

Hutto Independent School District



Gus Almquist Middle School

2025-2026 Campus Improvement Plan

Mission Statement

Inspiring Excellence

Vision

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

Value Statement

STUDENTS are respectful of self and others, as they rise to challenges and are motivated to achieve personal success.

PARENTS and FAMILIES are welcomed and valued as committed partners, as they engage in positive and meaningful ways while advocating for and accountable to their child's learning and academic needs.

FACULTY and STAFF MEMBERS inspire excellence, persevere through change, and embrace opportunity to build meaningful relationships.

CAMPUS ADMINISTRATORS serve with integrity through word and action, while cultivating a welcoming and supportive environment for all.

THE SUPERINTENDENT and CENTRAL OFFICE STAFF are innovative and engaged leaders, with diverse educational backgrounds, propelling the district towards continuous improvement.

THE BOARD OF TRUSTEES are continuous learners and a unified team that listens to and values input from all stakeholders, while prioritizing and advocating for the best interest of the Hutto ISD community.

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Comprehensive Needs Assessment

Demographics

Summary

Gus Almquist Middle School (GAMS) in Hutto, Texas, is a Title I community school serving 1,077 students across grades six through eight. Each grade level has three English, three Science, three Math, and three Social Studies teachers. In addition to core classes, we also offer physical education (PE)/ athletics, Career and Technical Education (CTE) courses, and Fine Arts courses. As seen in Table 1, we have a diverse student population, with our highest populations being Hispanic / Latino at 47%, White 27%, and Black- African American 12%. Tables 2 and 3 provide information on our special populations, including the two highest percentage groups on campus: Special Education at 19% and emergent bilingual around 17%.

Student Demographic Data:

Table 1

Student Demographics	Count	Percent
Gender		
Female	457	48.05%
Male	494	51.95%
Ethnicity		
Hispanic-Latino	451	47.42%
Race		
American Indian - Alaskan Native	2	0.21%
Asian	38	4.00%
Black - African American	122	12.83%
Native Hawaiian - Pacific Islander	0	0.00%
White	266	27.97%
Two-or-More	72	7.57%

Table 2

Student Programs	Count	Percent
Dyslexia	79	8.31%

Gifted and Talented	95	9.99%
Section 504	115	12.09%
Special Education (SPED)	181	19.03%

Table 3

Emergent Bilingual 17% of total population	Total # Math	Total # Reading
6th Grade	54	55
7th Grade	59	59
8th Grade	62	58
	Algebra 1: 6	N/A

Staff:

The GAMS faculty is a blend of new and experienced educators, with staff experience ranging from one to over 20 years. This distribution ensures a healthy mix of innovative new talent and deep institutional knowledge within our academic teams.

Attendance:

Campus attendance for the 2024–2025 school year was 95.1% (see Table 4). Student attendance is directly correlated with academic performance; therefore, particular attention is paid to chronic absenteeism, defined as students missing 10% or more of instructional days, as this group represents the greatest risk for academic concerns. To address this, GAMS implements a systematic intervention cycle: Administrators meet at regular, defined intervals with the attendance clerk to identify chronic absenteeism trends. Following data review, administrators work alongside families, utilizing personalized interventions such as attendance contracts and home visits to address and mitigate barriers to consistent attendance.

Table 4

GL	Student Attendance
G6	95.3
G7	95.1
G8	95.7
All	95.1

Strengths

- While GAMS faculty demographics do not mirror the demographic percentages of our student population, we are seeing significant growth in the ethnic and racial diversity of our staff, which provides opportunities for students to see connections between home life and at school. Our diverse student population creates valuable opportunities for our students to strengthen their cultural competence and ability to collaborate.
- Our work is guided by our Collective Commitments to our mission, vision, and goals.
- Many staff members have been educators in Hutto ISD for years. The legacy staff bring an invaluable knowledge of the community and traditions which can be continued and honored. We have also added over 20 new to district educators. These individuals are bringing in ideas from around the nation. As these two groups merge a unique learning culture has developed, in which students and staff are able to thrive and grow.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Gus Almquist Middle School's 24-25 school year's average student attendance rate is 95%, which is below the district goal of 96% and below our campus goal of 98%.	On our last year's Panorama Student Survey, approximately 30% of students report concerns with various issues such as a sense of belonging, confidence in their academic abilities, teacher care, and/or witnessing unkindness; all of which has been shown to impact student attendance and academic growth. Additionally, there are some issues with scheduling school activities that impact attendance.

★ = Priority

Student Learning

Summary

Below is a comprehensive review of student learning and achievement at Gus Almquist Middle School across core academic areas and key student populations. This review relies on results from the NWEA MAP Growth assessment (administered Fall, Winter, and Spring) and the STAAR tests, which measure mastery of the Texas Essential Knowledge and Skills (TEKS) standards. By closely examining student performance at the *Approaches*, *Meets*, and *Masters* achievement levels, as well as the Percent Met Growth data, we can identify areas of strength and persistent challenges, directly informing our goals and instructional strategies for the upcoming school year.

NWEA MAP Growth Data:

NWEA MAP Growth tests are unique and adaptive to measure your child's knowledge. NWEA MAP Growth reports provide typical growth data for students in the same grade and subject with the same starting performance level. Each school year, students in grades 6-8 take the tests three times a year in August, January and May.

2024- 2025 School Year NWEA MAP data for grades 6-7 in Math and Reading Language Arts (RLA):

*Green are areas of positive growth.

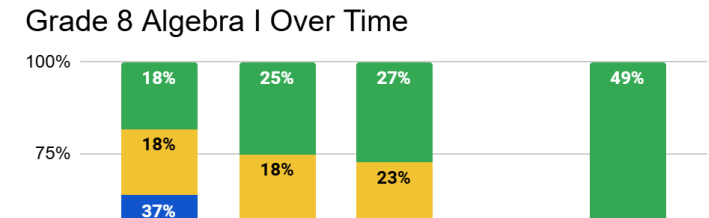
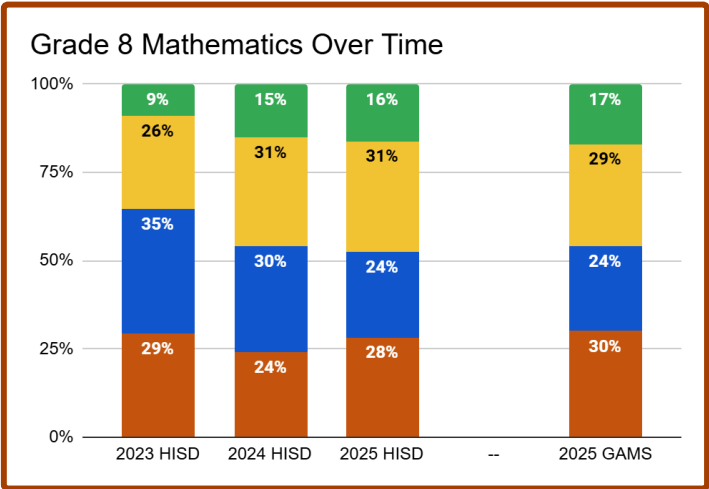
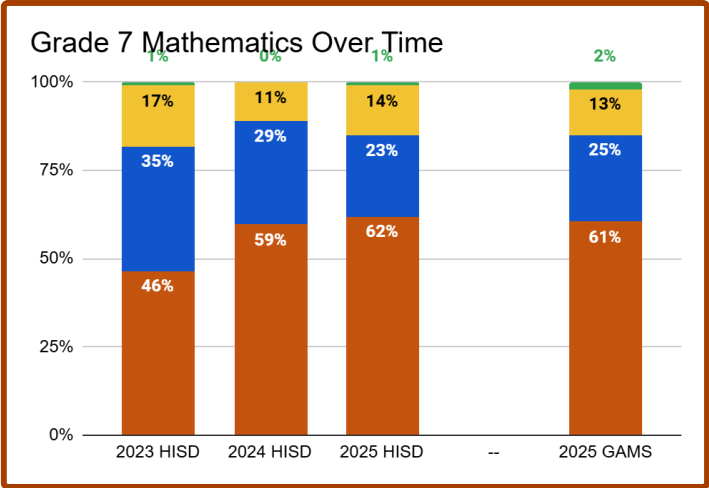
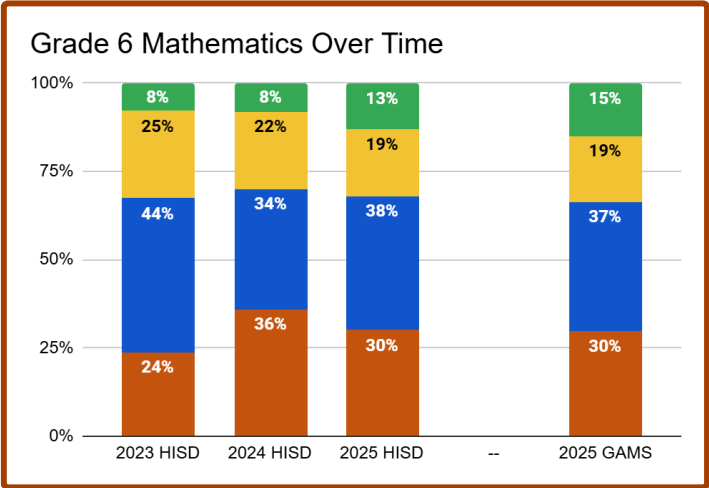
6th Math	Fall 24 Approaches	Winter 24 Approaches	Spring 25 Approaches	Fall 24 Meets	Winter 24 Meets	Spring 25 Meets	Fall 24 Masters	Winter 24 Masters	Spring 25 Masters	% Met Growth
Campus	80.68	77.35	73.46%	42.76	36.6	44.73%	9.67	7.17	15.64%	48.44%
Economically Disadvantaged	68.04	68.82	62.13%	28.86	25.81	34.95%	4.12	5.38	12.62%	45.83%
SPED	50.91	49.06	40.74%	3.64	7.55	12.96%	1.81	1.89	3.70%	40%
African American	66.66	69.24	65.79%	27.77	28.21	31.58%	8.33	0	13.16%	44.44%
Hispanic	83.19	73.73	68.80%	40.33	34.75	38.40%	5.88	4.24	12.80%	42.48%
Emergent Bilingual	65	63.16	52.28%	32.5	21.05	29.55%	2.5	0	6.82%	30.77%
6th RLA	Fall 24 Approaches	Winter 24 Approaches	Spring 25 Approaches	Fall 24 Meets	Winter 24 Meets	Spring 25 Meets	Fall 24 Masters	Winter 24 Masters	Spring 25 Masters	% Met Growth
Campus	80.23	80.95%	75.64%	55.04	47.62%	50.91%	19.38	26.19%	21.09%	46.74%
Economically Disadvantaged	69.08	72.97%	67.31%	36.09	32.43%	30.77%	8.25	8.11%	11.54%	41.06%
SPED	49.01	50.00%	45.29%	15.68	13%	18.87%	3.92	12.50%	5.66%	44.68%
African American	76.47	84.62%	76.32%	52.94	30.77%	44.74%	17.65	7.69%	13.16%	55.89%
Hispanic	73.68	71.06%	68.50%	44.73	44.74%	44.88%	14.91	26.32%	18.11%	46.79%
Emergent Bilingual	37.5	46.66%	46.66%	55	13.33%	22.22%	0	0%	13.33%	41.03%
7th Math	Fall 24 Approaches	Winter 24 Approaches	Spring 25 Approaches	Fall 24 Meets	Winter 24 Meets	Spring 25 Meets	Fall 24 Masters	Winter 24 Masters	Spring 25 Masters	% Met Growth

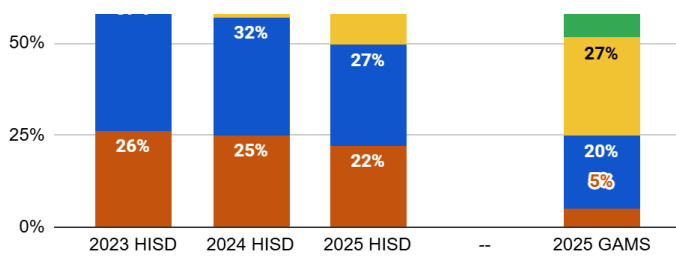
Campus	70.83	67.4	70.25%	46.21	44.07	50.90%	10.98	10.74	16.85%	53.60%	
Economically Disadvantaged	60.78	52.47	56.77%	33.33	29.7	41.45%	2.94	4.95	15.32%	46.94%	
SPED	42.55	34.7	45.65%	17.02	16.33	15.22%	0	2.04	4.35%	48.84%	
African American	53.33	43.74	65.52%	26.66	28.12	44.83%	3.33	0	6.90%	42.31%	
Hispanic	68.95	67.89	68.05%	42.43	37.96	44.44%	10.61	8.03	14.58%	51.18%	
Emergent Bilingual	56.41	46	54.90%	20.51	20	33.33%	2.56	0	11.76%	53.84%	
7th RLA	Fall 24 Approaches	Winter 24 Approaches	Spring 25 Approaches	Fall 24 Meets	Winter 24 Meets	Spring 25 Meets	Fall 24 Masters	Winter 24 Masters		Spring 25 Masters	% Met Growth
Campus	71.91	76.18%	81.81%	52.06	42.85%	57.45%	20.6	9.52%		27.27%	61.76%
Economically Disadvantaged	62.37	66.66%	75.70%	41.58	33.33%	49.53%	13.86	11.11%		20.56%	63.16%
SPED	45.65	60%	52.38%	19.56	20%	23.81%	6.52	0%		7.14%	55%
African American	65.62	57.15%	79.31%	40.62	14%	41.38%	12.5	14.29%		20.69%	57.14%
Hispanic	69.93	71.44%	79.58%	48.13	57.15%	54.23%	18.05	14.29%		22.54%	58.73%
Emergent Bilingual	52.27	83.34%	68.63%	25	67%	35.30%	2.27	16.67%		15.69%	65.11%
8th Math	Fall 24 Approaches	Winter 24 Approaches	Spring 25 Approaches	Fall 24 Meets	Winter 24 Meets	Spring 25 Meets	Fall 24 Masters	Winter 24 Masters	Spring 25 Masters		% Met Growth
Campus	63.15	63.96	67.59%	32.74	23.84	35.19%	1.75	2.91	11.73%	68.71%	
Economically Disadvantaged	54.43	52.64	52.33%	30.38	14.48	25.59%	1.27	1.32	10.47%	57.14%	
SPED	36.67	31.24	41.94%	10	6.24	12.91%	3.33	3.12	3.23%	60.71%	
African American	57.14	65.22	65%	23.81	8.7	20%	0	0	5%	68.43%	
Hispanic	50.6	50.61	55.32%	25.3	17.28	30.85%	1.2	3.7	10.64%	66.67%	
Emergent Bilingual	36.84	33.34	43%	7.89	5.56	18.19%	0	0	4.55%	65.79%	
8th RLA	Fall 24 Approaches	Winter 24 Approaches	Spring 25 Approaches	Fall 24 Meets	Winter 24 Meets	Spring 25 Meets	Fall 24 Masters	Winter 24 Masters	Spring 25 Masters		% Met Growth
Campus	82.09	77.77%	77.78%	61.67	55.55%	62.97%	28.75	22.22%	36.63%	55.31%	
Economically Disadvantaged	70.83	71.43%	70.75%	51.04	43%	52.83%	20.83	42.86%	29.25%	57.29%	
SPED	41.94	100%	37.93%	16.13	100%	20.69%	3.23	0%	6.90%	40.74%	
African American	85.71	100%	88%	50	100.00%	60%	25	66.67%	40%	62.50%	
Hispanic	71.43	70%	66.95%	52.68	60%	52.54%	18.75	20%	25.42%	53.28%	
Emergent Bilingual	47.5	33%	40.00%	15	33.33%	22%	5	0%	2.22%	42.50%	

STAAR Data:

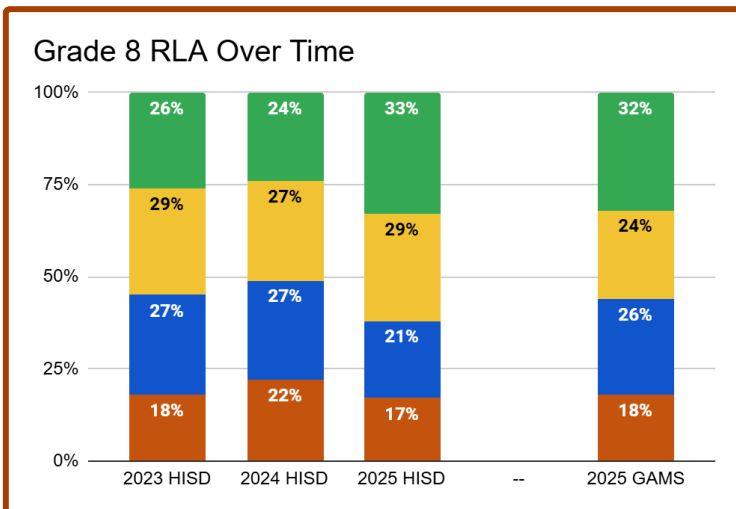
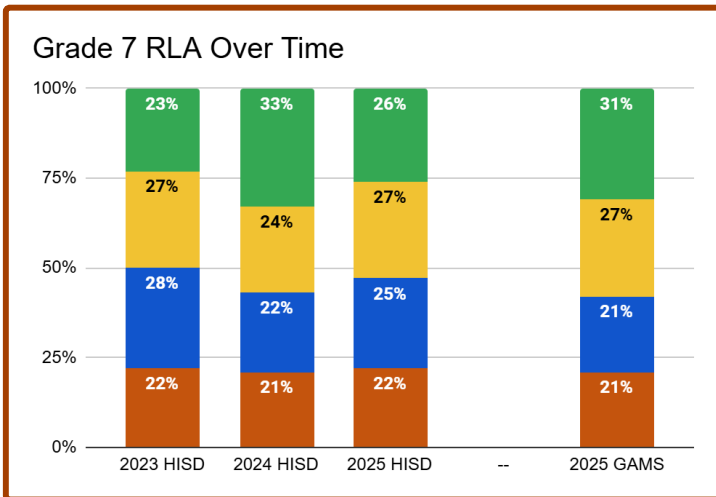
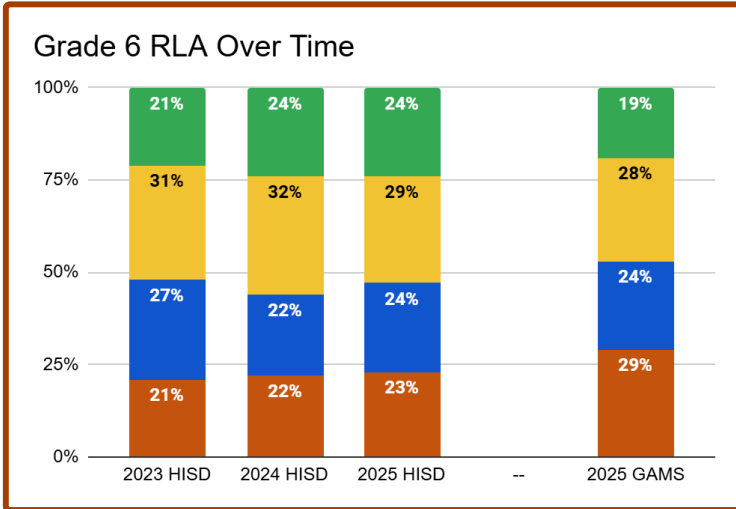
GAMS students in grades 6-8 participate in Math and English Language Arts STAAR tests, additionally, 8th grade students take a Science STAAR and a Social Studies STAAR test. Mastery of the Texas Essential Knowledge and Skills (TEKS) standards is revealed in this assessment.

STAAR Math 2024- 2025 School Year:



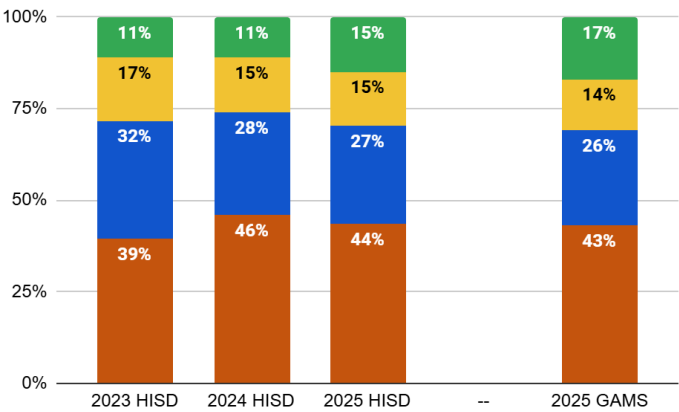


STAAR Reading Language Arts (RLA) 2024- 2025 School Year:



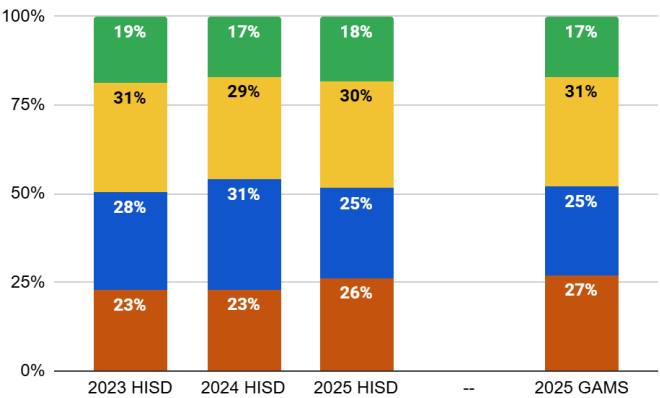
STAAR Social Studies 2024- 2025 School Year:

Grade 8 SS Over Time



STAAR Science 2024- 2025 School Year:

Grade 8 Science Over Time



Strengths

- Highest Overall Growth in 8th Grade Math: The campus achieved its highest growth percentage in Math, with 68.71% of all 8th grade students meeting their individual growth targets.
- Leading Growth in 7th Grade RLA: 61.76% of 7th grade students met their Reading Language Arts (RLA) growth goals, representing the highest overall RLA growth figure across the entire campus.
- Overall Strong 7th Grade Growth: Both 7th Math (53.60%) and 7th RLA (61.76%) show campus-wide growth rates above 50%, demonstrating effective instruction in the middle grade level.
- Exceptional Growth for Emergent Bilingual (EB) Students in 7th RLA: EB students achieved a growth rate of 65.11% in 7th RLA, exceeding the overall campus average of 61.76%.
- Strong Growth for Economically Disadvantaged Students in 7th RLA: This group also exceeded the campus average, with 63.16% meeting their RLA growth goal.
- Solid Growth for SPED and EB Students in 8th Math: Both the Special Education (SPED) (60.71%) and Emergent Bilingual (65.79%) populations achieved strong growth in 8th Math, highlighting effective targeted strategies in that area.
- High Attainment at Advanced Levels in 8th RLA: 8th Grade RLA shows the highest attainment at the advanced levels, with 62.97% of students reaching the Meets level and 36.63% reaching the Masters level by the spring assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ GAMS 2025 Math STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 34% 7th Meets & Masters Grade Level standard was 15% 8th Meets & Masters Grade Level standard was 46%	Students were not spending sufficient time engaged in the optimal depth of knowledge (DOK) aligned to the TEKS. This was caused by a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum. There was also a lack of vertical alignment of instruction, small group instruction, and ineffective reteach plans.
2★ GAMS 2025 Reading STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 47% 7th Meets & Masters Grade Level standard was 58% 8th Meets & Masters Grade Level standard was 56%	Lack of a robust GAMS Data Plan using Student Data Response Plans (SDRPs). Specific, consistent, longitudinal, and individualized SDRPs used to understand what to differentiate: Content, Product, Process, and/or DOK. Student goal-setting and progress monitoring processes are inconsistent across classrooms. Lack of professional development targeting strategies that increase student growth.
3 GAMS 2025 Science STAAR student performance in the 'Meets' and 'Masters' levels combined category was 48%, which is below the district target of 60%.	Students were not spending sufficient time engaged in the optimal depth of knowledge (DOK) aligned to the TEKS. This was caused by a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum. There was also a lack of vertical alignment of instruction, small group instruction, and ineffective reteach plans.
4 GAMS 2025 Social Studies STAAR student performance in the 'Meets' and 'Masters' levels combined category was 31%, which is below the district goal of 60%.	Lack of a robust GAMS Data Plan using Student Data Response Plans (SDRPs). Specific, consistent, longitudinal, and individualized SDRPs used to understand what to differentiate: Content, Product, Process, and/or DOK. Student goal-setting and progress monitoring processes are inconsistent across classrooms. Lack of professional development targeting strategies that increase student growth.

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According to STAAR and NWEA MAPS student growth data, our State Accountability Domain III student groups are not showing expected growth at optimal levels.

Teachers are not engaging in consistent, meaningful, and structured Professional Learning Community (PLC) discussions around student data and making data-informed adjustments to instructional practices to optimize student growth. There was a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum.

★ = Priority

School Processes & Programs

Summary

Gus Almquist Middle School prioritizes both the academic and the social and emotional needs of all students. Our work is focused on student success and growth, as we make academic excellence the expectation on campus and move towards closing achievement gaps between demographic groups.

School Organization

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

The school is comprised of seven instructional periods, one enrichment period and one lunch period daily. Core teachers are assigned five classes with one conference period for planning and a PLC period daily. Core department heads receive an additional data planning period which aligns with our literacy and numeracy goals. Non-core teachers are assigned six classes and one conference period daily. The core departments at Gus Almquist are balanced with three teachers at each grade level; PLC periods are scheduled so that all teachers in the department have a common planning period to maximize interaction and alignment. The number of enrichment classes for Math & ELA is based on the needs presented in STAAR data. Students who are SPED or ELL are placed with experienced teachers. Electives are filled based on student preference. Students are placed in intervention 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 routinely meet with administrators to gather data needing 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 serve as the Campus Advisory Committee (CAC) for Gus Almquist Middle School. The committee meets multiple times a year to evaluate campus operations, serve as an advisory board for the principal, review the CIP progress, and make suggestions for the campus instructional program.

Gus Almquist Middle School will prioritize safety practices by establishing and reinforcing consistent routines and providing professional development for staff and students. Emergency Response training and drills are routinely held for the campus practices. Administrators provide feedback to staff members based on how the campus performs during the exercises. Student safety is also supported through an anonymous tip line where students can report concerns. Linewize is a proactive Chromebook monitoring tool that teachers use in the classroom. Administrators also have an alert system to help them respond to inappropriate technology usage. Social and Emotional Learning is taught through Leader in Me framework.

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

Programs and Opportunities for Students

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

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

Professional Learning Communities- Daily, teachers will meet in PLCs to collaborate in the planning process. This includes backward design, lesson plan sharing, feedback on instructional strategies, instructional walks, and data analysis and response plans. PLC departments

utilize lesson internalization protocols and outline weekly lesson plans. Teachers will utilize individual, targeted action plans through IXL in both Math and ELA classes. For the 2025-2026 school staff collaboration minutes were intentionally built into the master schedule. This dedicated time allows staff to regularly work with a collaborative team to discuss instructional practices, assessments, and data, using Robert Eaker and Richard Dufour's Professional Learning Communities (PLC) process. The PLC process is designed to support student growth and achievement by providing time and a systemic approach to improving students learning outcomes. Collaborative team meeting agendas are developed with the flexibility to adjust in response to feedback from others and formative/summative data on student academic growth and overall achievement levels. Also in PLCs, teachers focus on Tier I (first teach) and Tier II (reteach) lesson design, assessment, instructional practices, student progress/success, and the adjustment of instructional practices to intervene or provide enrichment for students depending on student needs. All PLC agendas address the following critical questions in collaborative teams:

1. What should students know and be able to do?
2. How will we know that the students have learned the essential standards?
3. How will we respond when students do not learn?
4. How will we respond when students have already learned?

Campus Instructional Leadership Team (ILT) and Operational Leadership Team (OLT)- The ILT and OLT play a critical role in decision-making processes, guiding the overall direction of the school's academic (ILT) and operational (OLT) strategies. In order to support exceptional learning on campus, our ILT and OLT at Gus Almquist meets regularly to analyze learning outcome data and bring suggestions for improvement back to the subject planning teams. The ILT focuses on improving practices to support student mastery of the knowledge and skills discussed below.

Key focus areas include:

- Staff Accountability: Ensuring our staff is following best instructional practices, using High Quality Instructional Materials with fidelity, ensuring all students are growing academically and socially and emotionally. Additionally, encouraging staff to hold each other accountable to maintain a consistent and positive school environment.
- Behavior Management: Ensuring consistency in reinforcing positive behavior and implementing common classroom management strategies.
- Writing Across the Curriculum: Promoting writing skills in all subject areas.
- Individual Student, Grade- level Subject Area, and Campus Level Subject Area Data: Maintain and use student academic data tracking systems.
- Student Leadership: Establishing student leadership roles in every classroom.
- Effectiveness: The involvement of a diverse group of leaders ensures that decisions are well-informed and reflective of the school's needs, setting a strong

Staff Retention- The campus has maintained an **85%** staff retention rate. This indicates a strong culture and supportive environment, which has helped retain staff even with more employment options being available.

Professional Development - Gus Almquist will provide targeted professional development for Tier 1 and 2 instructional practices, the Cornerstone Framework, T-TESS Rubric, and district-provided HQIM, as well as other identified areas of need based on STAAR, T-TESS appraisals, walk-through reports and teacher feedback surveys. Teachers are given discretion in their staff development selections and are encouraged to attend training opportunities during the summer as preparation for the upcoming year. Examples of professional development provided over the year will include Leader in Me, Empowering Writers, Effective Agendas and Objectives, Technology Lunch and Learn, Classroom Management, and Common Instructional Framework. Professional Development will be offered during back-to-school days at the beginning of the year, on PD days throughout the year, and monthly during PLCs. Administrators engage in weekly walk-throughs and provide subsequent observational feedback to teachers based on expectations from the Cornerstones Rubric, Texas's T-TESS teacher evaluation system, and strategies and expectations that emerge from professional development and trainings throughout the year to ensure fidelity to best practices and that teachers get the coaching they need to grow in their instructional practice and effectiveness. All staff are provided multiple opportunities throughout the year to attend professional development sessions to enhance their teaching and learning environment for our students and address the needs of our campus.

Throughout the 2025-2026 school year, professional development will be offered such as:

- Critical Thinking and Depth of Knowledge
- Collaborative Structures that promote effective student-to-student discourse and shared problem solving.
- Solution Tree processes (PLC)
- Small group instruction for reading and math
- Tier 1 Behavior Strategies

Common assessment, universal screener data, and STAAR results are analyzed throughout the year. Areas with low scores form the basis for our campus academic goals. The 2025 STAAR assessment scores, as well as STAAR Interim benchmark and formative/summative classroom assessments, will be tools used for instructional planning and professional development for the upcoming school year. Our emergent bilingual students are also assessed formally each year by the Texas English Language Proficiency Assessment System (TELPAS). All assessment data is disaggregated, analyzed, and applied to inform instructional practices that adjust the learning environment to ensure student needs are met to drive academic growth and achievement. Each staff member teaching ELAR based curriculum is required to obtain their ESL certification. Students with documented special needs, outlined in a 504 plan or a Special Education IEP receive services as required by those plans. Resource students receive direct instruction with the SPED staff in conjunction with the general education teacher. The SPED teachers and educational assistants support inclusion classroom instruction, as outlined in the students' IEPs. NWEA Assessments and STAAR Interim Assessment data will be utilized in the 2025-2026 school year. Additionally, STAAR Interim benchmark assessments will be given regularly in 6-8 grades for Math, ELA, and 8th Grade only for Science and Social Studies

Section 504 - Students may qualify for services under section 504 when a disability impedes a student's life activity, such as learning. Parents, teachers, and other staff members can submit a request to the campus 504 Coordinator for a meeting to determine student eligibility.

Special Education - Students exhibiting learning or behavioral challenges that have failed to demonstrate significant improvement after receiving support services may be evaluated for special education services. The goal of Special Education is to provide students access to the general education curriculum by addressing a student's disability through an Individual Education Plan (IEP).

Technology - Hutto ISD has defined its Portrait of an Ideal Graduate, which supports the fidelity of the use of technology to enhance learning and collaboration. Gus Almquist continues to function within a transition period where lessons, strategies, and curriculum demand more technology integration into the classroom as well as more resources and training for teachers. Students will be proficient with technology, our resources, and programs and will feel we have adequate and accessible technology at school. As a one-to-one campus, our students are avid users of technology of all sorts. Students use Chromebooks in their classes, as we are a 1:1 device-to-student ratio district.

Most staff are comfortable with basic usage of technology and use it in their classrooms often. The majority of the staff have demonstrated proficiency with hardware and software available for their classes. However, some of them feel they need more training on newer tools and software. Gus Almquist Middle School will continue to focus on increasing training on 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. Gus Almquist has hardware and software used by staff and students daily to enhance and promote classroom instruction and day-to-day routines for learning. Gus Almquist has Chromebooks, VDI's, tablets, laptops, Renaissance Responders, document cameras, ClearTouch monitors, graphing calculators, robots, Gear VR Glasses, motion sensors for science, video cameras, and digital cameras, speech amplification devices, and music tuners. In addition to this equipment, Gus Almquist also utilizes various software programs in a class. The following are the programs and/or software teachers and students are anticipated to use in 2025-2026 School Year: IXL, Canvas, Adobe Creative Suite, Audacity, Eduphoria, Frontline, Fitness Gram, Google Suite, Gizmos, Lego NXT, Microsoft Office Naviance, Raptor, Skyward, Virtual Desktop, Windows 7, Parent Square, and other educational and communication applications and software.

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

Leader in Me Lighthouse Team and Action Teams - To support students in learning self-regulation and in making good choices, Gus Almquist Middle School has partnered with the Leader in Me program and created a dedicated Lighthouse Team and staff participation in Lighthouse Action Teams. These teams concentrate on Leadership, Culture, and Academics, ensuring a holistic approach to school improvement. The Lighthouse Team and Lighthouse Action Teams identify the "Big Rocks" for the campus, setting priorities and determining the next steps to move the school forward. This initiative fosters a leadership culture among students and staff, promoting personal and academic growth, while aligning the school's efforts with its core values and goals.

Positive Behavior Intervention Supports - PBIS is responsible for creating school-wide processes and procedures, as well as positive incentives for students. Additionally, restorative practices to respond to student needs are applied to improve our school culture.

Discipline - Gus Almquist had 962 behavior referrals in the 2024-2025 school year. 305 students accounted the total amount of referrals, and the majority of the referrals were written for physical aggression. Two students were placed in DAEP.

GL	Total #	ISS	OSS	Notes (Pattern in Violation Code)

G6	335	127	18	94 Total Students with Incidents - Phys. Aggression and Disruption of LE- Top 2 Occurrences for ISS
G7	329	151	18	111 Total Students with Incidents - Phys. Aggression and Disruption of LE - Top 2 Occurrences for ISS
G8	298	138	25	100 Total Students with Incidents - Phys. Aggression and Disruption of LE- Top 2 Occurrences for ISS

Student Group All Grades	Total #	ISS	OSS
Hispanic	459	205	35
White	265	94	11
African American	122	71	7
Male	489	325	46
Female	473	91	15

Strengths

- Technology is accessible with one-to-one access for all students.
- Utilization of STAAR Interim Assessments and STAAR online practice portals
- Established routines and procedures are consistent across campus
- There is a wide-range of opportunities for students to get connected on campus
- Multiple opportunities for teachers to have a voice in decision making for the school.
- Roles such as the PLC Lead, Lighthouse Team, Lighthouse Action Teams, Grade-Level Leader and department head, offer opportunities for teachers to have leadership roles on campus.
- Universal screener data, common assessment data, Interim assessment, and STAAR data analyzed to identify areas of strength and improvement
- Grade level teams identify essential learning standards helping teachers target instruction to student needs.
- Our campus culture leverages the power of collaboration through PLCs, Instructional Leadership Team Meetings, and more.
- Our campus values the voice of all stakeholders and seeks to be inclusive and transparent in decision-making processes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ According to last year's 24-25 school year Panorama Survey, 32% of students report that they have feelings of not belonging at school.	Leader in Me, PBIS and SEL practices are not operating optimally due to staff needing specific training and feedback that provides actionable strategies that can be implemented and monitored across campus. Students are not being provided sufficient leadership opportunities.
2 ★ Last year, 305 students accounted for 962 referrals. Male ISS placements totaled 325, compared to 91 female ISS placements. The rate of ISS placement for Hispanic students is approximately three times that of white students. This is causing a serious issue of loss of learning time. Physical aggression and disruptions of the learning environment account for the vast majority of referrals.	Our Positive Behavior and Intervention System (PBIS), Leader in Me program, and classroom routines and procedures are not serving our students at optimal levels of success. 30% of students report a lack of belonging. The lack of consistent, optimal implementation of PBIS systems, Leader in Me, and solid classroom routines and procedures are due to a lack of professional development and feedback.
3 ★ According to last year's 24-25 Panorama Survey, Teachers report frustrations with managing student behaviors in their classrooms.	Teachers need training on our PBIS system, training and modeling of our Tier 1 behavior prevention and intervention strategies, more extensive training on our Hutto ISD behavior management flowchart, and our student discipline matrix.
4 ★ According to the 24-25 school year Panorama Survey, only 38% of family and caregivers report that they are regularly attending or participating in school events.	Families and caregivers reported that they need more consistent communication and frequent reminders of events and activities. Additionally, they reported a lack virtual options. The low participation rate could be an indication of a need to build stronger relationships with parents and connections to our students' learning and progress.

★ = Priority

Perceptions

Summary

Staff at Gus Almquist Middle School work to build the best environment for students, staff, families and community members. 2025 school year staff reported a 90% favorable in feeling that our campus has cultural awareness and action. We consistently engage all of our diverse stakeholders in a variety of ways, so that they may be involved on campus and support our students. This school year, in addition to continuing events such as Meet the Teacher, PTSA Meetings, Fall and Spring Fest, Concerts and Performances, Athletic Events, Title I Activities, Mentor Opportunities, School Dances, Special Programs such as Veterans Day, Award Ceremonies, Cultural Celebrations, and more. The campus will also work to develop support programs for our ELL families as part of our Parent and Family Engagement Plan.

In addition to events, students will feel connected on campus through activities, clubs and organizations. Those who might not get recognized on a regular basis will also received positive phone calls home through our positive office referral process. On the 2024- 2025 student survey showed 79% of our students felt the fit among their classmates.

Effective communication is a focus for campus. 90% of our families reported they felt there was communication during the 2024- 2025 A survey will be conducted during the first semester to determine the needs of families and their communication preferences. Information will be sent out to families through Parent Square, so that they can be immediately notified in the language of their choice. Programs will be implemented to assist the families of our English Language Learners.

Strengths

- Students are offered multiple opportunities to get connected on campus through activities, clubs and organizations
- A campus culture rubric has been implemented to assist in setting high standards and expectations
- A variety of opportunities are available throughout the year for families to be involved on campus
- Programs are implemented to assist the families of English Language Learners with campus and district communications

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ According to the 24-25 school year Panorama Survey data, 70% of teachers report a lack of satisfaction with the professional development they received last year.	Relevant professional development has not been offered to staff members on a regular basis. Feedback on what professional development is needed is not being collected in a consistent and systemic way. Professional development has not been individualized, and there is a lack of teacher voice in developing the professional development and training plan.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

GAMS 2025 Math STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 34% 7th Meets & Masters Grade Level standard was 15% 8th Meets & Masters Grade Level standard was 46%

Students were not spending sufficient time engaged in the optimal depth of knowledge (DOK) aligned to the TEKS. This was caused by a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum. There was also a lack of vertical alignment of instruction, small group instruction, and ineffective reteach plans.

2
★

GAMS 2025 Reading STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 47% 7th Meets & Masters Grade Level standard was 58% 8th Meets & Masters Grade Level standard was 56%

Lack of a robust GAMS Data Plan using Student Data Response Plans (SDRPs). Specific, consistent, longitudinal, and individualized SDRPs used to understand what to differentiate: Content, Product, Process, and/or DOK. Student goal-setting and progress monitoring processes are inconsistent across classrooms. Lack of professional development targeting strategies that increase student growth.

3
★

According to STAAR and NWEA MAPS student growth data, our State Accountability Domain III student groups are not showing expected growth at optimal levels.

Teachers are not engaging in consistent, meaningful, and structured Professional Learning Community (PLC) discussions around student data and making data-informed adjustments to instructional practices to optimize student growth. There was a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum.

4
★

According to last year's 24-25 school year Panorama Survey, 32% of students report that they have feelings of not belonging at school.

Leader in Me, PBIS and SEL practices are not operating optimally due to staff needing specific training and feedback that provides actionable strategies that can be implemented and monitored across campus. Students are not being provided sufficient leadership opportunities.

5
★

Last year, 305 students accounted for 962 referrals. Male ISS placements totaled 325, compared to 91 female ISS placements. The rate of ISS placement for Hispanic students is approximately three times that of white students. This is causing a serious issue of loss of learning time. Physical aggression and disruptions of the learning environment account for the vast majority of referrals.

Our Positive Behavior and Intervention System (PBIS), Leader in Me program, and classroom routines and procedures are not serving our students at optimal levels of success. 30% of students report a lack of belonging. The lack of consistent, optimal implementation of PBIS systems, Leader in Me, and solid classroom routines and procedures are due to a lack of professional development and feedback.

6
★

According to last year's 24-25 Panorama Survey, Teachers report frustrations with managing student behaviors in their classrooms.

Teachers need training on our PBIS system, training and modeling of our Tier 1 behavior prevention and intervention strategies, more extensive training on our Hutto ISD behavior management flowchart, and our student discipline matrix.

7
★

According to the 24-25 school year Panorama Survey, only 38% of family and caregivers report that they are regularly attending or participating in school events.

Families and caregivers reported that they need more consistent communication and frequent reminders of events and activities. Additionally, they reported a lack virtual options. The low participation rate could be an indication of a need to build stronger relationships with parents and connections to our students' learning and progress.

8
★

According to the 24-25 school year Panorama Survey data, 70% of teachers report a lack of satisfaction with the professional development they received last year.

Relevant professional development has not been offered to staff members on a regular basis. Feedback on what professional development is needed is not being collected in a consistent and systemic way. Professional development has not been individualized, and there is a lack of teacher voice in developing the professional development and training plan.

9
★

Gus Almquist Middle School's 24-25 school year's average student attendance rate is 95%, which is below the district goal of 96% and below our campus goal of 98%.

On our last year's Panorama Student Survey, approximately 30% of students report concerns with various issues such as a sense of belonging, confidence in their academic abilities, teacher care, and/or witnessing unkindness; all of which has been shown to impact student attendance and academic growth. Additionally, there are some issues with scheduling school activities that impact attendance.

★ = 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
- ☒ State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact

☒ T-TESS data

☒ T-P ESS data

Parent/Community Data

☒ Parent surveys and/or other feedback

☒ Community surveys and/or other feedback

Support Systems and Other Data

☒ Organizational structure data

☒ Communications data

☒ Capacity and resources data

☒ Action research results



Goals

Goal 1

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

Performance Objective 1

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

Evaluation Data Source: 60% students will meet on-grade level expectations on 2025 NWEA MAP Math and Reading screeners.

Strategy 1

Within Professional Learning Communities (PLCs), staff will follow the lesson internalization rubric to analyze assessment data and identify trends, strengths, and areas for growth that will be used to create student data response plans to address gaps in student achievement. Additionally, staff will unpack TEKS, develop Know and Show charts, develop and/or deliver weekly formative assessments, analyze student work, and adjust tier 1 and 2 instructional practices to ensure all students are growing and meeting grade-level expectations.

Strategy's Expected Result/Impact: PLCs (Professional Learning Communities) foster data-driven collaboration among educators, allowing them to refine instructional strategies and implement targeted interventions that directly boost student achievement and provide a clearer understanding of student learning needs.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Problem Statements: Student Learning 1, 2, 5

Funding Sources: Solution Tree PLC/Hotel/Per-Diem Raesz Title I, Part A - (6400) Operating Cost, \$595.08, Solution Tree PLC conference registration Title I, Part A - (6400) Operating Cost, \$1,598, Solution Tree PLC Resource materials Title I, Part A - (6300) Supplies and Materials, \$337.59, Solution Tree PLC Hotel/Per-Diem Lockamy Title I, Part A - (6400) Operating Cost, \$614.57

Title I: 2.5.3

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

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

We will collaborate to develop a cohesive and effective Multi-Tiered Student Support System (MTSS) that identifies students performing below grade level and provides interventions and

progress monitoring.

Strategy's Expected Result/Impact: Students performing below grade level will increase their academic performance and meet grade level expectations.

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

Problem Statements: Student Learning 5

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

No Progress

November

February

April

June

Strategy 3

Teachers will engage students in regular academic goal-setting and progress monitoring by utilizing individual and whole-class data notebooks. These notebooks will be used for tracking growth, identifying student needs, and adjusting instructional practices to meet those needs.

Strategy's Expected Result/Impact: Instructional Improvement: Teachers will be able to identify student needs and adjust instructional practices to meet those needs.
Tracking and Accountability: The data notebooks will serve as a clear system for tracking growth.
Student Engagement: Students will be directly engaged in academic goal-setting and progress monitoring thereby increasing their growth mindset.

Staff Responsible for Monitoring: Principal, Asst. Principals, and Teachers

Problem Statements: Student Learning 1, 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 4

Students will engage in IXL in both Reading and Math during their enrichment time.

Strategy's Expected Result/Impact: IXL Reading and Math utilize a diagnostic assessment to identify students' precise knowledge levels and learning gaps in both subjects, creating a personalized action plan. This adaptive approach allows students to practice skills tailored to their individual needs during enrichment time, ensuring they either build foundational fluency in Reading and Math or accelerate their growth on more advanced concepts.

Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers

Problem Statements: Student Learning 5 - Perceptions 1

Formative Reviews

Some Progress

November

February

April

June

Strategy 5

Administrators will provide frequent and actionable feedback through classroom observations by using the T-TESS and Cornerstones rubrics to evaluate teachers' instructional practices.

Strategy's Expected Result/Impact: Teachers will be able to adjust instructional practices based on observational feedback to improve student learning.

Staff Responsible for Monitoring: Principals, Assistant Principals

Problem Statements: Student Learning 1, 2, 5

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 6

At least two times per semester, core teachers will engage in instructional rounds or learning walks during their PLC times

Strategy's Expected Result/Impact: Instructional rounds and learning walks will facilitate a feedback loop that ensures every instructional practice on campus is high-quality, data-driven, and focused on maximizing student growth toward NWEA MAP and STAAR proficiency goals. This practice will also encourage collaboration towards adjusting instructional practices to improve student academic growth and achievement.

Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers

Problem Statements: Student Learning 1, 2, 5

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

NovemberFebruaryAprilJune

Strategy 7

After school tutoring in Reading, Math, Science, and Social Studies will be provided for students.

Strategy's Expected Result/Impact: Students will grow academically and increase their academic achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Learning 5

Funding Sources: Title I, Part A - (6200) Contracted Services, \$4,000

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

NovemberFebruaryAprilJune

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	GAMS 2025 Math STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 34% 7th Meets & Masters Grade Level standard was 15% 8th Meets & Masters Grade Level standard was 46%	Students were not spending sufficient time engaged in the optimal depth of knowledge (DOK) aligned to the TEKS. This was caused by a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum. There was also a lack of vertical alignment of instruction, small group instruction, and ineffective reteach plans.
2	GAMS 2025 Reading STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 47% 7th Meets & Masters Grade Level	Lack of a robust GAMS Data Plan using Student Data Response Plans (SDRPs). Specific, consistent, longitudinal, and individualized SDRPs used to understand what to differentiate: Content, Product, Process, and/or DOK. Student goal-

standard was 58% 8th Meets & Masters
Grade Level standard was 56%

setting and progress monitoring
processes are inconsistent across
classrooms. Lack of professional
development targeting strategies that
increase student growth.

5

According to STAAR and NWEA MAPS
student growth data, our State
Accountability Domain III student groups
are not showing expected growth at
optimal levels.

Teachers are not engaging in consistent,
meaningful, and structured Professional
Learning Community (PLC) discussions
around student data and making data-
informed adjustments to instructional
practices to optimize student growth.
There was a lack of effective professional
development for optimal Tier 1
instructional strategies and lack of
internalization of and fidelity to
curriculum.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

According to the 24-25 school year
Panorama Survey data, 70% of teachers
report a lack of satisfaction with the
professional development they received
last year.

Relevant professional development has
not been offered to staff members on a
regular basis. Feedback on what
professional development is needed is
not being collected in a consistent and
systemic way. Professional development
has not been individualized, and there is
a lack of teacher voice in developing the
professional development and training
plan.

Performance Objective 2 High Priority

(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: Overall STAAR Domain I Math scores will increase as follows:

Approaches: 67% to 77% = 10% increase

Meets: 39% to 50% = 11% increase

Masters: 16% to 30% = 14% increase

Overall STAAR Domain I Reading scores will increase as follows:

Approaches: 79% to 90% = 11% increase

Meets 55% to 65% = 10% increase

Masters 28% to 38% = 10% increase

Strategy 1

Gus Almquist Middle School will implement High Quality Instructional Materials (HQIM) for Math (Carnegie, IXL, Springboard) and English Language Arts (Springboard, IXL) to improve student

numeracy and literacy skills.

Strategy's Expected Result/Impact: Proven curriculums will increase skills and student performance when used with fidelity

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

Problem Statements: Student Learning 1, 2, 5

Title I: 2.5.3

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

Some Progress

November

February

April

June

Strategy 2

Within Professional Learning Communities (PLCs), staff will follow the lesson internalization rubric to analyze assessment data and identify trends, strengths, and areas for growth that will be used to create student data response plans to address gaps in student achievement. Additionally, staff will unpack state learning standards, develop Know and Show charts, develop and/or deliver weekly formative assessments, analyze student work, and adjust tier 1 and 2 instructional practices to ensure all students are growing and meeting grade-level expectations.

Strategy's Expected Result/Impact: PLCs (Professional Learning Communities) foster data-driven collaboration among educators, allowing them to refine instructional strategies and implement targeted interventions that directly boost student achievement and provide a clearer understanding of student learning needs.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Problem Statements: Student Learning 1, 2, 5

Title I: 2.5.3

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

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

Administrators will provide frequent and actionable feedback through classroom observations by using the T-TESS and Cornerstones rubrics to evaluate teachers' instructional practices.

Strategy's Expected Result/Impact: Teachers will be able to adjust instructional practices based on observational feedback to improve student learning.

Staff Responsible for Monitoring: Principals, Assistant Principals

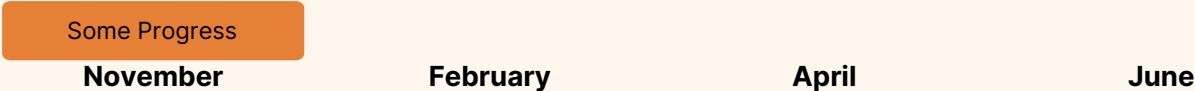
Problem Statements: Student Learning 1, 2, 5

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews



Strategy 4

Instructional Leadership Team, which includes department heads, principal, and assistant principals, will perform monthly classroom observations and data reviews.

Strategy's Expected Result/Impact: Instructional Improvement: Monthly classroom observations by the Instructional Leadership Team (ILT) provide timely, frequent feedback to teachers, directly leading to the refinement of instructional practices.

Strategic Alignment: Monthly data reviews ensure that the campus leadership is consistently monitoring progress toward goals (like NWEA MAP and STAAR) and making evidence-based decisions about resource allocation and intervention strategies.

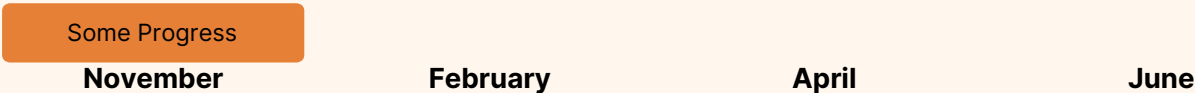
Shared Accountability: The inclusion of the principal, assistant principals, and department heads fosters a shared sense of responsibility and accountability for student outcomes across all content areas.

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

Problem Statements: Student Learning 1, 2, 5

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 5

At least two times per semester, core teachers will engage in instructional rounds or learning walks during their PLC times.

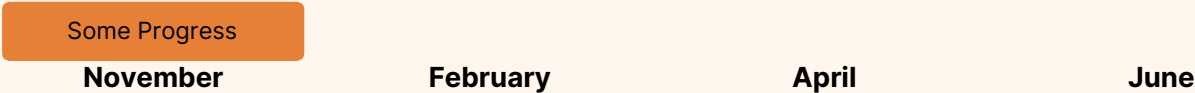
Strategy's Expected Result/Impact: Instructional rounds and learning walks will facilitate a feedback loop that ensures every instructional practice on campus is high-quality, data-driven, and focused on maximizing student growth toward NWEA MAP and STAAR proficiency goals. This practice will also encourage collaboration towards adjusting instructional practices to improve student academic growth and achievement.

Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers

Problem Statements: Student Learning 1, 2, 5

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 GAMS 2025 Math STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 34% 7th Meets & Masters Grade Level standard was 15% 8th Meets & Masters Grade Level standard was 46%	Students were not spending sufficient time engaged in the optimal depth of knowledge (DOK) aligned to the TEKS. This was caused by a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum. There was also a lack of vertical alignment of instruction, small group instruction, and ineffective reteach plans.
2 GAMS 2025 Reading STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 47% 7th Meets & Masters Grade Level standard was 58% 8th Meets & Masters Grade Level standard was 56%	Lack of a robust GAMS Data Plan using Student Data Response Plans (SDRPs). Specific, consistent, longitudinal, and individualized SDRPs used to understand what to differentiate: Content, Product, Process, and/or DOK. Student goal-setting and progress monitoring processes are inconsistent across classrooms. Lack of professional development targeting strategies that increase student growth.
5 According to STAAR and NWEA MAPS student growth data, our State Accountability Domain III student groups are not showing expected growth at optimal levels.	Teachers are not engaging in consistent, meaningful, and structured Professional Learning Community (PLC) discussions around student data and making data-informed adjustments to instructional practices to optimize student growth. There was a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum.

Performance Objective 3 High Priority

(1.1.3) Increase Domain 2 STAAR growth percentage results in reading and math, ensuring that students attain growth targets.

Evaluation Data Source: STAAR Meets scores in Reading will increase from 68% to 73%. STAAR Meets scores in Math will increase from 62% to 72%.

Strategy 1

We will collaborate to develop a cohesive and effective Multi-Tiered Student Support System (MTSS) that identifies students performing below grade level and provides interventions and progress monitoring.

Strategy's Expected Result/Impact: Students performing below grade level will increase their academic performance and meet grade level expectations.

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

Problem Statements: Student Learning 5

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

No Progress				
November	February	April	June	

Strategy 2

Teachers will engage students in regular academic goal-setting and progress monitoring by utilizing individual and whole-class data notebooks.

Strategy's Expected Result/Impact: These notebooks will be used for tracking growth, identifying student needs, and adjusting instructional practices to meet those needs.
Instructional Improvement: Teachers will be able to identify student needs and adjust instructional practices to meet those needs.
Tracking and Accountability: The data notebooks will serve as a clear system for tracking growth.
Student Engagement: Students will be directly engaged in academic goal-setting and progress monitoring thereby increasing their growth mindset.

Staff Responsible for Monitoring: Principal, Asst. Principals, and Teachers

Problem Statements: Student Learning 1, 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress				
November	February	April	June	

Strategy 3

Students will engage in IXL in Reading and Math during their enrichment.

Strategy's Expected Result/Impact: IXL Reading and Math utilizes a diagnostic assessment to identify students' precise knowledge levels and learning gaps in both subjects, creating a personalized action plan. This adaptive approach allows students to practice skills tailored to their individual needs during enrichment time, ensuring they either build foundational fluency in Reading and Math or accelerate their growth on more advanced concepts.

Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers

Problem Statements: Student Learning 5 - Perceptions 1

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	GAMS 2025 Math STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 34% 7th Meets & Masters Grade Level standard was 15% 8th Meets & Masters Grade Level standard was 46%	Students were not spending sufficient time engaged in the optimal depth of knowledge (DOK) aligned to the TEKS. This was caused by a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum. There was also a lack of vertical alignment of instruction, small group instruction, and ineffective reteach plans.
2	GAMS 2025 Reading STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 47% 7th Meets & Masters Grade Level standard was 58% 8th Meets & Masters Grade Level standard was 56%	Lack of a robust GAMS Data Plan using Student Data Response Plans (SDRPs). Specific, consistent, longitudinal, and individualized SDRPs used to understand what to differentiate: Content, Product, Process, and/or DOK. Student goal-setting and progress monitoring processes are inconsistent across classrooms. Lack of professional development targeting strategies that increase student growth.
5	According to STAAR and NWEA MAPS student growth data, our State Accountability Domain III student groups are not showing expected growth at optimal levels.	Teachers are not engaging in consistent, meaningful, and structured Professional Learning Community (PLC) discussions around student data and making data-informed adjustments to instructional practices to optimize student growth. There was a lack of effective professional development for optimal Tier 1

instructional strategies and lack of internalization of and fidelity to curriculum.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

According to the 24-25 school year Panorama Survey data, 70% of teachers report a lack of satisfaction with the professional development they received last year.

Relevant professional development has not been offered to staff members on a regular basis. Feedback on what professional development is needed is not being collected in a consistent and systemic way. Professional development has not been individualized, and there is a lack of teacher voice in developing the professional development and training plan.

Performance Objective 4

Gus Almquist Middle School will receive Academic Distinctions in Reading, Math, Science, and Social Studies based on the percentage of students achieving masters-level performance on the 2026 STAAR Assessments.

Evaluation Data Source: Overall STAAR Masters percentage scores will increase in the following subjects:
Math: 11% to 30% for a total increase of 19%.
Reading: 28% to 43% for a total increase of 15%.
Science: 17% to 30% for a total increase of 13%.
Social Studies: 17% to 30% for a total increase of 13%.

Strategy 1

Teachers will participate in professional development to learn how to use Depth of Knowledge (DOK) to inform scaffolding strategies.

Strategy's Expected Result/Impact: Teachers will consistently design daily lessons that move students beyond simple procedural knowledge toward higher-order thinking that requires deep analysis and justification through skillful questioning. Teachers will understand and use DOK in their instruction and assessments, which will lead to an increase in students' ability to manage higher-order thinking tasks and assessments that will lead to their academic growth and higher levels of achievement.

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

Problem Statements: Student Learning 1, 2, 5

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

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Strategy 2

Systematically integrate a comprehensive Depth of Knowledge (DOK) instructional framework into all instruction and assessment to ensure all students are consistently engaged in cognitive complex tasks.

Strategy's Expected Result/Impact: Students are consistently challenged to use the higher-order thinking skills necessary for success on complex state assessments like STAAR.

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

Problem Statements: Student Learning 1, 2, 5

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

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Strategy 3

All teachers will utilize structured academic discourse routines, along with resources such as sentence stems and graphic organizers, to foster an environment where students regularly engage in complex, multi-step thinking.

Strategy's Expected Result/Impact: Improve students' ability to effectively engage in the high cognitive, critical thinking demands.

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

Problem Statements: Student Learning 1, 2, 5

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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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Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 GAMS 2025 Math STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 34% 7th Meets & Masters Grade Level standard was 15% 8th Meets & Masters Grade Level standard was 46%	Students were not spending sufficient time engaged in the optimal depth of knowledge (DOK) aligned to the TEKS. This was caused by a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum. There was also a lack of vertical alignment of instruction, small group instruction, and ineffective reteach plans.
2 GAMS 2025 Reading STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 47% 7th Meets & Masters Grade Level standard was 58% 8th Meets & Masters Grade Level standard was 56%	Lack of a robust GAMS Data Plan using Student Data Response Plans (SDRPs). Specific, consistent, longitudinal, and individualized SDRPs used to understand what to differentiate: Content, Product, Process, and/or DOK. Student goal-setting and progress monitoring processes are inconsistent across classrooms. Lack of professional development targeting strategies that increase student growth.
5 According to STAAR and NWEA MAPS student growth data, our State Accountability Domain III student groups are not showing expected growth at optimal levels.	Teachers are not engaging in consistent, meaningful, and structured Professional Learning Community (PLC) discussions around student data and making data-informed adjustments to instructional practices to optimize student growth. There was a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum.

Goal 2

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

Performance Objective 1

(1.2.1) Gus Almquist Middle School will ensure that all students receive individual, group, or whole school information related to CCMR.

Evaluation Data Source: Leader in Me Activities Calendar, Master Schedule, Campus Activities Schedule, Visits to the NGC and High School Counselor Visits

100% of 8th-grade students will be enrolled in a College and Career Class.

Strategy 1

Students will participate in Leader In Me. Leader In Me is a whole-school transformation model that helps schools implement a leadership and life skills curriculum rooted in Stephen Covey's 7 Habits of Highly Effective People to foster academic success, a positive school culture, and student empowerment. It's not a curriculum, but a philosophy that integrates into every aspect of the school day, focusing on developing the "whole child" by teaching leadership to every student and empowering them to take ownership of their learning and actions. Training for Lighthouse Team and administration will be funded as well to implement Leader in Me at our campus.

Strategy's Expected Result/Impact: GAMS will be a student centered, student leadership focused campus.

Staff Responsible for Monitoring: All staff, administrators, LightHouse Committee members

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

Funding Sources: Leader In Me Custom Coaching Title I, Part A - (6200) Contracted Services, \$10,800, Leader In Me Professional Development Title I, Part A - (6200) Contracted Services, \$3,420, Leader In Me Membership Title I, Part A - (6300) Supplies and Materials, \$9,900

Title I: 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

All students will take a course to increase awareness of opportunities for college and career and/or military readiness.

Strategy's Expected Result/Impact: Students will be informed about opportunities and choices, become more engaged in their studies, and ultimately improve their academic performance.

Staff Responsible for Monitoring: Principals, Assistant Principals, Dean of Student Services, Teachers

Problem Statements: School Processes & Programs 1

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

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

Strategy's Expected Result/Impact: Students will become more aware of CCMR opportunities and prepare.

Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Staff

Problem Statements: Demographics 1 - School Processes & Programs 1

ESF Levers: Lever 1: Strong School Leadership and Planning, 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	Gus Almquist Middle School's 24-25 school year's average student attendance rate is 95%, which is below the district goal of 96% and below our campus goal of 98%.	On our last year's Panorama Student Survey, approximately 30% of students report concerns with various issues such as a sense of belonging, confidence in their academic abilities, teacher care, and/or witnessing unkindness; all of which has been shown to impact student attendance and academic growth. Additionally, there are some issues with

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	GAMS 2025 Math STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 34% 7th Meets & Masters Grade Level standard was 15% 8th Meets & Masters Grade Level standard was 46%	Students were not spending sufficient time engaged in the optimal depth of knowledge (DOK) aligned to the TEKS. This was caused by a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum. There was also a lack of vertical alignment of instruction, small group instruction, and ineffective reteach plans.
2	GAMS 2025 Reading STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 47% 7th Meets & Masters Grade Level standard was 58% 8th Meets & Masters Grade Level standard was 56%	Lack of a robust GAMS Data Plan using Student Data Response Plans (SDRPs). Specific, consistent, longitudinal, and individualized SDRPs used to understand what to differentiate: Content, Product, Process, and/or DOK. Student goal-setting and progress monitoring processes are inconsistent across classrooms. Lack of professional development targeting strategies that increase student growth.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	According to last year's 24-25 school year Panorama Survey, 32% of students report that they have feelings of not belonging at school.	Leader in Me, PBIS and SEL practices are not operating optimally due to staff needing specific training and feedback that provides actionable strategies that can be implemented and monitored across campus. Students are not being provided sufficient leadership opportunities.
2	Last year, 305 students accounted for 962 referrals. Male ISS placements totaled 325, compared to 91 female ISS placements. The rate of ISS placement for Hispanic students is approximately three times that of white students. This is causing a serious issue of loss of learning time. Physical aggression and disruptions of the learning environment account for	Our Positive Behavior and Intervention System (PBIS), Leader in Me program, and classroom routines and procedures are not serving our students at optimal levels of success. 30% of students report a lack of belonging. The lack of consistent, optimal implementation of PBIS systems, Leader in Me, and solid classroom routines and procedures are

the vast majority of referrals.

due to a lack of professional development and feedback.

3

According to last year's 24-25 Panorama Survey, Teachers report frustrations with managing student behaviors in their classrooms.

Teachers need training on our PBIS system, training and modeling of our Tier 1 behavior prevention and intervention strategies, more extensive training on our Hutto ISD behavior management flowchart, and our student discipline matrix.

Performance Objective 2 High Priority

(1.2.2) Domain 3 STAAR results will show an increase from district averages in special population attainment at meets or higher levels.

Evaluation Data Source: Special Education

Reading from 23% to 33%

Math from 15% to 25%

Science from 25%- 35%

Social Studies from 16% to 26%

Emergent Bilingual

Reading from 31% to 41%

Math from 19% to 29%

Science from 20%- 30%

Social Studies from 15% to 25%

Strategy 1

Provide professional development sessions for core teachers focused on SPED and ESL strategies aligned to the district's instructional cornerstones.

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

Staff Responsible for Monitoring: Principal, SPED Coordinator

Problem Statements: Student Learning 1, 2, 5 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

No Progress

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 GAMS 2025 Math STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 34% 7th Meets & Masters Grade Level standard was 15% 8th Meets & Masters Grade Level standard was 46%	Students were not spending sufficient time engaged in the optimal depth of knowledge (DOK) aligned to the TEKS. This was caused by a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum. There was also a lack of vertical alignment of instruction, small group instruction, and ineffective reteach plans.
2 GAMS 2025 Reading STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 47% 7th Meets & Masters Grade Level standard was 58% 8th Meets & Masters Grade Level standard was 56%	Lack of a robust GAMS Data Plan using Student Data Response Plans (SDRPs). Specific, consistent, longitudinal, and individualized SDRPs used to understand what to differentiate: Content, Product, Process, and/or DOK. Student goal-setting and progress monitoring processes are inconsistent across classrooms. Lack of professional development targeting strategies that increase student growth.
5 According to STAAR and NWEA MAPS student growth data, our State Accountability Domain III student groups are not showing expected growth at optimal levels.	Teachers are not engaging in consistent, meaningful, and structured Professional Learning Community (PLC) discussions around student data and making data-informed adjustments to instructional practices to optimize student growth. There was a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 According to the 24-25 school year Panorama Survey data, 70% of teachers report a lack of satisfaction with the professional development they received last year.	Relevant professional development has not been offered to staff members on a regular basis. Feedback on what professional development is needed is not being collected in a consistent and systemic way. Professional development has not been individualized, and there is a lack of teacher voice in developing the professional development and training

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

Performance Objective 1

(1.4.1) Student overall engagement scores will increase on student surveys.

Evaluation Data Source: Students will report an increase from 77% to 87% in overall engagement on the 2025-2026 end-of-year Panorama Student Survey.

Strategy 1

We will follow PBIS, restorative practices, targeted social-emotional learning (SEL) programs, specifically Leader In Me, and provide student-led clubs and organizations, such as: E-Sports, Chess, Gardening, Reading, Writing, Agriculture, Dance, Step, FCA, Finance and Investment, and Crafting clubs.

Strategy's Expected Result/Impact: Students will build connections and increase a sense of belonging on campus.

Staff Responsible for Monitoring: Principal, Assistant Principals, Light House Committee members

Problem Statements: School Processes & Programs 1, 2, 3

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

Formative Reviews

Moderate Progress

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Strategy 2

We will purchase and provide all students Leader in Me Student Journals.

Strategy's Expected Result/Impact: Students will engage in Leader in Me lessons and improve their overall leadership capacity and well-being.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: School Processes & Programs 1, 3

Funding Sources: Leader in Me Student Journals Title I, Part A - (6200) Contracted Services, \$13,000

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

Formative Reviews

No Progress

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	According to last year's 24-25 school year Panorama Survey, 32% of students report that they have feelings of not belonging at school.	Leader in Me, PBIS and SEL practices are not operating optimally due to staff needing specific training and feedback that provides actionable strategies that can be implemented and monitored across campus. Students are not being provided sufficient leadership opportunities.
2	Last year, 305 students accounted for 962 referrals. Male ISS placements totaled 325, compared to 91 female ISS placements. The rate of ISS placement for Hispanic students is approximately three times that of white students. This is causing a serious issue of loss of learning time. Physical aggression and disruptions of the learning environment account for the vast majority of referrals.	Our Positive Behavior and Intervention System (PBIS), Leader in Me program, and classroom routines and procedures are not serving our students at optimal levels of success. 30% of students report a lack of belonging. The lack of consistent, optimal implementation of PBIS systems, Leader in Me, and solid classroom routines and procedures are due to a lack of professional development and feedback.
3	According to last year's 24-25 Panorama Survey, Teachers report frustrations with managing student behaviors in their classrooms.	Teachers need training on our PBIS system, training and modeling of our Tier 1 behavior prevention and intervention strategies, more extensive training on our Hutto ISD behavior management flowchart, and our student discipline matrix.

Performance Objective 2 High Priority

(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

Reading from 23% to 33%

Math from 15% to 25%

Strategy 1

Provide training to improve Parallel and Station teaching practices. Reduce "one teach, one assist" to ensure both the general education and inclusion teacher deliver instruction and manage the environment, with co-teach models such as Parallel Teaching (both teachers teaching the same content to two separate, smaller groups) and/or Station Teaching (teachers leading differentiated stations).

Strategy's Expected Result/Impact: Reducing the student-to-teacher ratio allows the Special Education teacher to deliver Specially Designed Instruction (SDI) within the general education classroom. This increases the amount of time SPED students spend actively learning grade-level TEKS, rather than passively observing.

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

Problem Statements: Student Learning 1, 2 - Perceptions 1

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

No Progress

November

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Strategy 2

We will collaborate to develop a cohesive and effective Multi-Tiered Student Support System (MTSS) that identifies students performing below grade level and provides interventions and progress monitoring.

Strategy's Expected Result/Impact: Students performing below grade level will increase their academic performance and meet grade level expectations.

Staff Responsible for Monitoring: Principal, Assistant Principals, Grade-level Leads, Teachers

Problem Statements: Student Learning 5

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

No Progress

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April

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Strategy 3

Teachers will engage students in regular academic goal-setting and progress monitoring by utilizing individual and whole-class data notebooks. These notebooks will be used for tracking growth, identifying student needs, and adjusting instructional practices to meet those needs.

Strategy's Expected Result/Impact: Instructional Improvement: Teachers will be able to identify student needs and adjust instructional practices to meet those needs.
Tracking and Accountability: The data notebooks will serve as a clear system for tracking growth.
Student Engagement: Students will be directly engaged in academic goal-setting and progress monitoring thereby increasing their growth mindset.

Staff Responsible for Monitoring: Principal, Assistant Principals, and Teachers

Problem Statements: Student Learning 1, 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

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

Formative Reviews

No Progress			
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Strategy 4

Students will engage in IXL in Reading and Math during their enrichment time.

Strategy's Expected Result/Impact: IXL Reading and Math utilizes a diagnostic assessment to identify students' precise knowledge levels and learning gaps in both subjects, creating a personalized action plan. This adaptive approach allows students to practice skills tailored to their individual needs during enrichment time, ensuring they either build foundational fluency in Reading and Math or accelerate their growth on more advanced concepts.

Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers

Problem Statements: Student Learning 5 - Perceptions 1

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

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
GAMS 2025 Math STAAR student	Students were not spending sufficient

1

performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 34% 7th Meets & Masters Grade Level standard was 15% 8th Meets & Masters Grade Level standard was 46%

time engaged in the optimal depth of knowledge (DOK) aligned to the TEKS. This was caused by a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum. There was also a lack of vertical alignment of instruction, small group instruction, and ineffective reteach plans.

2

GAMS 2025 Reading STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 47% 7th Meets & Masters Grade Level standard was 58% 8th Meets & Masters Grade Level standard was 56%

Lack of a robust GAMS Data Plan using Student Data Response Plans (SDRPs). Specific, consistent, longitudinal, and individualized SDRPs used to understand what to differentiate: Content, Product, Process, and/or DOK. Student goal-setting and progress monitoring processes are inconsistent across classrooms. Lack of professional development targeting strategies that increase student growth.

5

According to STAAR and NWEA MAPS student growth data, our State Accountability Domain III student groups are not showing expected growth at optimal levels.

Teachers are not engaging in consistent, meaningful, and structured Professional Learning Community (PLC) discussions around student data and making data-informed adjustments to instructional practices to optimize student growth. There was a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

According to the 24-25 school year Panorama Survey data, 70% of teachers report a lack of satisfaction with the professional development they received last year.

Relevant professional development has not been offered to staff members on a regular basis. Feedback on what professional development is needed is not being collected in a consistent and systemic way. Professional development has not been individualized, and there is a lack of teacher voice in developing the professional development and training plan.

Performance Objective 3

(1.4.3) Discretionary discipline referrals will reflect a decrease from district numbers in all student populations.

Evaluation Data Source: Discretionary discipline referrals at Gus Almquist MS will reflect a decrease by 20% or more from the prior year.

Strategy 1

We will engage in PBIS, restorative practices, Leader In Me, and provide student led clubs and organizations, such as: E-Sports, Chess, Gardening, Reading, Writing, Agriculture, Dance, Step, FCA, Finance and Investment, and Crafting clubs.

Strategy's Expected Result/Impact: Students build connections and increase as sense of belonging.

Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Light House Committee members

Problem Statements: School Processes & Programs 1, 2, 3

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

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Strategy 2

Teachers will receive training on Campus PBIS system and expectations.

Strategy's Expected Result/Impact: Teachers will apply prevention and intervention techniques to increase and sustain positive student behaviors.

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

Problem Statements: School Processes & Programs 2, 3

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

Formative Reviews

Some Progress

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 According to last year's 24-25 school year Panorama Survey, 32% of students report that they have feelings of not belonging at school.	Leader in Me, PBIS and SEL practices are not operating optimally due to staff needing specific training and feedback that provides actionable strategies that can be implemented and monitored across campus. Students are not being provided sufficient leadership opportunities.
2 Last year, 305 students accounted for 962 referrals. Male ISS placements totaled 325, compared to 91 female ISS placements. The rate of ISS placement for Hispanic students is approximately three times that of white students. This is causing a serious issue of loss of learning time. Physical aggression and disruptions of the learning environment account for the vast majority of referrals.	Our Positive Behavior and Intervention System (PBIS), Leader in Me program, and classroom routines and procedures are not serving our students at optimal levels of success. 30% of students report a lack of belonging. The lack of consistent, optimal implementation of PBIS systems, Leader in Me, and solid classroom routines and procedures are due to a lack of professional development and feedback.
3 According to last year's 24-25 Panorama Survey, Teachers report frustrations with managing student behaviors in their classrooms.	Teachers need training on our PBIS system, training and modeling of our Tier 1 behavior prevention and intervention strategies, more extensive training on our Hutto ISD behavior management flowchart, and our student discipline matrix.

Performance Objective 4 High Priority

Gus Almquist will implement a Safe and Supportive Schools Program (SSSP) and MTSS for the 2025-2025 school year.

Evaluation Data Source: The SSSP is a legally mandated program in Texas (following Senate Bill 11) that requires school districts to establish teams and strategies for promoting physical and psychological safety for students. One component of SSSP is the multi-tiered system of supports (MTSS). MTSS uses a data-driven framework to identify and support students' non-academic needs, including their mental and behavioral health. Support ranges from universal strategies for all students to intensive interventions for those at high risk.

Strategy 1

We will collaborate to develop a cohesive and effective Multi-Tiered Student Support System (MTSS) that identifies students performing below grade level and provides interventions and progress monitoring.

Strategy's Expected Result/Impact: Students performing below grade level will increase their academic performance and meet grade level expectations.

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

Problem Statements: Student Learning 5

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
5 According to STAAR and NWEA MAPS student growth data, our State Accountability Domain III student groups are not showing expected growth at optimal levels.	Teachers are not engaging in consistent, meaningful, and structured Professional Learning Community (PLC) discussions around student data and making data-informed adjustments to instructional practices to optimize student growth. There was a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum.

Performance Objective 5

Gus Almquist Middle School will have a 97% or above average daily attendance rate at the end of 2025-2026 school year.

Evaluation Data Source: Skyward Data

Strategy 1

All student's attendance are tracked by staff via Skyward. Once per 9- Week Grading Period, the attendance clerk and an administrator will meet to discuss all students who have been absent at or above 90% of the school year to date. The student will be placed on an attendance plan that will be monitored. Additional supports will be implemented, including home visits and truancy protocols, if needed.

Strategy's Expected Result/Impact: Greater mastery of TEKS standards, as measured by STAAR, due to participation in classroom instruction

Staff Responsible for Monitoring: Attendance clerk, Principal, APs, Department Chairs, and Teachers

Problem Statements: Demographics 1 - School Processes & Programs 1

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Gus Almquist Middle School's 24-25 school year's average student attendance rate is 95%, which is below the district goal of 96% and below our campus goal of 98%.	On our last year's Panorama Student Survey, approximately 30% of students report concerns with various issues such as a sense of belonging, confidence in their academic abilities, teacher care, and/or witnessing unkindness; all of which has been shown to impact student attendance and academic growth. Additionally, there are some issues with scheduling school activities that impact attendance.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 According to last year's 24-25 school year Panorama Survey, 32% of students report that they have feelings of not belonging at school.	Leader in Me, PBIS and SEL practices are not operating optimally due to staff needing specific training and feedback that provides actionable strategies that can be implemented and monitored across campus. Students are not being provided sufficient leadership opportunities.

Performance Objective 6 **High Priority**

Increase the percentage of at-risk students performing at the Meets or Higher on the both the Reading and Math STAAR Assessments by 10%.

Strategy 1

Within Professional Learning Communities (PLCs), staff will follow the lesson internalization rubric to analyze assessment data and identify trends, strengths, and areas for growth that will be used to create student data response plans to address gaps in student achievement. Additionally, staff will unpack TEKS, develop Know and Show charts, develop and/or deliver weekly formative assessments, analyze student work, and adjust tier 1 and 2 instructional practices to ensure all students are growing and meeting grade-level expectations.

Strategy's Expected Result/Impact: PLCs (Professional Learning Communities) foster data-driven collaboration among educators, allowing them to refine instructional strategies and implement targeted interventions that directly boost student achievement and provide a clearer understanding of student learning needs.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Problem Statements: Student Learning 1, 2, 5

Funding Sources: Solution Tree PLC/Hotel/Per-Diem Raesz Title I, Part A - (6400) Operating Cost, \$595.08, Solution Tree PLC conference registration Title I, Part A - (6400) Operating Cost, \$1,598, Solution Tree PLC Resource materials Title I, Part A - (6300) Supplies and Materials, \$337.59, Solution Tree PLC Hotel/Per-Diem Lockamy Title I, Part A - (6400) Operating Cost, \$614.57

Title I: 2.5.3

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

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

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Strategy 2

After school tutoring in Reading, Math, Science, and Social Studies will be provided for students.

Strategy's Expected Result/Impact: Students will grow academically and increase their academic achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Learning 5

Funding Sources: Title I, Part A - (6200) Contracted Services, \$4,000

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Teachers will engage students in regular academic goal-setting and progress monitoring by utilizing individual and whole-class data notebooks.

Strategy's Expected Result/Impact: These notebooks will be used for tracking growth, identifying student needs, and adjusting instructional practices to meet those needs.

Instructional Improvement: Teachers will be able to identify student needs and adjust instructional practices to meet those needs.

Tracking and Accountability: The data notebooks will serve as a clear system for tracking growth.

Student Engagement: Students will be directly engaged in academic goal-setting and progress monitoring thereby increasing their growth mindset.

Staff Responsible for Monitoring: Principal, Asst. Principals, and Teachers

Problem Statements: Student Learning 1, 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

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Strategy 4

Teachers will participate in professional development to learn how to use Depth of Knowledge (DOK) to inform scaffolding strategies.

Strategy's Expected Result/Impact: Teachers will consistently design daily lessons that move students beyond simple procedural knowledge toward higher-order thinking that requires deep analysis and justification through skillful questioning. Teachers will understand and use DOK in their instruction and assessments, which will lead to an increase in students' ability to manage higher-order thinking tasks and assessments that will lead to their academic growth and higher levels of achievement.

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

Problem Statements: Student Learning 1, 2, 5

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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 5

All teachers will utilize structured academic discourse routines, along with resources such as sentence stems and graphic organizers, to foster an environment where students regularly engage in complex, multi-step thinking.

Strategy's Expected Result/Impact: Improve students' ability to effectively engage in the high cognitive, critical thinking demands.

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

Problem Statements: Student Learning 1, 2, 5

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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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Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 GAMS 2025 Math STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 34% 7th Meets & Masters Grade Level standard was 15% 8th Meets & Masters Grade Level standard was 46%	Students were not spending sufficient time engaged in the optimal depth of knowledge (DOK) aligned to the TEKS. This was caused by a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum. There was also a lack of vertical alignment of instruction, small group instruction, and ineffective reteach plans.
2 GAMS 2025 Reading STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 47% 7th Meets & Masters Grade Level standard was 58% 8th Meets & Masters Grade Level standard was 56%	Lack of a robust GAMS Data Plan using Student Data Response Plans (SDRPs). Specific, consistent, longitudinal, and individualized SDRPs used to understand what to differentiate: Content, Product, Process, and/or DOK. Student goal-setting and progress monitoring processes are inconsistent across classrooms. Lack of professional development targeting strategies that increase student growth.
5 According to STAAR and NWEA MAPS student growth data, our State Accountability Domain III student groups are not showing expected growth at optimal levels.	Teachers are not engaging in consistent, meaningful, and structured Professional Learning Community (PLC) discussions around student data and making data-informed adjustments to instructional practices to optimize student growth. There was a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum.

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

Performance Objective 1

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

Evaluation Data Source: On the 2026 Gus Almquist Middle 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

Climate surveys are administered throughout the year to capture real-time staff needs and concerns. Campus leadership will actively discuss the survey results with staff and commit to a visible, responsive action plan to address areas of need.

Strategy's Expected Result/Impact: A culture of trust and efficiency.

Staff Responsible for Monitoring: Principal and Assistant Principals

Problem Statements: School Processes & Programs 3

Title I: 2.5.3

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

Design and execute a dynamic Professional Development (PD) Plan by rigorously analyzing student learning data and staff feedback. The plan will intentionally balance the professional learning required to meet CIP goals with individual staff preferences and choices, ensuring all PD is highly relevant, increases professional efficacy, and ultimately drives student learning outcomes.

Strategy's Expected Result/Impact: Increased staff satisfaction and retention and improved instructional quality and student outcomes

Staff Responsible for Monitoring: Principal and Assistant Principals

Problem Statements: Perceptions 1

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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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Strategy 3

Integrate frequent, positive staff and department celebrations to affirm the contributions of every staff member. Additionally, the campus will implement a Sunshine Committee to actively lead continuous staff wellness and morale initiatives.

Strategy's Expected Result/Impact: Staff feel included and valued within an overall positive campus cultural.

Staff Responsible for Monitoring: All staff, administrators, Sunshine Committee, Instructional and Operational Leadership Teams, and The Light House Committee

Problem Statements: School Processes & Programs 3

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

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Strategy 4

Staff will be provided a deep-dive, professional development session on the T-TESS Rubric

Strategy's Expected Result/Impact: Staff will understand the T-TESS rubric, the differences between ratings in each domain, and understand specific steps they can take to improve classroom instruction, student growth and academic achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Problem Statements: Student Learning 1, 2, 5 - Perceptions 1

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

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	GAMS 2025 Math STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 34% 7th Meets & Masters Grade Level standard was 15% 8th Meets & Masters Grade Level standard was 46%	Students were not spending sufficient time engaged in the optimal depth of knowledge (DOK) aligned to the TEKS. This was caused by a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum. There was also a lack of vertical alignment of instruction, small group instruction, and ineffective reteach plans.
2	GAMS 2025 Reading STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 47% 7th Meets & Masters Grade Level standard was 58% 8th Meets & Masters Grade Level standard was 56%	Lack of a robust GAMS Data Plan using Student Data Response Plans (SDRPs). Specific, consistent, longitudinal, and individualized SDRPs used to understand what to differentiate: Content, Product, Process, and/or DOK. Student goal-setting and progress monitoring processes are inconsistent across classrooms. Lack of professional development targeting strategies that increase student growth.
5	According to STAAR and NWEA MAPS student growth data, our State Accountability Domain III student groups are not showing expected growth at optimal levels.	Teachers are not engaging in consistent, meaningful, and structured Professional Learning Community (PLC) discussions around student data and making data-informed adjustments to instructional practices to optimize student growth. There was a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause

3

According to last year's 24-25 Panorama Survey, Teachers report frustrations with managing student behaviors in their classrooms.

Teachers need training on our PBIS system, training and modeling of our Tier 1 behavior prevention and intervention strategies, more extensive training on our Hutto ISD behavior management flowchart, and our student discipline matrix.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

According to the 24-25 school year Panorama Survey data, 70% of teachers report a lack of satisfaction with the professional development they received last year.

Relevant professional development has not been offered to staff members on a regular basis. Feedback on what professional development is needed is not being collected in a consistent and systemic way. Professional development has not been individualized, and there is a lack of teacher voice in developing the professional development and training plan.

Performance Objective 2

Gus Almquist Middle School will retain 85% of staff members for the 2026-2027 school year.

Evaluation Data Source: End of year campus data report and survey

Strategy 1

A coaching and mentoring program will be implemented on campus for all 1st and 2nd year teachers.

Strategy's Expected Result/Impact: Teachers will receive ongoing support and feedback on Tier I instructional practices. First and second year teachers will be provided guidance, have effective practices modeled and will receive personalized support.

Staff Responsible for Monitoring: Administrators and Mentors

Problem Statements: Student Learning 1, 2 - School Processes & Programs 3 - Perceptions 1

Title I: 2.5.3

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

Utilize staff surveys throughout the school year to determine teacher needs and assess the climate on campus.

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

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

Problem Statements: School Processes & Programs 3

Title I: 2.5.3

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 3

Create and implement a Professional Development Plan based on staff feedback and student learning outcomes data. During this process, we will balance the professional learning needed to meet our CIP goals along staff individual preferences regarding their professional learning to ensure the plan is personalized for all staff while still meeting the larger CIP goals.

Strategy's Expected Result/Impact: Staff will be satisfied with professional development that meets their needs and improves their efficiency and efficacy in order to preserve more of their time and thereby increase their well-being.

Staff Responsible for Monitoring: Principal, APs, Department Heads, Teachers

Problem Statements: Perceptions 1

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 GAMS 2025 Math STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 34% 7th Meets & Masters Grade Level standard was 15% 8th Meets & Masters Grade Level standard was 46%	Students were not spending sufficient time engaged in the optimal depth of knowledge (DOK) aligned to the TEKS. This was caused by a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum. There was also a lack of vertical alignment of instruction, small group instruction, and ineffective reteach plans.
2 GAMS 2025 Reading STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 47% 7th Meets & Masters Grade Level standard was 58% 8th Meets & Masters Grade Level standard was 56%	Lack of a robust GAMS Data Plan using Student Data Response Plans (SDRPs). Specific, consistent, longitudinal, and individualized SDRPs used to understand what to differentiate: Content, Product, Process, and/or DOK. Student goal-setting and progress monitoring processes are inconsistent across classrooms. Lack of professional development targeting strategies that increase student growth.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 According to last year's 24-25 Panorama Survey, Teachers report frustrations with managing student behaviors in their classrooms.	Teachers need training on our PBIS system, training and modeling of our Tier 1 behavior prevention and intervention strategies, more extensive training on our Hutto ISD behavior management flowchart, and our student discipline matrix.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 According to the 24-25 school year Panorama Survey data, 70% of teachers report a lack of satisfaction with the professional development they received last year.	Relevant professional development has not been offered to staff members on a regular basis. Feedback on what professional development is needed is not being collected in a consistent and systemic way. Professional development has not been individualized, and there is a lack of teacher voice in developing the professional development and training

Goal 5

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

Performance Objective 1

(3.1.2) Parent perception survey shows an increase in parent/guardian trust in school

Evaluation Data Source: 85% of parents will report being engaged and informed about their child's academic goals and their child's academic progress by the end of the 2025 year parent survey.

Strategy 1

Staff will provide frequent, campus-wide and individualized student updates and progress reports using Parent Square and Skyward, while ensuring all communications are multilingual and culturally responsive to reach all demographics.

Strategy's Expected Result/Impact: All families will report being more informed and engaged in their students' school and learning.

Staff Responsible for Monitoring: Principal and Assistant Principals, Campus Committee, Teachers

Problem Statements: School Processes & Programs 1, 4

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 According to last year's 24-25 school year Panorama Survey, 32% of students report that they have feelings of not belonging at school.	Leader in Me, PBIS and SEL practices are not operating optimally due to staff needing specific training and feedback that provides actionable strategies that can be implemented and monitored across campus. Students are not being provided sufficient leadership opportunities.
4 According to the 24-25 school year Panorama Survey, only 38% of family and caregivers report that they are regularly attending or participating in school events.	Families and caregivers reported that they need more consistent communication and frequent reminders of events and activities. Additionally, they reported a lack virtual options. The low participation rate could be an indication of a need to build stronger relationships with parents and connections to our students' learning and progress.

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: The 2025- 2026 Gus Almquist Middle School Campus Advisory Committee (CAC) and Parent Teacher Association (PTSA) membership will increase in size, representation, and diversity as compared to 2024-2025 school year.

Strategy 1

Parents and business owners will participate in campus planning in committees such as Title I, PFE, Lighthouse Committee, and CAC. Ensure and promote multiple opportunities for diverse family and community participation in campus governance and support groups, including the Campus Advisory Committee (CAC) and Parent Teacher Association (PTSA).

Strategy's Expected Result/Impact: Stakeholders will see a measurable increase in the number of involved parents and community members from underrepresented demographic groups. This will involve targeted, multilingual communication to increase membership diversity and establish meaningful two-way discourse across all campus stakeholder groups.

Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, CAC and PTSA members

Problem Statements: School Processes & Programs 4

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 According to the 24-25 school year Panorama Survey, only 38% of family and caregivers report that they are regularly attending or participating in school events.	Families and caregivers reported that they need more consistent communication and frequent reminders of events and activities. Additionally, they reported a lack virtual options. The low participation rate could be an indication of a need to build stronger relationships with parents and connections to our students' learning and progress.

Performance Objective 2

3.3.2 Increase parent perception survey data across demographics.

Evaluation Data Source: 85% of Gus Almquist families will report a positive perception of the school, 2025-2026 End-of-Year Parent Survey.

Strategy 1

Provide positive community engagement opportunities, including: 6th Grade Orientation, Meet the Teacher, Open House, Fine Arts, CTE, and Athletic events.

Strategy's Expected Result/Impact: All families will report being more informed and engaged in their students' school and learning.

Staff Responsible for Monitoring: Principal and Assistant Principals, Campus Advisory Committee, Teachers

Problem Statements: School Processes & Programs 1, 4

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 2

We will provide multiple opportunities for family and community participation in campus groups such as Campus Advisory Committee (CAC), and PTSA.

Strategy's Expected Result/Impact: Increase participation and diversity of community members

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: School Processes & Programs 4

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	According to last year's 24-25 school year Panorama Survey, 32% of students report that they have feelings of not belonging at school.	Leader in Me, PBIS and SEL practices are not operating optimally due to staff needing specific training and feedback that provides actionable strategies that can be implemented and monitored across campus. Students are not being provided sufficient leadership opportunities.
4	According to the 24-25 school year Panorama Survey, only 38% of family and caregivers report that they are regularly attending or participating in school events.	Families and caregivers reported that they need more consistent communication and frequent reminders of events and activities. Additionally, they reported a lack virtual options. The low participation rate could be an indication of a need to build stronger relationships with parents and connections to our students' learning and progress.

Performance Objective 3

3.3.3 Increase the number of positive customer service survey responses.

Evaluation Data Source: 85% of Gus Almquist families will report satisfaction with communication and trust & relationship experience on the 2025 End-of-Year Parent Survey.

Strategy 1

Develop a customer service plan for our school and provide training for all staff.

Strategy's Expected Result/Impact: All stakeholders will feel welcome and supported by all of our staff.

Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, All Staff

Problem Statements: School Processes & Programs 1, 3, 4

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

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Strategy 2

Staff will provide frequent, individualized student updates and progress reports using Parent Square and Skyward, ensuring all communications are multilingual and culturally responsive to reach all demographics.

Strategy's Expected Result/Impact: All families will report being more informed and engaged in their students' school and learning.

Staff Responsible for Monitoring: Principal and Assistant Principals, Campus Committee, Teachers

Problem Statements: School Processes & Programs 1, 4

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 According to last year's 24-25 school year Panorama Survey, 32% of students report that they have feelings of not belonging at school.	Leader in Me, PBIS and SEL practices are not operating optimally due to staff needing specific training and feedback that provides actionable strategies that can be implemented and monitored across campus. Students are not being provided sufficient leadership opportunities.
3 According to last year's 24-25 Panorama Survey, Teachers report frustrations with managing student behaviors in their classrooms.	Teachers need training on our PBIS system, training and modeling of our Tier 1 behavior prevention and intervention strategies, more extensive training on our Hutto ISD behavior management flowchart, and our student discipline matrix.
4 According to the 24-25 school year Panorama Survey, only 38% of family and caregivers report that they are regularly attending or participating in school events.	Families and caregivers reported that they need more consistent communication and frequent reminders of events and activities. Additionally, they reported a lack virtual options. The low participation rate could be an indication of a need to build stronger relationships with parents and connections to our students' learning and progress.

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

Performance Objective 1 High Priority

(4.3.1) Implement, Monitor and Update safety plans in support of all state and local requirements.

Evaluation Data Source: Emergency Operations Plan (EOP) with an Incident Command Structure for emergency and reunification purposes, that aligns with all state and local requirements.

Strategy 1

The Emergency Operations Plan (EOP) will be updated for the 2025- 2026 School Year. This plan includes the campus emergency response plans, the implementation of the incident command structure for emergency and reunification purposes, and the scheduled, unannounced safety and security drills with after drill debriefs. All safety and security checks, including exterior doors, are logged, and when needed, work orders are submitted and monitored for completion.

Strategy's Expected Result/Impact: Students, staff, and visitors are safe on campus.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: School Processes & Programs 2, 3

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

The continued implementation of the Leader in Me program, which will ensure a consistent, rigorous, and positive culture and learning environment for all students. This is realized through the collaborative efforts of the Lighthouse Team, composed of staff and student led action teams focused on Leadership, Academics, and Culture, which will focus on the instructional and operational efficiency required to sustain a high-quality educational setting.

Strategy's Expected Result/Impact: To support students in learning self-regulation and positive decision making and to foster a leadership culture among students and staff that promotes personal and academic ownership and growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Lighthouse Committee

Problem Statements: School Processes & Programs 1, 2, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

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

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Strategy 3

Utilize a School Safety Support Team (SSST) and meet as needed following administrator, police and counselor referrals.

Strategy's Expected Result/Impact: Students will receive support as the school works to be proactive in meeting their SEL and Behavioral needs

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, LMHP

Problem Statements: Student Learning 1, 2

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

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

GAMS 2025 Math STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet the district goal of 60%: 6th Meets & Masters Grade Level standard was 34% 7th Meets & Masters Grade Level standard was 15% 8th Meets & Masters Grade Level standard was 46%

Students were not spending sufficient time engaged in the optimal depth of knowledge (DOK) aligned to the TEKS. This was caused by a lack of effective professional development for optimal Tier 1 instructional strategies and lack of internalization of and fidelity to curriculum. There was also a lack of vertical alignment of instruction, small group instruction, and ineffective reteach plans.

GAMS 2025 Reading STAAR student performance in the 'Meets' and 'Masters' levels combined category did not meet

Lack of a robust GAMS Data Plan using Student Data Response Plans (SDRPs). Specific, consistent, longitudinal, and

2

the district goal of 60%: 6th Meets & Masters Grade Level standard was 47%
7th Meets & Masters Grade Level standard was 58% 8th Meets & Masters Grade Level standard was 56%

individualized SDRPs used to understand what to differentiate: Content, Product, Process, and/or DOK. Student goal-setting and progress monitoring processes are inconsistent across classrooms. Lack of professional development targeting strategies that increase student growth.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

According to last year's 24-25 school year Panorama Survey, 32% of students report that they have feelings of not belonging at school.

Leader in Me, PBIS and SEL practices are not operating optimally due to staff needing specific training and feedback that provides actionable strategies that can be implemented and monitored across campus. Students are not being provided sufficient leadership opportunities.

2

Last year, 305 students accounted for 962 referrals. Male ISS placements totaled 325, compared to 91 female ISS placements. The rate of ISS placement for Hispanic students is approximately three times that of white students. This is causing a serious issue of loss of learning time. Physical aggression and disruptions of the learning environment account for the vast majority of referrals.

Our Positive Behavior and Intervention System (PBIS), Leader in Me program, and classroom routines and procedures are not serving our students at optimal levels of success. 30% of students report a lack of belonging. The lack of consistent, optimal implementation of PBIS systems, Leader in Me, and solid classroom routines and procedures are due to a lack of professional development and feedback.

3

According to last year's 24-25 Panorama Survey, Teachers report frustrations with managing student behaviors in their classrooms.

Teachers need training on our PBIS system, training and modeling of our Tier 1 behavior prevention and intervention strategies, more extensive training on our Hutto ISD behavior management flowchart, and our student discipline matrix.



State Compensatory Education

State Compensatory

Budget for Gus Almquist Middle School

Total SCE Funds: \$4,922.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Gus Almquist Middle School has an instructional coach (IC) that serves all staff and students on campus. The IC coaches teachers in a to-1 setting, mentors staff, develops intervention plans, analyzes data and creates and presents professional development.

Personnel for Gus Almquist Middle School

Name	Position	FTE
Dana Dillon	Instructional Coach	1



Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

In multiple meetings in August and September, multiple stakeholders including grade level teams and the instructional leadership team, reviewed a vast array of student, perceptions, demographic, and school processes and provided input. These insights were shared with some members of the CAAC to get feedback on our problem statements and plan.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The Campus Improvement plan was developed with appropriate stakeholders. We utilized a wide range of campus data, identified problem statements, and developed performance objectives and strategies to meet our campus needs.

2.2 Stakeholders 1114(b)(2)

The Campus Improvement Plan is regularly monitored by administration and the CAAC committee. The CAAC performs progress reviews in November, January, March, and May.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The parent liaison and principal will work together to distribute the family engagement plan as well as present it at a Title I meeting this fall. Campus Improvement plan will be located on the district website.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Students with documented special needs, outlined in a 504 plan or a Special Education IEP receive services as required by those plans. Resource students receive direct instruction with the SPED staff in conjunction with the general education teacher. The SPED teachers and educational assistants support the inclusion classroom instruction, as outlined in the students' IEPs. Intervention- One math and one reading interventionist support student who are placed in intervention through the PSST process, or through HB1416. The PSST committee meets on a regular basis to review student concerns - both academic and behavioral- and determine which interventions are most appropriate. All meeting notes and progress monitoring data are kept in Eduphoria. Students do not move into and/or out of intervention without the PSST committee review and decision. This ensures students and data do not get overlooked or lost in the process. Response to Intervention (RtI) through The Problem-Solving Support Team (PSST) - When students have difficulties academically or behaviorally, teacher teams develop "Student Success Plans". Learning and teaching occurs in a three tiers through the lens of RtI. At Tier 1, a student may need extra support when learning anew concept. The teacher pulls them for small group of 1:1 reteaching and with that reteaching, the student understands the concept and moves on. If that same student, however, continues to need extra support more often than the majority of the students, the teacher may move the student to formal RtI processes, such as Tier 2 RtI. In Tier 2, a committee of staff members come together to discuss the child's lack of progress or consistent struggle. At

the Tier 2 meeting, instructional interventions are planned and formally documented as well as progress monitoring plans and dates to return to the RtI committee for discussion of the student's progress. Tier 2 interventions often consist of small group instruction 3-4 times a week for thirty minutes. If a student again fails to make expected progress with interventions, the RtI committee meets again where it may be recommended to Tier 3 interventions. Tier 3 interventions are more intense, one-on-one, and more frequent than Tier 2 interventions. The need for intervention is based on how often the student needs support to meet age-appropriate and grade-level behavior and/or academic expectations. Timmerman Elementary School Generated by Plan4Learning.com 51 of 57 Campus #227904103 November 15, 2024 4:02 PM Intervention- Math and reading is provided by two interventionists through small group pullouts, to support the requirements for accelerated intervention. Differentiated instruction, both Tier I and Tier II are provided to all students, including Gifted and Talented (G/T) students, within the classroom to accelerate learning. Section 504 - Students may qualify for services under section 504 when a disability impedes a student's life activity, such as learning. Parents, teachers, and other staff members can submit a request to the campus 504 Coordinator for a meeting to determine student eligibility. Special Education - Students exhibiting learning or behavioral challenges that have failed to demonstrate significant improvement after receiving RtI services may be evaluated for special education services. The goal of special education is to provide students access to the general education curriculum by addressing a student's disability through an Individual Education Plan (IEP). The IEP may provide students with accommodations for learning which are usually unable to be addressed through the RtI process. Social and Emotional Learning - To support students in learning self-regulation and in making good choices, our counselors provide guidance lessons which are designed to meet the social and emotional needs of students. Social Emotional Lessons (SEL) are given to teachers to deliver each day for 15 minutes at the start of the day. Positive Behavior Intervention Supports - PBIS is responsible for creating school-wide processes and procedures, as well as positive incentives for students. Panther Pride Tickets and Reward System is implemented to encourage positive behavior. Additionally, TES uses restorative practices to respond to student needs.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

The school's schedule ensures instructional time. The master schedule is d

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

In May, the CAAC will perform the annual evaluation of the plan and make recommendations for the next school year.



Funding Summary

Funding Summary

Title I, Part A - (6100) Payroll Costs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,200.00
+/- Difference					\$4,200.00

Title I, Part A - (6200) Contracted Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7		--	\$4,000.00
2	1	1	Leader In Me Custom Coaching	--	\$10,800.00
2	1	1	Leader In Me Professional Development	--	\$3,420.00
3	1	2	Leader in Me Student Journals	--	\$13,000.00
3	6	2		--	\$4,000.00
Sub-Total					\$35,220.00
Budgeted Fund Source Amount					\$13,000.00
+/- Difference					-\$22,220.00

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

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Solution Tree PLC Resource materials	--	\$337.59
2	1	1	Leader In Me Membership	--	\$9,900.00
3	6	1	Solution Tree PLC Resource materials	--	\$337.59
Sub-Total					\$10,575.18
Budgeted Fund Source Amount					\$23,940.05
+/- Difference					\$13,364.87

Title I, Part A - (6400) Operating Cost

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Solution Tree PLCHotel/Per-Diem Raesz	--	\$595.08
1	1	1	Solution Tree PLC conference registration	--	\$1,598.00
1	1	1	Solution Tree PLC Hotel/Per-Diem Lockamy	--	\$614.57
3	6	1	Solution Tree PLCHotel/Per-Diem Raesz	--	\$595.08
3	6	1	Solution Tree PLC conference registration	--	\$1,598.00
3	6	1	Solution Tree PLC Hotel/Per-Diem Lockamy	--	\$614.57
Sub-Total					\$5,615.30
Budgeted Fund Source Amount					\$2,800.00
+/- Difference					-\$2,815.30

SCE - (6100) Payroll Costs: Salaries

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,621.00
+/- Difference					\$3,621.00

Hutto Middle School 6th Grade Reading	2022			2023			Farley Middle School 6th Grade Reading	2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters		Approaches	Meets	Masters	Approaches	Meets	Masters
Campus	66.85%	35.36%	18.51%	81%	54%	22%	Campus	66.77%	37.09%	17.51%	77%	54%	20%
Economic Disadvantage	58.43%	25.90%	10.84%	75%	39%	17%	Economic Disadvantage	53.28%	26.28%	10.22%	71%	41%	15%
American Indian/Alaskan Native	100%	100%	0%	-	-	-	Native Hawaiian/Pacific Islander	100%	0%	0%	-	-	-
Asian	100%	44.44%	22.22%	92%	67%	50%	Asian	85.71%	57.14%	28.57%	100%	88%	63%
Black/African American	68.63%	37.25%	15.69%	71%	52%	17%	Black/African American	70%	40%	20%	80%	48%	16%
Hispanic	62.72%	28.99%	15.38%	82%	49%	18%	Hispanic	62.80%	31.71%	14.02%	74%	51%	18%
Two or More Races	76%	36%	12%	80%	43%	13%	Two or More Races	60%	24%	16%	70%	48%	9%
White	67.62%	42.86%	25.71%	81%	61%	18%	White	72%	47%	22%	83%	62%	25%
Currently Emergent Bilingual	41.94%	17.74%	8.06%	80%	39%	13%	Currently Emergent Bilingual	50%	21.74%	10.87%	71%	42%	24%
First Year of Monitoring	100%	100%	0%				First Year of Monitoring	100%	100%	0%	100%	50%	50%
Second Year of Monitoring	-	-	-				Second Year of Monitoring	100%	100%	50%	na	na	na
Special Ed Indicator	38.78%	8.16%	2.04%	50%	24%	7%	Special Ed Indicator	29.17%	10.42%	6.25%	33%	12%	6%
Hutto Middle School 7th Grade Reading	2022			2023			Farley Middle School 7th Grade Reading	2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters		Approaches	Meets	Masters	Approaches	Meets	Masters
Campus	69.78%	44.96%	26.62%	82.90%	59.07%	43.26%	Campus	81.60%	59.82%	38.96%	72.00%	42.00%	18.00%
Economic Disadvantage	67.16%	35.82%	19.40%	79.56%	53.59%	37.02%	Economic Disadvantage	74.40%	52%	34.40%	61.00%	27.00%	9.00%
American Indian/Alaskan Native	-	-	-	0%	0%	0%	American Indian/Alaskan Native	-	-	-	-	-	-
Asian	-	-	-	91.67%	75%	75%	Asian	100%	100%	80%	86%	57.00%	43.00%
Black/African American	66.67%	40%	10%	76.92%	61.54%	35.38%	Black/African American	73.33%	50%	33.33%	60.00%	31.00%	12.00%
Hispanic	71.97%	42.42%	28.03%	79.63%	51.23%	38.27%	Hispanic	78.79%	59.39%	33.94%	69.00%	39.00%	14.00%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	Native Hawaiian/Pacific Islander	-	-	-	33%	0%	0%
Two or More Races	66.67%	41.67%	16.67%	100%	84.21%	68.42%	Two or More Races	81.48%	59.26%	44.44%	83%	43%	13%
White	68.27%	50%	30.77%	88%	64%	48%	White	87.88%	61.62%	45.45%	78%	51%	26%
Currently Emergent Bilingual	64%	26%	16%	64.81%	27.78%	18.52%	Currently Emergent Bilingual	72.22%	33.33%	22.22%	47.00%	19.00%	2.00%
First Year of Monitoring	100%	100%	40%	100%	75%	50%	First Year of Monitoring	-	-	-	-	-	-
Second Year of Monitoring	-	-	-	100%	66.67%	66.67%	Second Year of Monitoring	100%	75%	25%	100%	100%	0%
Special Ed Indicator	30.43%	8.70%	2.17%	41.07%	10.71%	5.36%	Special Ed Indicator	53.33%	28.89%	11.11%	35.00%	12.00%	6.00%
Hutto Middle School 8th Grade Reading	2022			2023			Farley Middle School 8th Grade Reading	2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters		Approaches	Meets	Masters	Approaches	Meets	Masters
Campus	70.04%	35.63%	13.36%	86.45%	62.32%	41.13%	Campus	82.84%	52.28%	29.76%	80.00%	52.00%	22.00%
Economic Disadvantage	61.54%	29.81%	13.46%	84.29%	57.59%	36.13%	Economic Disadvantage	77.30%	42.94%	20.86%	70.00%	39.00%	11.00%
American Indian/Alaskan Native	50.00%	0.00%	0.00%	-	-	-	American Indian/Alaskan Native	-	-	-	0%	0.00%	0.00%
Asian	33.33%	33.33%	0%	100%	25%	25%	Asian	100%	100%	83.33%	100.00%	100.00%	100.00%
Black/African American	56%	24%	4%	89.09%	65.45%	51%	Black/African American	83.33%	51.85%	35.19%	78.00%	46.00%	12.00%
Hispanic	67.92%	28.30%	11%	86%	61.62%	39.90%	Hispanic	78.57%	45.60%	23.08%	82%	52%	16%
Native Hawaiian/Pacific Islander	-	-	-	100.00%	0.00%	0.00%	Native Hawaiian/Pacific Islander	50%	0%	0%	100%	100%	0%
Two or More Races	67%	38.10%	9.52%	94.74%	52.63%	26.32%	Two or More Races	94.74%	52.63%	21.05%	69%	50%	31%
White	78.89%	47.78%	20.00%	83.59%	66%	42.19%	White	87.27%	61.82%	37.27%	80.00%	54.00%	32.00%
Currently Emergent Bilingual	57.58%	21.21%	6%	80.33%	46%	26%	Currently Emergent Bilingual	69.23%	30.77%	15.38%	66%	26%	5%
First Year of Monitoring	100%	100%	100%	100%	100.00%	83.33%	First Year of Monitoring	100%	100%	0%	-	-	-
Second Year of Monitoring	100%	100%	0%	-	-	-	Second Year of Monitoring	100%	100%	100%	100.00%	66.00%	33.00%
Special Ed Indicator	41.18%	5.88%	0%	57.81%	17%	4.69%	Special Ed Indicator	42.59%	16.67%	3.70%	46%	25%	2%
Hutto Middle School 6th Grade Math	2022			2023			Farley Middle School 6th Grade Math	2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters		Approaches	Meets	Masters	Approaches	Meets	Masters
Campus	69.86%	28.22%	8.77%	74.25%	32.25%	5.50%	Campus	59.64%	23.44%	7.42%	80%	36%	11%
Economic Disadvantage	62.65%	21.69%	4.82%	71.60%	21.30%	3.55%	Economic Disadvantage	49.64%	15.33%	2.19%	72.00%	26.00%	8.00%
American Indian/Alaskan Native	100%	0%	0.00%	-	-	-	Native Hawaiian/Pacific Islander	100%	0%	0%	na	na	na

Asian	78%	56%	33%	78.57%	64.29%	28.57%	Asian	100%	42.86%	42.86%	88%	88.00%	38.00%
Black/African American	60.78%	24%	4%	71.11%	24.44%	2.22%	Black/African American	57.50%	17.50%	7.50%	72.00%	22.00%	8.00%
Hispanic	67.84%	22.81%	7.02%	69.88%	26.51%	4.82%	Hispanic	54.88%	19.51%	3.66%	76.00%	31.00%	10.00%
Two or More Races	80.00%	48.00%	16.00%	68.75%	28.12%	3.12%	Two or More Races	64%	24%	0%	83%	13%	4%
White	74.53%	33.02%	10.38%	81.56%	39.72%	5.67%	White	64%	31%	13%	80%	41%	13%
Currently Emergent Bilingual	56.45%	12.90%	4.84%	66.67%	21.33%	2.67%	Currently Emergent Bilingual	45.65%	10.87%	6.52%	73.00%	34.00%	8.00%
First Year of Monitoring	100%	100%	0%	-	-	-	First Year of Monitoring	100%	100%	0%	50%	50%	50%
Second Year of Monitoring	-	-	-	100%	0%	0%	Second Year of Monitoring	100%	50%	50%	na	na	na
Special Ed Indicator	53.06%	4.08%	0.00%	43.08%	9.23%	1.54%	Special Ed Indicator	27.08%	10.42%	4.17%	47.00%	8.00%	4.00%

Hutto Middle School 7th Grade Math	2022			2023			Farley Middle School 7th Grade Math	2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters		Approaches	Meets	Masters	Approaches	Meets	Masters
Campus	52.69%	21.54%	3.85%	59.29%	23.57%	1.79%	Campus	49.58%	15.97%	4.20%	45.00%	12.00%	0.00%
Economic Disadvantage	48.53%	17.65%	3.68%	51.41%	17.61%	0.70%	Economic Disadvantage	42.57%	13.86%	2.97%	42.00%	10.00%	0.00%
American Indian/Alaskan Native	0%	0%	0.00%	100%	100%	25%	American Indian/Alaskan Native	-	-	-	-	-	-
Asian	50%	50%	25%	83.33%	33.33%	0.00%	Asian	66.67%	66.67%	33.33%	100%	33.00%	0.00%
Black/African American	43.75%	10%	2%	59.57%	19.15%	0.00%	Black/African American	30.77%	7.69%	0%	36.00%	4.00%	0.00%
Hispanic	47.01%	14.53%	1.71%	52.67%	17.56%	1.53%	Hispanic	50%	16.94%	3.23%	37.00%	7.00%	0.00%
Native Hawaiian/Pacific Islander	-	-	-	100.00%	100.00%	0.00%	Native Hawaiian/Pacific Islander	-	-	-	67%	0%	0%
Two or More Races	87.50%	50.00%	25.00%	85.00%	25.00%	0.00%	Two or More Races	59.09%	27.27%	9.09%	59%	18%	0%
White	64%	34.57%	4.94%	59.15%	30.99%	2.82%	White	52.38%	11.11%	4.76%	55%	23%	0%
Currently Emergent Bilingual	45%	11%	2%	36.00%	10.00%	0.00%	Currently Emergent Bilingual	33.33%	13.33%	0%	29.00%	5.00%	0.00%
First Year of Monitoring	100.00%	50.00%	0.00%	-	-	-	First Year of Monitoring	-	-	-	-	-	-
Second Year of Monitoring	50%	50%	0%	-	-	-	Second Year of Monitoring	50%	50%	50%	100%	0%	0%
Special Ed Indicator	16.07%	3.57%	3.57%	32%	5%	0%	Special Ed Indicator	29.55%	6.82%	0%	54.00%	15.00%	0.00%

Hutto Middle School 8th Grade Math	2022			2023			Farley Middle School 8th Grade Math	2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters		Approaches	Meets	Masters	Approaches	Meets	Masters
Campus	74.68%	34.63%	10.08%	73.77%	39.48%	10.39%	Campus	63.10%	27.61%	4.79%	71.00%	33.00%	9.00%
Economic Disadvantage	69.10%	26.97%	6.18%	69.57%	32.85%	7.73%	Economic Disadvantage	55.56%	16.34%	1.31%	62.00%	22.00%	5.00%
American Indian/Alaskan Native	-	-	-	33%	33%	0%	American Indian/Alaskan Native	-	-	-	-	-	-
Asian	100%	70%	60%	90.91%	72.73%	27.27%	Asian	100%	100%	0%	100.00%	80.00%	20.00%
Black/African American	67.92%	23%	6%	66.18%	29.41%	4.41%	Black/African American	58.14%	6.98%	2.33%	60.00%	21.00%	4.00%
Hispanic	71.19%	29.94%	6.21%	68.51%	31.49%	9.39%	Hispanic	55.87%	22.35%	1.12%	70%	30%	7%
Native Hawaiian/Pacific Islander	100%	100%	0%	-	-	-	Native Hawaiian/Pacific Islander	0%	0%	0%	100%	0%	0%
Two or More Races	80.77%	46.15%	19.23%	85.71%	52.38%	9.52%	Two or More Races	88.24%	41.18%	17.65%	77%	33%	8%
White	80%	41.53%	11.86%	86.00%	55.00%	15.00%	White	72.57%	40.71%	9.73%	75.00%	41.00%	12.00%
Currently Emergent Bilingual	62%	25%	2%	69.84%	25.40%	7.94%	Currently Emergent Bilingual	38%	14%	0%	48%	9%	2%
First Year of Monitoring	100.00%	80.00%	20.00%	100%	100%	33.33%	First Year of Monitoring	100%	100%	0%	-	-	-
Second Year of Monitoring	100%	100%	100%	100%	100%	50%	Second Year of Monitoring	100%	100%	0%	100.00%	50.00%	50.00%
Special Ed Indicator	39.68%	9.52%	0.00%	28%	7%	2%	Special Ed Indicator	15.38%	1.92%	0%	36%	20%	6%

Hutto Middle School 8th Grade Social Studies	2022			2023			Farley Middle School 8th Grade Social Studies	2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters		Approaches	Meets	Masters	Approaches	Meets	Masters
Campus	64.60%	30.45%	18.07%	59.42%	30.89%	11.78%	Campus	46.72%	11.20%	2.73%	62.00%	25.00%	9.00%
Economic Disadvantage	57.07%	21.47%	8.90%	50.26%	22.28%	7.77%	Economic Disadvantage	35.62%	5.62%	0.62%	48%	18%	6%
American Indian/Alaskan Native	-	-	-	33.33%	33.33%	0.00%	American Indian/Alaskan Native	-	-	-	-	-	-
Asian	75%	50%	25%	73.33%	60%	40%	Asian	100%	75%	25%	100%	50%	25%
Black/African American	64%	19%	13%	48%	21.74%	8.70%	Black/African American	44.44%	11.11%	1.85%	52%	20%	0%
Hispanic	61.11%	25.25%	13%	54%	26.90%	7.60%	Hispanic	37.64%	7.87%	1.69%	61%	21%	7%
Native Hawaiian/Pacific Islander	100%	100.00%	0.00%	-	-	-	Native Hawaiian/Pacific Islander	0%	0%	0%	0%	0%	0%
Two or More Races	47.37%	21%	11%	72%	44.44%	11.11%	Two or More Races	57.89%	15.79%	0%	57%	42%	15%

White	72.66%	43.75%	29.69%	72.38%	37.14%	17.14%	White	59.63%	13.76%	4.59%	70%	30%	15%
Currently Emergent Bilingual	52.46%	18%	4.92%	41.38%	15.52%	6.90%	Currently Emergent Bilingual	24%	4%	2%	46%	9%	2%
First Year of Monitoring	100.00%	50%	17%	67%	66.67%	33.33%	First Year of Monitoring	100%	100%	0%	-	-	-
Second Year of Monitoring	-	-	-	66.67%	67%	33%	Second Year of Monitoring	50%	50%	0%	66%	33%	0%
Special Ed Indicator	26%	3%	2%	21%	2%	2%	Special Ed Indicator	17.31%	0%	0%	37%	14%	7%

Hutto Middle School 8th Grade Science	2022			2023			Farley Middle School 8th Grade Science	2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters		Approaches	Meets	Masters	Approaches	Meets	Masters
Campus	87.13%	58.91%	32.43%	77.31%	51.98%	20.84%	Campus	64.23%	28.46%	11.65%	79.00%	49.00%	17.00%
Economic Disadvantage	83.16%	50.53%	25.79%	70.53%	42.63%	12.63%	Economic Disadvantage	55.21%	20.86%	7.98%	72%	38%	7%
American Indian/Alaskan Native	-	-	-	33%	33%	0%	American Indian/Alaskan Native				100%	0%	0%
Asian	100%	50%	0%	86.67%	66.67%	53.33%	Asian	100%	75%	50%	100%	75%	50%
Black/African American	90.38%	56%	27%	73.13%	40.30%	10.45%	Black/African American	62.96%	14.81%	5.56%	71%	27%	5%
Hispanic	86.43%	57.29%	26.13%	71.34%	43.27%	15.79%	Hispanic	56.35%	20.44%	9.94%	80%	45%	14%
Native Hawaiian/Pacific Islander	100%	100%	100%	-	-	-	Native Hawaiian/Pacific Islander	50%	0%	0%	100%	0%	0%
Two or More Races	78.95%	47.37%	26.32%	77.78%	61.11%	27.78%	Two or More Races	84.21%	47.37%	15.79%	77%	50%	15%
White	88%	64.84%	46.09%	90.38%	71.15%	30.77%	White	73.39%	44.04%	15.60%	80%	64%	25%
Currently Emergent Bilingual	82%	45%	15%	60.34%	27.59%	10.34%	Currently Emergent Bilingual	44.23%	11.54%	5.77%	72%	28%	5%
First Year of Monitoring	100%	83.33%	50.00%	100%	100%	66.67%	First Year of Monitoring	100%	100%	100%	-	-	-
Second Year of Monitoring	-	-	-	100%	100%	67%	Second Year of Monitoring	100%	100%	50%	100%	66%	33%
Special Ed Indicator	59.68%	16.13%	4.84%	36%	11%	3%	Special Ed Indicator	18.87%	5.66%	0%	56%	25%	7%

Hutto Middle School 8th Grade Algebra I	2022			2023			Farley Middle School 8th Grade Algebra I	2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters		Approaches	Meets	Masters	Approaches	Meets	Masters
Campus	99.00%	88.00%	62.00%	100.00%	93.00%	78.00%	Campus	76.00%	59.00%	42.00%	96.00%	73.00%	37.00%
Economic Disadvantage	100.00%	92.00%	63.00%	100.00%	90.00%	71.00%	Economic Disadvantage	94.00%	54.00%	34.00%	92.00%	62.00%	31.00%
American Indian/Alaskan Native	-	-	-	-	-	-	American Indian/Alaskan Native	-	-	-	-	-	-
Asian	-	-	-	100.00%	88.00%	88.00%	Asian	100%	83.00%	67%	100%	100.00%	100%
Black/African American	100.00%	69%	38%	100.00%	91.00%	64.00%	Black/African American	100.00%	59.00%	47.00%	100.00%	33.00%	11.00%
Hispanic	100.00%	90.00%	64.00%	100.00%	91.00%	76.00%	Hispanic	98.00%	62.00%	38.00%	96.00%	62.00%	33.00%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Two or More Races	-	-	-	100.00%	100.00%	100.00%	Two or More Races	88.00%	50.00%	25.00%	100.00%	100.00%	67.00%
White	100%	91.00%	67.00%	100.00%	94.00%	76.00%	White	93.00%	53.00%	38.00%	94.00%	85.00%	41.00%
Currently Emergent Bilingual	100%	82%	47%	100.00%	90.00%	70.00%	Currently Emergent Bilingual	100.00%	85.00%	54.00%	100.00%	67.00%	50.00%
First Year of Monitoring	-	-	-	-	-	-	First Year of Monitoring	-	-	-	-	-	-
Second Year of Monitoring	-	-	-	-	-	-	Second Year of Monitoring	-	-	-	100%	0%	0%
Special Ed Indicator	-	-	-	-	-	-	Special Ed Indicator	-	-	-	100.00%	0.00%	0.00%

