflect collaborative time between teachers working on strategies, data analysis and interventions.

| Strategy 1 Details |
| --- |
| **Strategy 1:** Each core department will conduct Professional Learning Community (PLC) meetings daily through dedicated time in the master schedule and will follow and agenda. PLC time will also be intentionally built in to professional development.<br>**Strategy's Expected Result/Impact:** The breakdown of data in PLC is expected to drive instructional planning.<br>**Staff Responsible for Monitoring:** Principal, AP's, IC, Department Chairs, Teachers<br><br>**Title I:**<br>2.4, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 |
| **Strategy 2 Details** |
| **Strategy 2:** Core PLC's will use data-driven analysis protocols, focusing on student engagement and best practices.<br>**Strategy's Expected Result/Impact:** The DDI process will improve teacher practices and student performance.<br>**Staff Responsible for Monitoring:** Principal, AP's, IC, Department Chairs, Teachers<br><br>**Title I:**<br>2.4, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction |

| Strategy 3 Details |
| --- |
| **Strategy 3:** Gus Almquist Middle School will utilize surveys and teacher feedback throughout the year to gauge the climate and create needed professional development.<br>**Strategy's Expected Result/Impact:** Improved quality professional development opportunities. Increased feelings of supervisor support<br>**Staff Responsible for Monitoring:** Principal, AP's<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction |

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

**Performance Objective 5:** Provide GT enrichment opportunities for identified students

**Evaluation Data Sources:** GT Enrichment schedules, Field Trips completed

| Strategy 1 Details |
|---|
| **Strategy 1:** Provide 30 minutes of daily GT enrichment time<br>**Strategy's Expected Result/Impact:** GT students will work with the GT lead and other GT students daily through project-based learning<br>**Staff Responsible for Monitoring:** Principal, GT Teacher<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture<br>**Problem Statements:** Perceptions 3 |
| **Strategy 2 Details** |
| **Strategy 2:** Two Gifted and Talented field trips will be available to students<br>**Strategy's Expected Result/Impact:** GT students will have the opportunity for extended learning outside of the classroom and campus<br>**Staff Responsible for Monitoring:** GT Teacher, Principal<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- ESF Levers:**<br>Lever 3: Positive School Culture |

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

**Performance Objective 6:** Identified students will be enrolled in advanced level courses.

**Evaluation Data Sources:** Evaluate participation in Honors ELA, Math, Science and Social Studies, as well as Spanish I, II and III.

| Strategy 1 Details |
|---|
| **Strategy 1:** Students will be placed in Honors Math in 6th grade when they have scored Meets or Masters on the 5th grade STAAR assessment.<br>**Strategy's Expected Result/Impact:** Allow students the opportunity to take advanced math courses leading up to Algebra I in their 8th grade year. This will allow for options as they enter their junior and senior years.<br>**Staff Responsible for Monitoring:** Principal, AP's, Counselors<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments |

| Strategy 2 Details |
|---|
| **Strategy 2:** Teachers and counselors will work to identify 6th and 7th grade students to recommend for advanced courses. Teachers will communicate with parents/guardians and counselors on recommendations for the next school year. Counselors will schedule students with the opportunity to opt out of recommended courses.<br>**Strategy's Expected Result/Impact:** Increased number of students in advanced courses based on recommendations.<br>**Staff Responsible for Monitoring:** Counselors, Principal, AP's, Teachers<br><br>**Title I:**<br>2.4<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments |

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

**Performance Objective 1:** (1.2.1) Gus Almquist 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<br>**Strategy's Expected Result/Impact:** Students will be aware of CTE pathways as they prepare for high school.<br>**Staff Responsible for Monitoring:** Principal, Counselors<br><br>**Title I:**<br>2.5<br>**- TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture |

| Strategy 2 Details |
|---|
| **Strategy 2:** Students will meet with academic counselors to plan high school and post-secondary options, discuss goals and monitor progress.<br>**Strategy's Expected Result/Impact:** Increased awareness of high school pathways and career opportunities<br>**Staff Responsible for Monitoring:** Principal, Counselors<br><br>**Title I:**<br>2.6<br>**- TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture |

**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 from district averages in special population attainment at meets or higher levels.

**Evaluation Data Sources:** Increase economically disadvantaged performance at meets level will reach 38% and special education performance at meets or higher will reach 24%.

| Strategy 1 Details |
|---|
| **Strategy 1:** (1.2.2) The campus will conduct data reviews to ensure students are achieving or exceeding expectations in student groups<br>**Strategy's Expected Result/Impact:** Student progress and growth will be measured through the DDI process and interventions will be implemented to support individual students.<br>**Staff Responsible for Monitoring:** Principal, AP's, IC, Teachers<br><br>**Title I:**<br>2.4, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 1, 2 |
| **Strategy 2 Details** |
| **Strategy 2:** (1.3.3) Observation and Feedback cycles will be implemented to monitor MTSS strategies and ensure tiered support for students.<br>**Strategy's Expected Result/Impact:** Teachers will receive consistent coaching and feedback around Tier 1 instructional practices.<br>**Staff Responsible for Monitoring:** Principal, AP's<br><br>**Title I:**<br>2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction |

**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.

**Evaluation Data Sources:** Student achievement at meets grade-level standard or above on state assessments in all subjects in Domain 1 will reach 48% by June 2025.

| Strategy 1 Details |
|---|
| **Strategy 1:** Strategically implement technology and software (Quizizz, NewsELA, CommonLit, Kahoot, Blooket, Quizlet, Summit K-12, Canvas, Google Sites, Parent Square, Plickers, EdPuzzle, Gimkit, Flocabulary, Online Springboard and NearPod) to increase student active engagement and lesson rigor and relevance.<br>**Strategy's Expected Result/Impact:** Increased use of software throughout classes and increased student engagement.<br>**Staff Responsible for Monitoring:** Principal, AP's, IC, Teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction |

| Strategy 2 Details |
|---|
| **Strategy 2:** Provide staff professional development on best practices to support bilingual and ESL students.<br>**Strategy's Expected Result/Impact:** Evidence of best practices in classroom observations<br>**Staff Responsible for Monitoring:** Principal, AP's, IC<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math |

**Strategy 3 Details**

**Strategy 3:** Provide ESL students with specialized instructional opportunities and materials designed to increase language proficiency.

**Strategy's Expected Result/Impact:** Improved individual TELPAS and STAAR assessment scores

**Staff Responsible for Monitoring:** Principal, AP's, ESL Teacher

**Title I:**
2.4, 2.6

**- TEA Priorities:**
Build a foundation of reading and math

**- ESF Levers:**
Lever 5: Effective Instruction

**Strategy 4 Details**

**Strategy 4:** An increased emphasis will be placed on numeracy and literacy through teacher's individual T-TESS goals.

**Strategy's Expected Result/Impact:** High numeracy and literacy opportunities in all classrooms across campus

**Staff Responsible for Monitoring:** Principal, AP's

**Title I:**
2.4, 2.6

**- TEA Priorities:**
Recruit, support, retain teachers and principals

**- ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

**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:** Gus Almquist Middle School will recruit teachers to start new clubs and organizations on campus.<br>**Strategy's Expected Result/Impact:** Individual students will be able to build connections with peers who have similar interests<br>**Staff Responsible for Monitoring:** Principal, AP's<br><br>**Title I:**<br>2.5<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** Perceptions 3 |
| **Strategy 2 Details** |
| **Strategy 2:** Student surveys will be conducted through enrichment time to determine what clubs and organizations students want to see on campus.<br>**Strategy's Expected Result/Impact:** Gus Almquist will create clubs based on student interests<br>**Staff Responsible for Monitoring:** Principal, AP's, Teachers<br><br>**Title I:**<br>2.5<br>**- ESF Levers:**<br>Lever 3: Positive School Culture |
| **Strategy 3 Details** |
| **Strategy 3:** Provide innovative programming and opportunities through Fine Arts classes, performances, concerts and shows.<br>**Strategy's Expected Result/Impact:** Engage students in all areas of academics and school through band, orchestra, choir, guitar, dance, art or theater.<br>**Staff Responsible for Monitoring:** Principal, AP's, Fine Arts teachers<br><br>**Title I:**<br>2.6<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** Perceptions 3 |

**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 a variety of Tier II and Tier III interventions. This can include but is not limited to small group pullout, intervention classes, tutorials and individualized instruction.<br>**Strategy's Expected Result/Impact:** Special education students will demonstrate growth in Domain 3.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Education teachers, General Education teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>- **TEA Priorities:**<br>Build a foundation of reading and math<br>- **Targeted Support Strategy** |

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

**Performance Objective 3:** (1.4.3) Discretionary discipline referrals will reflect a decrease from district numbers in all student populations.

**Evaluation Data Sources:** Discipline Data, SSST Reports

| Strategy 1 Details |
|---|
| **Strategy 1:** The Gus Almquist Campus Leadership Team will guide the implementation of consistent classroom standards to be followed by all students in every class, common area, and during passing periods.<br>**Strategy's Expected Result/Impact:** Reduction in discipline referrals and incidents of bullying, physical aggression and verbal aggression, and classroom disruptions.<br>**Staff Responsible for Monitoring:** Principal, AP's, Teachers<br><br>**Title I:**<br>2.5, 2.6<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Problem Statements:** School Processes & Programs 1 |
| **Strategy 2 Details** |
| **Strategy 2:** Gus Almquist will employ a Campus Culture Rubric with all students and staff members<br>**Strategy's Expected Result/Impact:** Reduction in the number of discipline referrals for behavioral concerns<br>**Staff Responsible for Monitoring:** Principal, AP's<br><br>**Title I:**<br>2.5, 2.6<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** School Processes & Programs 1 |
| **Strategy 3 Details** |
| **Strategy 3:** Gus Almquist Middle School will begin the process of becoming a Leader in Me campus.<br>**Strategy's Expected Result/Impact:** Students and staff will learn and utilize strategies for a respectful, responsible and safe campus.<br>**Staff Responsible for Monitoring:** Principal, AP's<br><br>**Title I:**<br>2.5<br>**- ESF Levers:**<br>Lever 3: Positive School Culture |

**Strategy 4 Details**

**Strategy 4:** Grade Level Teams meet once every two weeks to collaborate about academic achievement, student behavior and attendance concerns, and parent communication.

**Strategy's Expected Result/Impact:** Improved academic performance and behavior.

**Staff Responsible for Monitoring:** Principal, AP's

**Title I:**
2.5, 4.2

**- ESF Levers:**
Lever 3: Positive School Culture

**Strategy 5 Details**

**Strategy 5:** Gus Almquist Middle School will utilize a low-level referral system to increase restorative practices.

**Strategy's Expected Result/Impact:** Decrease from district average the number of discipline referrals

**Staff Responsible for Monitoring:** Principal, AP's

**ESF Levers:**
Lever 3: Positive School Culture

**Strategy 6 Details**

**Strategy 6:** Educate students about the dangers of drug use, including the use of nicotine and THC vapes, as well as the dangers of fentanyl.

**Strategy's Expected Result/Impact:** Reduced number of students disciplined for drug offenses when compared to district numbers from last year

**Staff Responsible for Monitoring:** Principal, AP's

**ESF Levers:**
Lever 3: Positive School Culture

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

**Performance Objective 4:** Provide daily opportunities for all students to build connections and increase belonging.

**Evaluation Data Sources:** Enrichment schedules, Club/Organization schedules, fine arts and extracurricular activities calendars will reflect daily opportunities

| Strategy 1 Details |
|---|
| **Strategy 1:** Gus Almquist Middle School will become a No Place for Hate campus by the end of the 2024-2025 school year.<br>**Strategy's Expected Result/Impact:** Students will learn about bullying and being respectful of other students through anti-bias and anti-bullying programs<br>**Staff Responsible for Monitoring:** Principal, AP's, Student Council Sponsor<br><br>**Title I:**<br>2.5<br>**- ESF Levers:**<br>Lever 3: Positive School Culture |
| **Strategy 2 Details** |
| **Strategy 2:** A Principal's Advisory Council will be created through our Leader in Me Student Lighthouse Committee to solicit input and implement programs of student interest.<br>**Strategy's Expected Result/Impact:** Improved student climate and increased involvement in student groups and organizations<br>**Staff Responsible for Monitoring:** Principal<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** Perceptions 3 |
| **Strategy 3 Details** |
| **Strategy 3:** Gus Almquist Middle School will recruit teachers to start new clubs and organizations on campus.<br>**Strategy's Expected Result/Impact:** Individual students will be able to build connections with peers who have similar interests<br>**Staff Responsible for Monitoring:** Principal, AP's<br><br>**Title I:**<br>2.5<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** Perceptions 3 |

**Strategy 4 Details**

**Strategy 4:** Student classes, groups and organizations will plan and celebrate cultural recognitions.

**Strategy's Expected Result/Impact:** Students will become more familiar with the different cultures on campus

**Staff Responsible for Monitoring:** Principal, AP's, Social Studies Teachers

**Title I:**
2.6
**- ESF Levers:**
Lever 3: Positive School Culture

**Problem Statements:** Perceptions 3

**Strategy 5 Details**

**Strategy 5:** Provide students identified as homeless with supplies needed to attend and achieve at school.

**Strategy's Expected Result/Impact:** Homeless students will have the same opportunities as their peers.

**Staff Responsible for Monitoring:** Principal, LMHP

**Title I:**
2.6
**- ESF Levers:**
Lever 3: Positive School Culture

**Goal 4:** (2.2) Expand strategies that attract and retain high-performing talent.

**Performance Objective 1:** (2.2.3) Use surveys and data such as Culture Surveys; Equity Walks; Exit Surveys; Retention Data; and Stay Interviews to assess, monitor, and increase department and campus culture.

**Evaluation Data Sources:** Continue and expand district surveys to increase stakeholder feedback from 55% to 60%.

| Strategy 1 Details |
| --- |
| **Strategy 1:** Utilize teacher surveys throughout the school year to determine teacher needs and assess the climate on campus.<br>**Strategy's Expected Result/Impact:** Teachers will feel supported and build a positive climate on campus.<br>**Staff Responsible for Monitoring:** Principal, AP's<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals |

**Goal 4:** (2.2) Expand strategies that attract and retain high-performing talent.

**Performance Objective 2:** Gus Almquist Middle School will retain 85% of staff members following the '24-'25 school year.

**Evaluation Data Sources:** End of year campus data report and survey

| Strategy 1 Details |
|---|
| **Strategy 1:** Include teachers in the feedback and planning process for professional development and master schedule.<br>**Strategy's Expected Result/Impact:** Increase teacher support throughout the year and implement professional development based on teacher feedback.<br>**Staff Responsible for Monitoring:** Principal, AP's, IC<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture |

| Strategy 2 Details |
|---|
| **Strategy 2:** Mental health supports will be available to staff on an anonymous basis.<br>**Strategy's Expected Result/Impact:** Staff will have outside sources to talk to regarding any mental health concerns, whether they be work-related or personal.<br>**Staff Responsible for Monitoring:** Counselors<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture |

**Goal 5:** (3.1) Meaningfully engage parents and community as inclusive partners.

**Performance Objective 1:** (3.1.1) Host at least four high-level engagement activities throughout the school year

**Evaluation Data Sources:** At least four events are held to engage parents on campus

| Strategy 1 Details |
| --- |
| **Strategy 1:** Family engagement nights will be held to assist parents will communication and school systems.<br>**Strategy's Expected Result/Impact:** Families will be able to access communication platforms, check attendance and grades and know how to get in touch with the campus.<br>**Staff Responsible for Monitoring:** Principal, AP's<br><br>**Title I:**<br>4.1, 4.2<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Problem Statements:** Perceptions 1, 2 |
| **Strategy 2 Details** |
| **Strategy 2:** Offer meetings at each elementary campus in feeder zone for 5th grade parents for an informational time with principal.<br>**Strategy's Expected Result/Impact:** Increased parent participation in school events and increased knowledge regarding school clubs and organizations<br>**Staff Responsible for Monitoring:** Principal, Counselors<br><br>**Title I:**<br>4.1, 4.2<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Problem Statements:** Perceptions 1, 2 |

**Strategy 3 Details**

**Strategy 3:** Invite ELL parents to parent universities and informational meetings.

**Strategy's Expected Result/Impact:** Parents of ELL students will be informed on the importance of TELPAS, supports at home, Skyward, Canvas and attendance.

**Staff Responsible for Monitoring:** Principal, AP's

**Title I:**
4.2

**- ESF Levers:**
Lever 3: Positive School Culture

**Problem Statements:** Perceptions 2

**Goal 5:** (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

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

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will create and implement a Personal Communication plan to reach out to every family at Gus Almquist Middle School<br>**Strategy's Expected Result/Impact:** Teachers will reach out to designated families at least once each grading period, communicating with the family of each student on their roster by the end of the year. This will increase parent awareness and involvement in school activities and create open communication between families and teachers<br>**Staff Responsible for Monitoring:** Principal, AP's, Teachers<br><br>**Title I:**<br>4.1, 4.2<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** Perceptions 1, 2 |

**Goal 5:** (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:** Award ceremonies will be held each semester to recognize A/B Honor Roll and other academic achievements.<br>**Strategy's Expected Result/Impact:** Increased student recognition and parent participation in school events.<br>**Staff Responsible for Monitoring:** Principal, Counselors<br><br>**Title I:**<br>2.6<br>**- ESF Levers:**<br>Lever 3: Positive School Culture |

**Goal 6:** (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:** Initial parent committees will be formed in the school's inaugural year.<br>**Strategy's Expected Result/Impact:** The first PTSA Board will be voted upon and parents will participate in planning and creating committees such as Parent, Family Engagement (PFE), CIP and Title I.<br>**Staff Responsible for Monitoring:** Principal<br><br>**Title I:**<br>4.1<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture |

**Goal 6:** (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:** Parent communications will go out from administration at a frequency determined by the beginning of year parent survey. Parents will be invited to multiple events on campus throughout the year.<br>**Strategy's Expected Result/Impact:** Increase opportunities for parent engagement on campus.<br>**Staff Responsible for Monitoring:** Principal<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** Perceptions 1, 2 |
| **Strategy 2 Details** |
| **Strategy 2:** Invite ELL parents to parent universities and informational meetings.<br>**Strategy's Expected Result/Impact:** Parents of ELL students will be informed on the importance of TELPAS, supports at home, Skyward, Canvas and attendance.<br>**Staff Responsible for Monitoring:** Principal, AP's<br><br>**Title I:**<br>4.2<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** Perceptions 2 |

**Goal 6:** (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:** We will create and implement a Personal Communication plan to reach out to every family at Gus Almquist Middle School<br>**Strategy's Expected Result/Impact:** Teachers will reach out to designated families at least once each grading period, communicating with the family of each student on their roster by the end of the year. This will increase parent awareness and involvement in school activities and create open communication between families and teachers<br>**Staff Responsible for Monitoring:** Principal, AP's, Teachers<br><br>**Title I:**<br>4.1, 4.2<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** Perceptions 1, 2 |

**Goal 7:** (4.3) Implement operational efficiencies to create safe and quality learning environments.

**Performance Objective 1:** (4.3.1) Implement, Monitor and Update safety plans in support of all state and local requirements.

**Evaluation Data Sources:** EOP plan and updates, Door Audits, Weekly SSST Meeting Logs

| Strategy 1 Details |
|---|
| **Strategy 1:** Gus Almquist Middle School will utilize a School Safety Support Team (SSST) and meet as needed following administrator, police and counselor referrals.<br>**Strategy's Expected Result/Impact:** Students will receive support as the school works to be proactive in meeting their SEL and Behavioral needs<br>**Staff Responsible for Monitoring:** Principal, AP's, Counselors, LMHP<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning |
| **Strategy 2 Details** |
| **Strategy 2:** Safety and security audits will be conducted and logged to ensure doors are functioning properly and locked, and that the campus is secure.<br>**Strategy's Expected Result/Impact:** People will only be able to enter the building through the front office unless they have badge access.<br>**Staff Responsible for Monitoring:** Principal, Security<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning |
| **Strategy 3 Details** |
| **Strategy 3:** Work orders on items regarding school safety will be entered in a timely manner and will be followed up on daily until work is complete.<br>**Strategy's Expected Result/Impact:** Ensure work orders on doors, cameras and other safety equipment are attended to as priority items<br>**Staff Responsible for Monitoring:** Principal, AP's, Security<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning |
| **Strategy 4 Details** |
| **Strategy 4:** Implement an Incident Command Structure for emergency / reunification purposes.<br>**Strategy's Expected Result/Impact:** Staff and campus will be prepared should a reunification event occur<br>**Staff Responsible for Monitoring:** Principal<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning |