

Hutto Independent School District



Farley Middle School

2025-2026 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.

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Comprehensive Needs Assessment

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 2024-2025 school year with 669 students. Enrollment numbers are projected to increase by approximately 40 students due to Hutto's urbanization.

Overall enrollment saw a slight decrease in 24-25 while the sub-populations of Hispanic, At-Risk, and Special Education demographics increased. The decrease in overall population can be explained by the opening of Gus Almquist Middle School. However, it is anticipated that our population will increase as more housing opens within the next year. 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 24-25 in our next Texas Academic Performance Report (TAPR). Looking at the 23-24 TAPR, FMS teaching staff is made up of 70.9% of teachers who fall into the white demographic, while white students only make up 28.9% of our population. Differences are also seen in our Hispanic and African-American populations, as just 19.3% of our staff is Hispanic while our student population is 48.8% Hispanic. The FMS staff is 5.5% African-American, but African-American students make up 12.5% 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 10 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 17.4% according to the 23-24 TAPR report.

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 decreased in the 2024-2025 school year due to the opening of Gus Almquist Middle School causing a decrease in the overall student population. Also, FMS houses additional BASE students that would otherwise be sent to Gus Almquist due to their boundary lines. 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 14.93% of our population, but account for 24% of our referrals which is an increase from 19.2% of our referrals in the 23-24 school year. White students received 29.2% of referrals while making up 25.97 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. During the school year, 146 students were involved in disciplinary incidents, contributing to a total of 288 reported occurrences.

Attendance remained steady and saw increases over the past school year 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 overall, 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.

The student and parent survey data reflect encouraging trends in school engagement and inclusivity at Farley Middle School while also showing opportunities for growth as our campus needs become more diverse. Students report feeling increasingly supported in their academic journey, with improvements in campus culture and classroom experience contributing to a more positive learning environment. Parents express appreciation for the school's commitment to accessibility and communication, highlighting strengthened efforts in family outreach and engagement programs. The faculty's dedication to fostering cultural awareness and inclusivity (83%) ensures that students from diverse backgrounds feel recognized and valued, reinforcing a sense of belonging and community support. While opportunities remain for refining professional learning and family-centered initiatives, the overall data suggest a progressive shift toward enhanced collaboration between educators, students, and families, strengthening the foundation for long-term success.

Strengths

- Overall Population saw a decrease in this 2024-2025 school year. That number is expected to increase next year due to housing developments nearby.
- Stable population overall (No High Mobility in regards to students and population Gender Balanced). This could change as multiple apartment complexes in our zone are expected to be finished within the next year.
- Overall attendance percentages are holding steady which shows that Farley is a safe place for all students to learn.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



Staff demographics continue to fall short of reflecting the percentages of our student population.

A lack of targeted recruitment and retention strategies focused on underrepresented groups 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.

2



Attendance numbers have held steady, but we have seen a struggle with students who are new to the state of Texas.

We must address these challenges by educating new families about the importance of attendance, increasing staff and administration communication, engaging families in meaningful ways, and providing robust support systems to accommodate diverse needs and preferences. The challenges faced by students new to Texas stem from unfamiliarity with local educational expectations.

3



While we have seen growth in cohort data, we are struggling to increase our meets to masters performance levels.

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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5
★

Two or more races averaging over 20% DNM in all tested areas on STAAR IA

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.

6
★

LEP and SPED population again, performed below other sub-populations in both ELA and Math on the STAAR IA.

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.

★ = Priority

Student Learning

Summary

As part of our current vision, mission, and CIP goals, FMS will focus on student progress and growth in all areas to guarantee academic excellence and close the achievement gaps between all demographic groups.

Hutto ISD now uses the TEKS Resource System, Springboard, Bluebonnet, and McGraw Hill as the base for HQIM. Teachers are required to follow the YAG/IFD to stay on pace throughout the year. This year FMS will continue with a structured PLC approach with the support department heads.

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 department heads, through the Leader In Me structures, FMS had a goal to implement student personalized data trackers to facilitate student reflection and learning throughout the year. To assist our Special Education population, students who receive support services will receive an agenda to aid with organizational skills.

Daily, core teachers 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 outline weekly lesson plans and data analysis to guide instruction. Teachers in ELA and Math, assign each student an individualized, targeted action plan on IXL to close gaps and extend learning.

FMS provides targeted professional development 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.

Additionally, Effective Objectives, Classroom Management, and the Common Instructional Framework in 25-26 will become the Cornerstones of Instruction during the 25-26 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, teachers are given feedback on their implementation of what they were taught during professional development.

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, our Diversity, Equity and Inclusion committee, and the Leader In

Me Lighthouse 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. 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 and internalize 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, tablets, laptops, document cameras, ClearTouch monitors, graphing calculators, various 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, Canva, Canvas, Classwise, Adobe Creative Suite, Accuplacer (TSIA-2), Audacity, Easy Bib, Eduphoria, Frontline, FitnessGram, Flocabulary, Google Suite, McGraw-Hill online

textbooks, Microsoft Office, Raptor, Skyward, 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.

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 Student Learning Needs

Problem Statement	Root Cause
1 ★ Farley Middle School students are not internalizing and effectively utilizing their assessment data.	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.
2 ★ Two or more races averaging over 20% DNM in all tested areas on STAAR IA	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.
3 ★ LEP and SPED population again, performed below other sub-populations in both ELA and Math on the STAAR IA.	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.
4 ★ Working to move the percentages of students who scored in the meets standard to masters in ELA and Math across all grade levels on STAAR IA	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.
5 ★ While we have seen growth in cohort data, we are struggling to increase our meets to masters performance levels.	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.

★ = Priority

School Processes & Programs

Summary

Teachers create and internalize 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.

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, our Diversity, Equity and Inclusion committee, and the Leader In Me Lighthouse Committee. In addition, teachers are encouraged and given opportunities to share their knowledge from training through peer-to-peer PD.

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- 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 School Processes & Programs Needs

Problem Statement	Root Cause
1 Farley Middle School students are not internalizing and effectively utilizing their assessment data.	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.
2 ★ Parents actively engaging with platforms that give the campus feedback on how their student is involved in school.	There is a lack of awareness, accessibility, and trust in the platforms used to communicate student involvement. Additionally, communication may not be provided in a user-friendly, culturally responsive, or language-accessible manner, leading parents to feel disconnected or unsure of how to engage meaningfully.
3 ★ Many families lack the knowledge and resources needed to effectively navigate district systems and advocate for their children's educational needs (e.g., SPED, GT, 504, ELL services).	The campus has not consistently provided accessible, culturally responsive, and language-appropriate information or training opportunities to help families understand and engage with specialized support systems.

★ = Priority

Perceptions

Summary

FMS scored strongly in three categories within the climate survey. Safety was 97%, Cultural Awareness & Action 83%, and Staff Leadership Relationship 81%. These three areas speak to the administrative leadership and the relationships that are built with students, parents, and staff.

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

Strengths

1. Panorama Data: School Leadership 79%
2. Panorama Data : Cultural Awareness & Action 83%
3. Staff Leadership and Relationships 81%
4. Safety 97%

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 safe and supported

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ Low percentages in the areas of overall belonging, well being, and professional learning. Professional Learning scored the lowest with 44% Well being scored 54%	In the 24-25 school year, FMS had its first school year after the campus was reduced due to Gus Almquist MS opening up. This took students and families as well as staff from the FMS community. This requires time to reestablish the campus culture and community in order to give all stake-holders a sense of belonging. Additionally, an increase in emergent bilinguals has increased the need for more r
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★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
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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.

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3
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Working to move the percentages of students who scored in the meets standard to masters in ELA and Math across all grade levels on STAAR IA

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.

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While we have seen growth in cohort data, we are struggling to increase our meets to masters performance levels.

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7
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Many families lack the knowledge and resources needed to effectively navigate district systems and advocate for their children's educational needs (e.g., SPED, GT, 504, ELL services).

The campus has not consistently provided accessible, culturally responsive, and language-appropriate information or training opportunities to help families understand and engage with specialized support systems.

8
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Parents actively engaging with platforms that give the campus feedback on how their student is involved in school.

There is a lack of awareness, accessibility, and trust in the platforms used to communicate student involvement. Additionally, communication may not be provided in a user-friendly, culturally responsive, or language-accessible manner, leading parents to feel disconnected or unsure of how to engage meaningfully.

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★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

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
- ☒ State certified and high quality staff data
- ☒ Campus leadership 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 Source: Students who meet projected growth on NWEA MAP STAAR will increase to 60% in all subjects by EOY MAP Screener.

Strategy 1 Targeted Support Strategy

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: Using HQIM with fidelity will increase skills and student performance

Staff Responsible for Monitoring: Principal, Asst. Principal, Dept. Heads, Teachers

Problem Statements: Demographics 3, 6 - Student Learning 1, 3, 4, 5 - Student Achievement 2, 3, 4 - Perceptions 3 - Curriculum, Instruction, and Assessment 4, 5, 6, 7

Funding Sources: Summit K12 - STAAR Bootcamp Title I, Part A - (6300) Supplies and Materials, \$4,835

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

February

April

June

Strategy 2

Provide time for grade-level teams to collaborate on student progress, specific skills, and tracking individual student growth to inform instruction and support.

Strategy's Expected Result/Impact: Teachers will identify areas for growth and collaborate to develop a plan of action on ways they can best support students.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principals

Problem Statements: Student Learning 1, 4 - Student Achievement 3, 4 - Perceptions 3 - Curriculum, Instruction, and Assessment 5, 7

Funding Sources: Title I, Part A - (6100) Payroll Costs, \$3,000

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

Formative Reviews

Moderate Progress

November February April June

Strategy 3

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

Problem Statements: Demographics 3 - Student Learning 5 - Curriculum, Instruction, and Assessment 6

Title I: 2.5.1

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

Formative Reviews

Some Progress

November February April June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	While we have seen growth in cohort data, we are struggling to increase our meets to masters performance levels.	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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Performance Objective 1 Problem Statements Identifying Student Learning

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
2 LEP and SPED population again, performed below other sub-populations in both ELA and Math on the STAAR IA.	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

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4

Farley Middle School students are not internalizing and effectively utilizing their assessment data.

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.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Farley Middle School students are not internalizing and effectively utilizing their assessment data.

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.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

4

LEP and SPED population again, performed below other sub-populations in both ELA and Math on the STAAR IA.

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.

5

Working to move the percentages of students who scored in the meets standard to masters in ELA and Math across all grade levels on STAAR IA

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.

While we have seen growth in cohort data, we are struggling to increase our meets to masters performance levels.

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

6

"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.

7

Farley Middle School students are not internalizing and effectively utilizing their assessment data.

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.

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 Source: STAAR Data (Spring 2025) and STAAR Data (Spring 2026)

Math from 33% to 45% (Meets)
Math from 11% to 25% (Masters)

ELA from 55% to 65 % (Meets)
ELA from 26% to 36% (Masters)

Science from 40% to 50% (Meets)
Science from 14% to 25% (Masters)

Social Studies from 23% to 33% (Meets)
Social Studies from 14% to 25% (Masters)

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Implement regular data meetings to analyze student performance on formative assessments and use the results to adjust instruction, target skill gaps, and provide needed support.

Strategy's Expected Result/Impact: Impact student and state assessment academic growth

Staff Responsible for Monitoring: Department Heads, Teachers, Campus Admin

Problem Statements: Demographics 3, 5 - Student Learning 1, 2, 5 - Student Achievement 1, 4 - Perceptions 3 - Curriculum, Instruction, and Assessment 3, 6, 7

Funding Sources: Region 13 - STAAR Studded Event Title I, Part A - (6300) Supplies and Materials, \$250, STAAR Bootcamp Snacks Title I, Part A - (6400) Operating Cost, 211 61 6499 00 042 30 000, \$183.74, Title I, Part A - (6100) Payroll Costs, \$5,000

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

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

While we have seen growth in cohort data, we are struggling to increase our meets to masters performance levels.

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.

5

Two or more races averaging over 20% DNM in all tested areas on STAAR IA

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.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Farley Middle School students are not internalizing and effectively utilizing their assessment data.

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.

2

Two or more races averaging over 20% DNM in all tested areas on STAAR IA

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5

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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.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

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Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

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Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

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Performance Objective 3 High Priority

(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 Source: School progress annual growth in all grades in both subjects will increase to 80% by June 2026

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Establish specific growth targets for each student based on their current performance levels. Teachers will regularly analyze student data, set realistic goals, and communicate these targets with both students and parents. They will also monitor progress, provide feedback, and adjust instruction as needed to support growth.

Strategy's Expected Result/Impact: Student growth and ownership
Attention to Literacy and Math development moving students from one reporting category go the other. DNM to Approaches, Approaches to Meets, Meets to Masters.

Staff Responsible for Monitoring: Admin, Department Chair, Teachers

Problem Statements: Demographics 3, 5, 6 - Student Learning 1, 2, 3, 5 - Student Achievement 1, 2, 4 - Perceptions 3 - Curriculum, Instruction, and Assessment 3, 4, 6, 7

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

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

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LEP and SPED population again, performed below other sub-populations in both ELA and Math on the STAAR IA.

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.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Farley Middle School students are not internalizing and effectively utilizing their assessment data.

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.

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Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

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Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

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Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

3

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7

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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.

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

Performance Objective 1 HB3 Goal

(1.2.1) CCMR attainment in grades 9-12 will increase.

Evaluation Data Source: TSI, AP exams, Dual Credit Completion, Associate's Degree attainment, Industry based certification numbers, CTE program of study completion, Military enlistment, Work force readiness IEP completion.

100% of 8th graders will participate in CCR class and create graduation plans.

Strategy 1

Implement a college and career exploration course for all 8th grade students to build early awareness.

Strategy's Expected Result/Impact: Create opportunities for students to become aware of postsecondary pathways.

Staff Responsible for Monitoring: Counselors, Campus Admin

Problem Statements: Student Learning 1 - Student Achievement 4 - Perceptions 3 - Curriculum, Instruction, and Assessment 7

Title I: 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2

Host quarterly community events and mentorship opportunities to connect students with career pathways.

Strategy's Expected Result/Impact: Stronger community partnerships and student engagement in career readiness.

Staff Responsible for Monitoring: Campus Admin, Campus Leadership

Problem Statements: School Culture and Climate 2 - Perceptions 1

Title I: 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 3

Create student-centered spaces for SEL and leadership development.

Strategy's Expected Result/Impact: Increase/ Improved student engagement and leadership skills

Staff Responsible for Monitoring: CTE Teachers, Counselors, Campus Admin

Problem Statements: School Culture and Climate 2 - Perceptions 1

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Farley Middle School students are not internalizing and effectively utilizing their assessment data.

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.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

4

Farley Middle School students are not internalizing and effectively utilizing their assessment data.

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.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

Low percentages in the areas of overall

In the 24-25 school year, FMS had its

2

belonging, well being, and professional learning. Professional Learning scored the lowest with 44% Well being scored 54%

first school year after the campus was reduced due to Gus Almquist MS opening up. This took students and families as well as staff from the FMS community. This requires time to reestablish the campus culture and community in order to give all stake-holders a sense of belonging. Additionally, an increase in emergent bilinguals has increased the need for more r

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Low percentages in the areas of overall belonging, well being, and professional learning. Professional Learning scored the lowest with 44% Well being scored 54%

In the 24-25 school year, FMS had its first school year after the campus was reduced due to Gus Almquist MS opening up. This took students and families as well as staff from the FMS community. This requires time to reestablish the campus culture and community in order to give all stake-holders a sense of belonging. Additionally, an increase in emergent bilinguals has increased the need for more r

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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.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

7

Farley Middle School students are not internalizing and effectively utilizing their assessment data.

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.

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 Source: Increase economically disadvantaged performance (specifically at 7th Grade) at meets level from 24% to 35% and special education (specifically at 7th Grade) performance at meets or higher from 15% to 22%.

Strategy 1

Provide one a month PD sessions for core teachers focused on SPED and ESL strategies aligned to districts instructional cornerstones.

Strategy's Expected Result/Impact: Improved instructional practices around strategic monitoring increasing STAAR performance for special pops.

Staff Responsible for Monitoring: Teachers, Department Chairs, Administrators, SPED DC, Dean of Student Support, ESL Teacher

Problem Statements: Student Learning 4 - Student Achievement 3 - Curriculum, Instruction, and Assessment 5

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

Hire/Recommend a Dean of Student Support while providing coaching for SPED teachers and paraprofessionals.

Strategy's Expected Result/Impact: Support systems and improving instructional quality for SPED students.

Problem Statements: Demographics 1, 4, 5, 6 - Demographics 1 - Student Learning 2, 3 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 3, 4

Title I: 2.5.1, 2.5.2, 2.5.3

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

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Strategy 3

Provide targeted intervention through Math, ELA, and Language Labs during enrichment periods with peer tutoring.

Strategy's Expected Result/Impact: Increased academic achievement for SPED and EB students.

Staff Responsible for Monitoring: Campus Admin, Core Teachers

Problem Statements: Demographics 5, 6 - Student Learning 1, 2, 3 - Student Achievement 1, 2, 4 - Perceptions 3 - Curriculum, Instruction, and Assessment 3, 4, 7

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Staff demographics continue to fall short of reflecting the percentages of our student population.	A lack of targeted recruitment and retention strategies focused on underrepresented groups 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.
4 Staff demographics continue to fall short of reflecting the percentages of our student population.	A lack of targeted recruitment and retention strategies focused on underrepresented groups 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.
5 Two or more races averaging over 20% DNM in all tested areas on STAAR IA	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.
LEP and SPED population again, performed below other sub-populations	The LEP and SPED populations are performing below other subpopulations

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in both ELA and Math on the STAAR IA.

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Farley Middle School students are not internalizing and effectively utilizing their assessment data.

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.

2

Two or more races averaging over 20% DNM in all tested areas on STAAR IA

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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Working to move the percentages of students who scored in the meets standard to masters in ELA and Math across all grade levels on STAAR IA

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.

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Two or more races averaging over 20% DNM in all tested areas on STAAR IA	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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3	Working to move the percentages of students who scored in the meets standard to masters in ELA and Math across all grade levels on STAAR IA	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.
4	Farley Middle School students are not internalizing and effectively utilizing their assessment data.	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.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Farley Middle School students are not internalizing and effectively utilizing their assessment data.	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.

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
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1

Staff demographics continue to fall short of reflecting the percentages of our student population.

A lack of targeted recruitment and retention strategies focused on underrepresented groups 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.

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Staff demographics continue to fall short of reflecting the percentages of our student population.

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Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

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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 in all areas.

Evaluation Data Source: STAAR Data (Spring 2025) and STAAR Data (Spring 2026)

Math from 33% to 45% (Meets)

Math from 11% to 25% (Masters)

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ELA from 26% to 36% (Masters)

Science from 40% to 50% (Meets)

Science from 14% to 25% (Masters)

Social Studies from 23% to 33% (Meets)

Social Studies from 14% to 25% (Masters)

Strategy 1

Facilitate weekly RTI/MTSS meetings during common planning time to review student data and plan intervention.

Strategy's Expected Result/Impact: Improved academic performance through timely and targeted interventions.

Staff Responsible for Monitoring: Grade Level Teams, Campus Admin.

Problem Statements: Demographics 6 - Student Learning 1, 3 - Student Achievement 2, 4 - Perceptions 3 - Curriculum, Instruction, and Assessment 4, 7

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Use formative assessment data and student tracking tools to monitor progress and adjust instruction.

Strategy's Expected Result/Impact: Increased percentage of students meeting grade-level expectations on STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads.

Problem Statements: Student Learning 1 - Student Achievement 4 - Perceptions 3 - Curriculum, Instruction, and Assessment 7

Title I: 2.5.1, 2.5.2, 2.5.3

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

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Strategy 3

Provide peer tutoring and academic support during enrichment periods to reinforce core content learning.

Strategy's Expected Result/Impact: Improved student mastery of grade-level content.

Staff Responsible for Monitoring: Core Teacher, Department Heads, and Campus Admin.

Problem Statements: Demographics 3 - Student Learning 1, 5 - Student Achievement 4 - Perceptions 3 - Curriculum, Instruction, and Assessment 6, 7

Title I: 2.5.1, 2.5.2, 2.5.3

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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, Teachers, Dept. Chair

Problem Statements: Student Learning 4 - Student Achievement 3 - Curriculum, Instruction, and Assessment 5

Formative Reviews

Some Progress

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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, ESL Teacher, ELA Teachers

Problem Statements: Demographics 6 - Student Learning 3 - Student Achievement 2 - Curriculum, Instruction, and Assessment 4

Funding Sources: Region 13 - CIMA Emergent Bilingual Learners Title I, Part A - (6400) Operating Cost, 211 E 13 6411 00 042 0 30 000, \$200, Equipping our Emergent Bilingual student Title I, Part A - (6300) Supplies and Materials, 211 13 6399 00 042 30 000, \$347

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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

Problem Statements: Student Learning 4 - Student Achievement 3 - Curriculum, Instruction, and Assessment 5

TEA Priorities: Build a foundation of reading and math

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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

Problem Statements: Student Learning 4 - Student Achievement 3 - Curriculum, Instruction, and Assessment 5

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Strategy 8

Provide opportunities and resources for more small group pullouts and individualized instruction for identified SPED, 504 and other specific students. Implementing and planning for this happening once a week.

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

Staff Responsible for Monitoring: Administrators, Teachers

Problem Statements: Demographics 6 - Student Learning 3 - Student Achievement 2 - Curriculum, Instruction, and Assessment 4

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

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

While we have seen growth in cohort data, we are struggling to increase our meets to masters performance levels.

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

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LEP and SPED population again, performed below other sub-populations in both ELA and Math on the STAAR IA.

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.

4

Working to move the percentages of students who scored in the meets standard to masters in ELA and Math across all grade levels on STAAR IA

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.

5

While we have seen growth in cohort data, we are struggling to increase our meets to masters performance levels.

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.

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

LEP and SPED population again, performed below other sub-populations in both ELA and Math on the STAAR IA.

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.

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Working to move the percentages of students who scored in the meets standard to masters in ELA and Math across all grade levels on STAAR IA

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.

4

Farley Middle School students are not internalizing and effectively utilizing their assessment data.

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.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Farley Middle School students are not internalizing and effectively utilizing their assessment data.

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.

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

4

LEP and SPED population again, performed below other sub-populations in both ELA and Math on the STAAR IA.

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.

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Working to move the percentages of students who scored in the meets standard to masters in ELA and Math across all grade levels on STAAR IA

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.

6

While we have seen growth in cohort data, we are struggling to increase our meets to masters performance levels.

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.

7

Farley Middle School students are not internalizing and effectively utilizing their assessment data.

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.

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 from 81% to 85%. with the use of campus clubs, organizations, and extra curricular activities.

Evaluation Data Source: Panorama Student Perception Survey

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, Teachers/Sponsors

Problem Statements: Demographics 1, 4 - Demographics 1 - Staff Quality, Recruitment, and Retention 1, 2

Funding Sources: Title I, Part A - (6200) Contracted Services, \$5,000

ESF Levers: Lever 3: Positive School Culture

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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

Problem Statements: Demographics 2, 3 - Student Learning 1, 5 - Student Achievement 4 - Perceptions 3 - Curriculum, Instruction, and Assessment 6, 7 - Family and Community Engagement 4

Funding Sources: Title I, Part A - (6100) Payroll Costs, \$2,000

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Staff demographics continue to fall short of reflecting the percentages of our student population.	A lack of targeted recruitment and retention strategies focused on underrepresented groups 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.
2 Attendance numbers have held steady, but we have seen a struggle with students who are new to the state of Texas.	We must address these challenges by educating new families about the importance of attendance, increasing staff and administration communication, engaging families in meaningful ways, and providing robust support systems to accommodate diverse needs and preferences. The challenges faced by students new to Texas stem from unfamiliarity with local educational expectations.
3 While we have seen growth in cohort data, we are struggling to increase our meets to masters performance levels.	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.
Staff demographics continue to fall short of reflecting the percentages of our student population.	A lack of targeted recruitment and retention strategies focused on underrepresented groups has contributed to the imbalance. Addressing these root causes requires a comprehensive

4

approach, including revising hiring practices, fostering an inclusive workplace culture, and investing in pathways for diverse talent to advance within our school community.

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Staff demographics continue to fall short of reflecting the percentages of our student population.

A lack of targeted recruitment and retention strategies focused on underrepresented groups 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.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Farley Middle School students are not internalizing and effectively utilizing their assessment data.

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.

5

While we have seen growth in cohort data, we are struggling to increase our meets to masters performance levels.

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.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

4

Farley Middle School students are not internalizing and effectively utilizing their assessment data.

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.

Performance Objective 1 Problem Statements Identifying Perceptions

3

Farley Middle School students are not internalizing and effectively utilizing their assessment data.

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.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

1

Staff demographics continue to fall short of reflecting the percentages of our student population.

A lack of targeted recruitment and retention strategies focused on underrepresented groups 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.

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Staff demographics continue to fall short of reflecting the percentages of our student population.

A lack of targeted recruitment and retention strategies focused on underrepresented groups 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.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

6

While we have seen growth in cohort data, we are struggling to increase our meets to masters performance levels.

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.

7

Farley Middle School students are not internalizing and effectively utilizing their assessment data.

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.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

4

Attendance numbers have held steady, but we have seen a struggle with students who are new to the state of Texas.

We must address these challenges by educating new families about the importance of attendance, increasing staff and administration communication, engaging families in meaningful ways, and providing robust support systems to accommodate diverse needs and preferences. The challenges faced by students new to Texas stem from unfamiliarity with local educational expectations.

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 Source: Special education performance at meets or higher will increase from 17% to 20%.

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

Problem Statements: Demographics 5, 6 - Student Learning 2, 3, 4 - Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 3, 4, 5

TEA Priorities: Build a foundation of reading and math

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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

Problem Statements: Demographics 5, 6 - Student Learning 2, 3 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 3, 4

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Two or more races averaging over 20% DNM in all tested areas on STAAR IA	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.
6	LEP and SPED population again, performed below other sub-populations in both ELA and Math on the STAAR IA.	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.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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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.

4

Working to move the percentages of students who scored in the meets standard to masters in ELA and Math across all grade levels on STAAR IA

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.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Two or more races averaging over 20% DNM in all tested areas on STAAR IA

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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Working to move the percentages of students who scored in the meets standard to masters in ELA and Math across all grade levels on STAAR IA

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Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

3

Two or more races averaging over 20% DNM in all tested areas on STAAR IA

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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.

Performance Objective 3

(1.4.3) District discretionary discipline referrals will decrease in all student populations 5-10% using leader in me to cultivate ownership, building character, and building school community.

Evaluation Data Source: Discipline reporting data

Strategy 1

Farley Middle School will develop and implement a Campus Culture Rubric with all students and staff members. Campus culture rubric will encompass Leader In Me strategic lessons and habits.

Strategy's Expected Result/Impact: Reduction in the number of discipline referrals for behavioral concerns

Staff Responsible for Monitoring: Principals, APs

Problem Statements: Demographics 1, 4 - Demographics 1 - Staff Quality, Recruitment, and Retention 1, 2

Funding Sources: LIM Licensure Title I, Part A - (6400) Operating Cost, \$14,500

ESF Levers: Lever 3: Positive School Culture

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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, Counselors, Teachers, Staff

Problem Statements: School Culture and Climate 2 - Perceptions 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Staff demographics continue to fall short of reflecting the percentages of our student population.	A lack of targeted recruitment and retention strategies focused on underrepresented groups 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.
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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
2 Low percentages in the areas of overall belonging, well being, and professional learning. Professional Learning scored the lowest with 44% Well being scored 54%	In the 24-25 school year, FMS had its first school year after the campus was reduced due to Gus Almquist MS opening up. This took students and families as well as staff from the FMS community. This requires time to reestablish the campus culture and community in order to give all stake-holders a sense of belonging. Additionally, an increase in emergent bilinguals has increased the need for more r

Performance Objective 3 Problem Statements Identifying Perceptions

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Performance Objective 3 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
Staff demographics continue to fall short	A lack of targeted recruitment and

1

of reflecting the percentages of our student population.

retention strategies focused on underrepresented groups 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.

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Staff demographics continue to fall short of reflecting the percentages of our student population.

A lack of targeted recruitment and retention strategies focused on underrepresented groups 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.

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

Performance Objective 1

(2.2.1) Farley Middle School will retain 85% of the staff from the 2025-2026 school year to the 2026-2027 school year.

Evaluation Data Source: Staff retention data

Strategy 1

(2.2.1) New to profession teachers (0-1 year experience) will receive a mentor and new to district teachers will receive a buddy for the 2025-2026 school year.

Strategy's Expected Result/Impact: Teachers will have support and someone to easily assist with procedures and expectations involved with the profession.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Demographics 1, 4 - Demographics 1 - Staff Quality, Recruitment, and Retention 1, 2

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

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Strategy 2

The campus will implement and utilize an observation and feedback system that provides teachers with meaningful feedback within 48 hours of an observation.

Strategy's Expected Result/Impact: Teachers will receive useful feedback and will be able to have discussions with administrators or instructional coaches following walkthroughs regarding the lesson observed.

Staff Responsible for Monitoring: Principal, Assistant Principals,

Problem Statements: Demographics 1, 4 - Demographics 1 - Staff Quality, Recruitment, and Retention 1, 2

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

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Strategy 3

Expand the opportunities for teachers to obtain compensation through Teacher Incentive Allotment.

Strategy's Expected Result/Impact: Teachers will earn TIA and increased compensation will improve teacher effectiveness

Staff Responsible for Monitoring: Principal, Appraisers

Problem Statements: Demographics 1, 4 - Demographics 1 - Staff Quality, Recruitment, and Retention 1, 2

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, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Staff demographics continue to fall short of reflecting the percentages of our student population.

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
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Performance Objective 2

(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 Source: On the 2026 FMS School End-of-Year Panorama Survey, 90% of campus staff will report they are satisfied with the following categories: job satisfaction and professional learning.

Strategy 1

Farley Middle School will utilize teacher surveys throughout the school year to determine teacher needs and assess the climate on campus.

Strategy's Expected Result/Impact: Teachers will feel supported and build a positive climate on campus.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Demographics 1, 4 - Demographics 1 - Staff Quality, Recruitment, and Retention 1, 2

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

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
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Goal 5

(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 Source: Campuses offer at least 3 high-level engagement and learning opportunities for parents.

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 - School Processes & Programs 3 - School Culture and Climate 2 - Perceptions 1 - Family and Community Engagement 4

Funding Sources: Title I, Part A - (6300) Supplies and Materials, \$750, Colvin's Coffee Corner Title I, Part A - (6400) Operating Cost, 211 61 6499 00 042 30 000, \$300

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Attendance numbers have held steady, but we have seen a struggle with students who are new to the state of Texas.	We must address these challenges by educating new families about the importance of attendance, increasing staff and administration communication, engaging families in meaningful ways, and providing robust support systems to accommodate diverse needs and preferences. The challenges faced by students new to Texas stem from unfamiliarity with local educational

expectations.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Many families lack the knowledge and resources needed to effectively navigate district systems and advocate for their children's educational needs (e.g., SPED, GT, 504, ELL services).

The campus has not consistently provided accessible, culturally responsive, and language-appropriate information or training opportunities to help families understand and engage with specialized support systems.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

2

Low percentages in the areas of overall belonging, well being, and professional learning. Professional Learning scored the lowest with 44% Well being scored 54%

In the 24-25 school year, FMS had its first school year after the campus was reduced due to Gus Almquist MS opening up. This took students and families as well as staff from the FMS community. This requires time to reestablish the campus culture and community in order to give all stake-holders a sense of belonging. Additionally, an increase in emergent bilinguals has increased the need for more r

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Low percentages in the areas of overall belonging, well being, and professional learning. Professional Learning scored the lowest with 44% Well being scored 54%

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Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

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We must address these challenges by educating new families about the importance of attendance, increasing

staff and administration communication, engaging families in meaningful ways, and providing robust support systems to accommodate diverse needs and preferences. The challenges faced by students new to Texas stem from unfamiliarity with local educational expectations.

Performance Objective 2

3.1.2 Parent perception survey shows an increase in parent/guardian trust in school and district from 78% to 85%

Evaluation Data Source: Increase parent positive perception survey data (baseline in 25-26).

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 - Family and Community Engagement 4

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Attendance numbers have held steady, but we have seen a struggle with students who are new to the state of Texas.	We must address these challenges by educating new families about the importance of attendance, increasing staff and administration communication, engaging families in meaningful ways, and providing robust support systems to accommodate diverse needs and preferences. The challenges faced by students new to Texas stem from unfamiliarity with local educational expectations.

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

Problem Statement	Root Cause
4 Attendance numbers have held steady, but we have seen a struggle with students who are new to the state of Texas.	We must address these challenges by educating new families about the importance of attendance, increasing staff and administration communication, engaging families in meaningful ways, and providing robust support systems to accommodate diverse needs and preferences. The challenges faced by students new to Texas stem from unfamiliarity with local educational expectations.

Performance Objective 3

3.1.3 Increase the number of positive customer service survey responses and parents overall experience from 82% to 90%

Evaluation Data Source: Increase positive customer service survey (baseline data collected (25-26).

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 - School Processes & Programs 3 - Family and Community Engagement 4

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Attendance numbers have held steady, but we have seen a struggle with students who are new to the state of Texas.

We must address these challenges by educating new families about the importance of attendance, increasing staff and administration communication, engaging families in meaningful ways, and providing robust support systems to accommodate diverse needs and preferences. The challenges faced by students new to Texas stem from unfamiliarity with local educational expectations.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Many families lack the knowledge and resources needed to effectively navigate district systems and advocate for their children's educational needs (e.g., SPED, GT, 504, ELL services).

The campus has not consistently provided accessible, culturally responsive, and language-appropriate information or training opportunities to help families understand and engage with specialized support systems.

Performance Objective 3 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

4

Attendance numbers have held steady, but we have seen a struggle with students who are new to the state of Texas.

We must address these challenges by educating new families about the importance of attendance, increasing staff and administration communication, engaging families in meaningful ways, and providing robust support systems to accommodate diverse needs and preferences. The challenges faced by students new to Texas stem from unfamiliarity with local educational expectations.

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 Source: Increase parent positive perception survey data (baseline in 25-26).

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 with an emphasis on student attendance. Moving overall attendance from 94.8% to 95.8 percent.

Staff Responsible for Monitoring: Admin, Teachers, Counselors,

Problem Statements: Demographics 2 - School Processes & Programs 2, 3 - School Culture and Climate 2 - Perceptions 1 - Family and Community Engagement 4

Formative Reviews

Moderate Progress

November

February

April

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Attendance numbers have held steady, but we have seen a struggle with students who are new to the state of Texas.	We must address these challenges by educating new families about the importance of attendance, increasing staff and administration communication, engaging families in meaningful ways, and providing robust support systems to accommodate diverse needs and preferences. The challenges faced by students new to Texas stem from unfamiliarity with local educational expectations.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Parents actively engaging with platforms that give the campus feedback on how their student is involved in school.

There is a lack of awareness, accessibility, and trust in the platforms used to communicate student involvement. Additionally, communication may not be provided in a user-friendly, culturally responsive, or language-accessible manner, leading parents to feel disconnected or unsure of how to engage meaningfully.

3

Many families lack the knowledge and resources needed to effectively navigate district systems and advocate for their children's educational needs (e.g., SPED, GT, 504, ELL services).

The campus has not consistently provided accessible, culturally responsive, and language-appropriate information or training opportunities to help families understand and engage with specialized support systems.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

2

Low percentages in the areas of overall belonging, well being, and professional learning. Professional Learning scored the lowest with 44% Well being scored 54%

In the 24-25 school year, FMS had its first school year after the campus was reduced due to Gus Almquist MS opening up. This took students and families as well as staff from the FMS community. This requires time to reestablish the campus culture and community in order to give all stake-holders a sense of belonging. Additionally, an increase in emergent bilinguals has increased the need for more r

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Low percentages in the areas of overall belonging, well being, and professional learning. Professional Learning scored the lowest with 44% Well being scored 54%

In the 24-25 school year, FMS had its first school year after the campus was reduced due to Gus Almquist MS opening up. This took students and families as well as staff from the FMS community. This requires time to reestablish the campus culture and community in order to give all stake-holders a sense of belonging. Additionally, an increase in emergent bilinguals has increased the need for more r

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

4

Attendance numbers have held steady, but we have seen a struggle with students who are new to the state of Texas.

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Performance Objective 2

3.3.2 Increase parent perception survey data across demographics.

Evaluation Data Source: Increase positive customer service survey (baseline data collected 25-26)

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,

Problem Statements: Demographics 2 - School Processes & Programs 2 - School Culture and Climate 2 - Perceptions 1 - Family and Community Engagement 4

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 2 Problem Statements Identifying Demographics

2

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We must address these challenges by educating new families about the importance of attendance, increasing staff and administration communication, engaging families in meaningful ways, and providing robust support systems to

accommodate diverse needs and preferences. The challenges faced by students new to Texas stem from unfamiliarity with local educational expectations.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Parents actively engaging with platforms that give the campus feedback on how their student is involved in school.	There is a lack of awareness, accessibility, and trust in the platforms used to communicate student involvement. Additionally, communication may not be provided in a user-friendly, culturally responsive, or language-accessible manner, leading parents to feel disconnected or unsure of how to engage meaningfully.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
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Performance Objective 2 Problem Statements Identifying Family and Community Engagement

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Performance Objective 3

3.3.3 Increase the number of positive customer service survey responses.

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

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,

Problem Statements: Demographics 2 - School Processes & Programs 2, 3 - School Culture and Climate 2 - Perceptions 1 - Family and Community Engagement 4

Formative Reviews

Moderate Progress

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Performance Objective 3 Problem Statements Identifying Demographics

2

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preferences. The challenges faced by students new to Texas stem from unfamiliarity with local educational expectations.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Parents actively engaging with platforms that give the campus feedback on how their student is involved in school.	There is a lack of awareness, accessibility, and trust in the platforms used to communicate student involvement. Additionally, communication may not be provided in a user-friendly, culturally responsive, or language-accessible manner, leading parents to feel disconnected or unsure of how to engage meaningfully.
3	Many families lack the knowledge and resources needed to effectively navigate district systems and advocate for their children's educational needs (e.g., SPED, GT, 504, ELL services).	The campus has not consistently provided accessible, culturally responsive, and language-appropriate information or training opportunities to help families understand and engage with specialized support systems.

Performance Objective 3 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
2	Low percentages in the areas of overall belonging, well being, and professional learning. Professional Learning scored the lowest with 44% Well being scored 54%	In the 24-25 school year, FMS had its first school year after the campus was reduced due to Gus Almquist MS opening up. This took students and families as well as staff from the FMS community. This requires time to reestablish the campus culture and community in order to give all stake-holders a sense of belonging. Additionally, an increase in emergent bilinguals has increased the need for more r

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Performance Objective 3 Problem Statements Identifying Family and Community Engagement

Problem Statement	Root Cause
4 Attendance numbers have held steady, but we have seen a struggle with students who are new to the state of Texas.	We must address these challenges by educating new families about the importance of attendance, increasing staff and administration communication, engaging families in meaningful ways, and providing robust support systems to accommodate diverse needs and preferences. The challenges faced by students new to Texas stem from unfamiliarity with local educational expectations.



Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	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.
1	2	1	Implement regular data meetings to analyze student performance on formative assessments and use the results to adjust instruction, target skill gaps, and provide needed support.
1	3	1	Establish specific growth targets for each student based on their current performance levels. Teachers will regularly analyze student data, set realistic goals, and communicate these targets with both students and parents. They will also monitor progress, provide feedback, and adjust instruction as needed to support growth.

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	2	1	Implement regular data meetings to analyze student performance on formative assessments and use the results to adjust instruction, target skill gaps, and provide needed support.
1	3	1	Establish specific growth targets for each student based on their current performance levels. Teachers will regularly analyze student data, set realistic goals, and communicate these targets with both students and parents. They will also monitor progress, provide feedback, and adjust instruction as needed to support growth.



Funding Summary

Funding Summary

Title I, Part A - (6100) Payroll Costs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	\$3,000.00
1	2	1		--	\$5,000.00
3	1	2		--	\$2,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$8,200.00
+/- Difference					-\$1,800.00

Title I, Part A - (6200) Contracted Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1		--	\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$11,355.31
+/- Difference					\$6,355.31

Title I, Part A - (6300) Supplies and Materials

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Summit K12 - STAAR Bootcamp	--	\$4,835.00
1	2	1	Region 13 - STAAR Studded Event	--	\$250.00
2	3	5	Equipping our Emergent Bilingual student	211 13 6399 00 042 30 000	\$347.00
5	1	1		--	\$750.00
Sub-Total					\$6,182.00
Budgeted Fund Source Amount					\$6,200.00
+/- Difference					\$18.00

Title I, Part A - (6400) Operating Cost

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	STAAR Bootcamp Snacks	211 61 6499 00 042 30 000	\$183.74
2	3	5	Region 13 - CIMA Emergent Bilingual Learners	211 E 13 6411 00 042 0 30 000	\$200.00
3	3	1	LIM Licensure	--	\$14,500.00
5	1	1	Colvin's Coffee Corner	211 61 6499 00 042 30 000	\$300.00
				Sub-Total	\$15,183.74
				Budgeted Fund Source Amount	\$7,000.00
				+/- Difference	-\$8,183.74

SCE - (6100) Payroll Costs: Salaries

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$79,848.00
				+/- Difference	\$79,848.00

SCE - (6100) Payroll Costs: Extra Duty

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$750.00
				+/- Difference	\$750.00