

Dallas Independent School District

060 Boude Storey Middle School

2026-2027 Campus Improvement Plan

Accountability Rating: C



Mission Statement

To provide rigorous instructional practices that challenges and supports students to excel academically, socially, and emotionally.

Vision

To create a culture of excellence where EVERY student is inspired to learn and empowered to succeed.

Value Statement

"Building a STOREY of Excellence is our Standard"

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

At Boude Storey Middle School, a recent needs assessment has highlighted some critical areas for improvement, grounded in a thorough analysis of academic performance data and community engagement trends. A primary concern is student underachievement in core subjects such as Reading Language Arts and Mathematics, where performance consistently falls below district benchmarks. This shortfall appears to be linked to a limited integration of essential literacy and numeracy skills within the school's STEAM-oriented curriculum. While the emphasis on project-based learning and technology integration fosters creativity and innovation, it may inadvertently draw focus and resources away from foundational academic development. To address this, a more balanced curriculum approach is needed—one that strengthens basic academic skills while continuing to promote advanced technological and interdisciplinary learning.

Another issue involves disparities in parent and community engagement. Although involvement is strong in some areas, participation varies significantly across different demographic groups. Current outreach and engagement strategies may not fully reflect the cultural, linguistic, or scheduling needs of the diverse school community. This indicates a need for more inclusive and adaptive communication methods that ensure all families—regardless of background—feel welcomed, informed, and empowered to engage with the school. Strengthening these connections will be essential in creating a more supportive and equitable educational environment for all students at Boude Storey Middle School.

Demographics

Demographics Summary

Demographics- Grades 6-8- Total Enrollment 311					
All	311	Special Education	77		
White	2	TAG	40	Homeless	11
African American	114	504		Emergent Bilinguals	145
Hispanic	192	At-Risk			
American Indian	1	Eco Dis	294		

School	2025 Total Referrals (All Types)	2026 Total Referrals (All Types)	2025 Assault	2026 Assault	2025 Bullying or Cyberbullying	2026 Bullying or Cyberbullying	2025 Criminal Activity (non-Drug)	2026 Criminal Activity (non-Drug)	2025 Drugs, Tobacco, Vapes, Alcohol	2026 Drugs, Tobacco, Vapes, Alcohol	2025 Fighting or Scuffling	2026 Fighting or Scuffling	2025 Harrassment	2026 Harrassment
SOUTH OAK CLIFF	428	764	11	23	5	11	3	9	77	89	132	142	1	0
BLACK, ALBERT	97	157	18	17	3	0	4	8	0	3	38	60	0	3
STOREY, BOUDE	253	130	6	11	2	1	1	6	44	16	50	42	1	1
FRIDIA, OTTO	63	85	10	20	2	0	3	0	1	0	20	28	1	2
TODD, FREDERICK	114	75	15	5	4	0	5	4	19	12	1	7	0	0
YOUNG, WHITNEY M. JR.	18	21	1	2	0	0	2	3	5	1	0	2	0	0
OLIVER, CLARA	2	20	0	3	0	0	0	0	0	0	0	5	0	1
HOLLAND, H.I.	10	4	0	0	1	0	0	0	1	0	3	2	0	0
JORDAN, BARBARA	8	2	0	2	0	0	0	0	1	0	0	0	4	0
MARSALIS, THOMAS L.	3	0	1	0	0	0	0	0	0	0	0	0	0	0
RUSSELL, CLINTON P.	9	0	1	0	0	0	0	0	0	0	0	0	0	0

Student Attendance

2026 Preliminary ADA

Preliminary uncorrected ADA calculated from daily enrollment and absentee reports provided by EdTech

School	Q1 ADA	Q2 ADA	Q3 ADA	Q4 ADA	Prelim ADA
JORDAN, BARBARA	95	94.1	94	94.8	94.5
MARSALIS, THOMAS L.	95.4	94.5	93	94.3	94.3
RUSSELL, CLINTON P.	94	94.7	93.6	95	94.3
OLIVER, CLARA	94.1	93.9	93.9	94.9	94.2
STOREY, BOUDE	93.5	93.6	93.1	93.9	93.5
HOLLAND, H.I.	93.1	92.7	93.1	93.8	93.1
TODD, FREDERICK	92	93	91.8	93.3	92.5
YOUNG, WHITNEY M. JR.	93.1	92.6	91	91.7	92.1
FRIDIA, OTTO	92.7	92.2	90.3	91.4	91.7
VERTICAL TEAM TOTAL	91.8	91.4	89.6	90.7	90.9
BLACK, ALBERT	90.4	91.4	90.9	90.8	90.9
SOUTH OAK CLIFF	88.3	86.7	82	83.8	85.4

Summary

Boude Storey Middle School, as part of Dallas ISD, comprises a diverse and dynamic community where students, grades 6th-8th , staff, and the broader community actively participate in fostering an educational environment geared toward academic excellence and personal growth. The school's community is reflective of various demographic groups, with a significant representation of Hispanic students at 62%, followed by African American students at 34%, and smaller percentages across other ethnic groups. This diversity enriches the educational experience and reflects the broader demographics of the district .

The school has demonstrated strengths in several academic and extracurricular areas, supported by dedicated teachers and staff. Regarding teacher retention and experience, there is a robust emphasis on maintaining a skilled and committed teaching staff, evident in the structured professional development and leadership opportunities provided to them. This commitment is crucial in supporting the school's educational goals, including college readiness programs where 85.7% of teachers are focused on preparing students for success beyond high school . However, challenges such as varying attendance rates and mobility among students indicate areas for improvement. The attendance rate has shown fluctuations, although it remains high at 94.7%, suggesting good engagement overall but highlighting the need for strategies to address the mobility and stability of student enrollment to ensure consistent educational delivery .

Moreover, the school is actively addressing gaps in student achievement across different subjects and student groups. There is a concerted effort to enhance educational outcomes through targeted interventions, such as in Mathematics and Reading, where performance has been

below district and state averages. These efforts are part of a broader strategy to elevate all students' educational experiences and outcomes, ensuring that the school not only addresses immediate academic needs but also fosters an inclusive and supportive learning environment that resonates with its diverse student body .

Demographics Strengths

Boude Storey Middle School's diverse demographic composition is a significant asset that can be strategically utilized to enhance the educational environment and student outcomes. Here are some key demographic strengths and how they can be leveraged:

1.

Diverse Student Body: The school has a richly diverse student population, with a majority comprising Hispanic (62%) and African American (36%) students. This diversity provides a valuable opportunity for cultural exchange and inclusive curriculum development. Initiatives that celebrate diverse cultures and integrate multiple perspectives can boost student engagement and foster a more inclusive environment.

2.

Focus on College Readiness: A notable 85.7% of teachers at the school are focused on preparing students for college, underscoring a strong college-going culture. This focus can be further supported through partnerships with local colleges and universities to provide dual credit courses, workshops, and campus visits, directly benefiting students by giving them exposure to higher education settings and opportunities. Also, we have incorporated "College Wednesdays" weekly, where teachers and students were represent colleges and universities through wearing school paraphernalia Also, teachers are highlighted on morning announcements on Wednesday mornings presenting the college they attended and 8th graders are presented as well "Elevating Eighth Graders" highlighting there plans for post high school graduation

3.

Support for Special Programs: The school's commitment to special education and other specialized programs highlights its dedication to inclusivity. Enhancing these programs by investing in specialized training for staff, securing additional resources, and engaging with the community can ensure that all students, including those with disabilities and English language learners, receive tailored support that addresses their specific needs.

4.

Experienced Teaching Staff: The wealth of experience among the teaching staff is a considerable advantage. Implementing mentorship programs where seasoned educators guide newer teachers can improve teaching quality across the school. Additionally, focusing on initiatives to retain skilled teachers through professional development and competitive compensation can help maintain a stable and proficient teaching workforce.

By focusing on these demographic strengths, Boude Storey Middle School can create a supportive and dynamic educational setting that not only caters to the diverse needs of its students but also drives higher academic achievements and overall student well-being.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While Boude Storey Middle School has a high percentage of teachers committed to preparing students for college, there remains a significant challenge in effectively translating this focus into equitable access to advanced coursework and college readiness programs across all demographic groups. Per the data, participation in such programs is not proportionately distributed among student demographic

Root Cause: The limited access to advanced academic opportunities and college readiness programs can likely be attributed to a lack of intentional outreach and tailored support

systems for underrepresented students. Additionally, systemic barriers and implicit biases embedded within school enrollment policies and practices may unintentionally privilege certain demographic groups while marginalizing others.

Student Learning

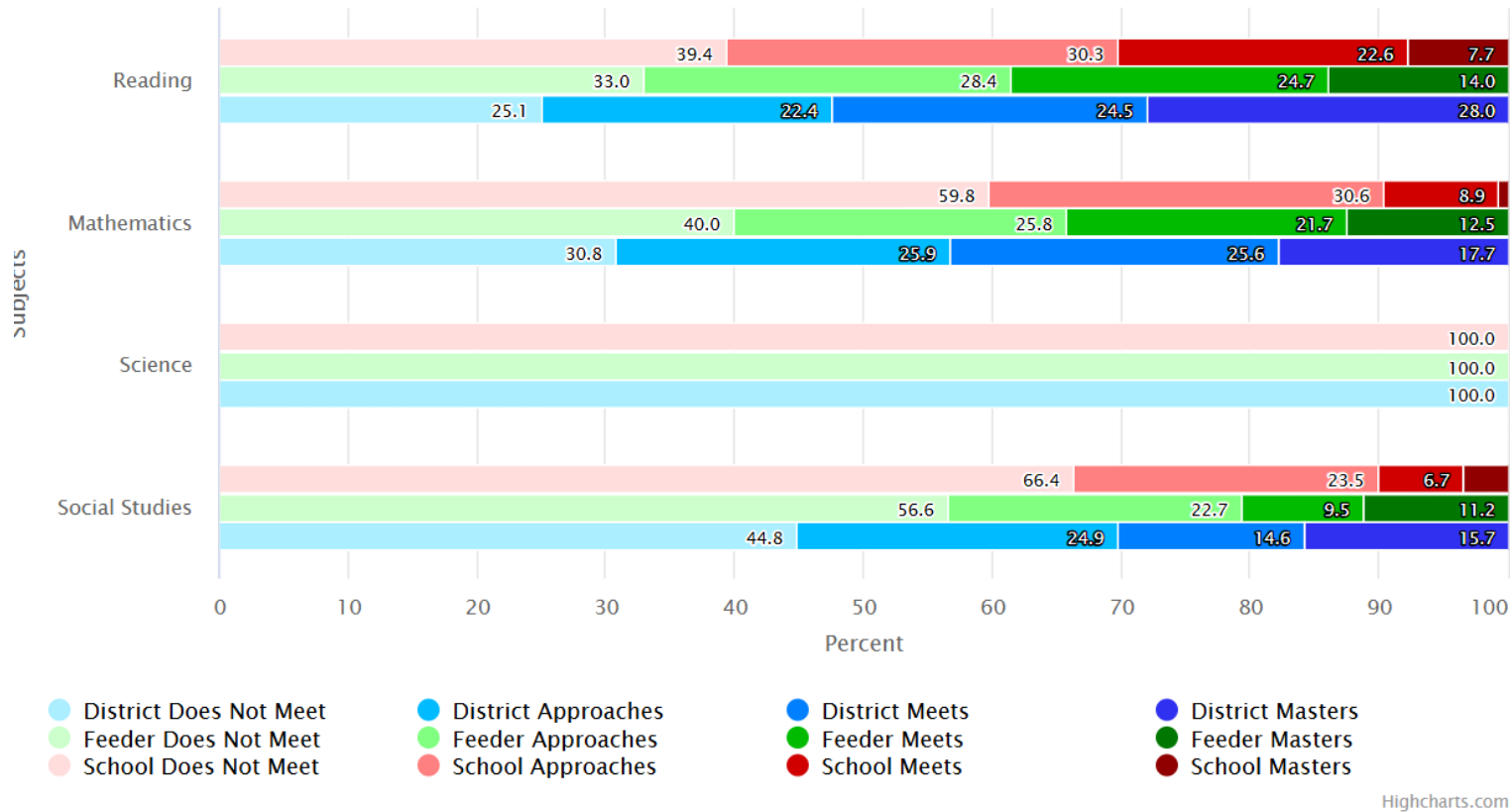
Student Learning Summary

Introduction

Boude Storey Middle School, situated within the Dallas Independent School District, caters to a vibrant and diverse student population in grades 6 through 8. Despite its dedication to fostering an environment of academic excellence and holistic development, the school faces unique challenges that highlight significant areas of need, especially in bridging the achievement gaps among its student groups. This report outlines the school's strengths, areas requiring improvement, and specific disparities affecting African American students, providing a comprehensive overview based on recent STAAR data and internal assessments.

STAAR 3-8 Percentage by Levels – All Test Grades

Results and statistics are based on 2025–26 standards set by the TEA.
Current Enrollment (as of 05/20/2026)



Student Learning Strengths

Based on the data from the documents provided, the student learning strengths at Boude Storey Middle School can be listed chronologically as follows:

1.

College-Going Culture: There is a strong emphasis on preparing students for higher education, with 85.7% of teachers actively engaged in preparing students for college, reflecting a high commitment to student academic and future success.

2.

Feedback and Pedagogical Effectiveness: In the Spring 2026 Student Survey, 72.1% of students reported receiving helpful feedback from teachers that aids in their learning improvement, and 70% perceive the teaching and learning quality as high, indicating strong teacher-student interactions and instructional quality.

3.

Strong performance in Algebra: From the STAAR data from preliminary data 2026, an impressive 100% of students met the standards in Algebra I, 90/A Scale score in Domain 1.

These strengths demonstrate a school that is not only committed to academic rigor, especially in areas like Algebra I, but also to creating an environment that supports both the personal and academic growth of its students. These areas of strength can serve as a foundation for addressing the areas that need improvement, such as overall student engagement and consistent discipline enforcement.

Areas of Strength

1. Strong Performance in and Algebra

- **Algebra I EOC**
 - **100% Approaches**
 - **53% Meets**
 - **26% Masters**
 - Scaled score: 90 (A)

These results show:

- Students perform significantly better in STEM-related tested areas when instruction is rigorous and aligned.
- Higher percentages at the **Meets** and **Masters** levels indicate stronger depth of understanding and readiness for advanced coursework.
- Science demonstrates the strongest academic growth and proficiency overall.

TIP/LIP :By May 2027, students who have attended Boude Storey Middle School for two or more consecutive years will demonstrate measurable academic growth in reading and mathematics. Through targeted instruction, regular progress monitoring, data-driven interventions, and student goal-setting, at least 80% of these students will meet or exceed their individual growth targets on campus assessments and the STAAR assessment, while also showing increased mastery of grade-level standards in the classroom.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At Boude Storey, Students in grades 6-8 are struggling to demonstrate proficiency in math, as shown by low performance at the Meets and Masters levels and failing scaled scores in multiple grade levels.

Root Cause: Many students have significant gaps in foundational numeracy and problem-solving skills, combined with inconsistent use of targeted math interventions and limited opportunities for conceptual, higher-order mathematical thinking.

Problem Statement 2 (Prioritized): At Boude Storey, Students are performing at the Approaches level in Reading more frequently than at the Meets or Masters levels, indicating difficulty with advanced comprehension and critical analysis skills.

Root Cause: Instruction may focus primarily on basic comprehension and test readiness rather than rigorous literacy tasks that develop inferencing, analytical thinking, vocabulary development, and written responses using evidence.

Problem Statement 3 (Prioritized): At Boude Storey, 8th grade Social Studies students are demonstrating low academic achievement, with failing performance in Approaches, Meets, and Masters categories.

Root Cause: Students may lack strong content-area literacy skills, including the ability to analyze informational texts, interpret historical evidence, and comprehend academic vocabulary necessary for success in Social Studies.

Problem Statement 4 (Prioritized): At Boude Storey, A significant percentage of students remain unable to progress from Approaches to Meets and Masters performance levels across core content areas.

Root Cause: Instructional practices may not consistently provide differentiated learning experiences, rigorous academic tasks, or targeted small-group interventions needed to deepen understanding and mastery of standards.

Problem Statement 5 (Prioritized): At Boude Storey, Hispanic and African American students continue to show lower academic achievement and engagement in Reading and Math compared to overall campus expectations.

Root Cause: Systemic inequities, including limited access to academic support, gaps in foundational skills, inconsistent intervention opportunities, socioeconomic barriers, and reduced access to culturally responsive instruction, have contributed to persistent achievement gaps.

School Processes & Programs

School Processes & Programs Summary

Instructional Programs and Processes at Boude Storey Middle School

Boude Storey Middle School implements a wide array of programs and strategic processes aimed at improving student achievement and fostering a supportive, future-ready learning environment. Central to this vision is the school's robust and evolving **STEAM** (Science, Technology, Engineering, Arts, and Mathematics) initiative, which drives innovation across curriculum, instruction, and student engagement.

Curriculum and Instruction

The academic program at Boude Storey is designed to prepare students for college and career readiness through a curriculum that blends foundational academic skills with STEAM-driven inquiry. Instruction is aligned with district goals and continually refined through data analysis and stakeholder feedback. Signature courses such as **robotics** and **introduction to drones** offer students experiential learning opportunities and competitive platforms that nurture critical thinking, creativity, and real-world problem-solving.

Professional Development

Professional learning is a foundational pillar at Boude Storey. Teachers participate in ongoing, targeted professional development with a strong emphasis on **integrating technology and engineering concepts** into instruction. These opportunities are collaborative in nature, fostering a culture of shared learning among educators and directly contributing to instructional excellence and innovation in the classroom.

Leadership and Decision-Making

School leadership at Boude Storey is strategically aligned with the district's mission and focuses on making informed decisions that prioritize student achievement and well-being. The leadership team plays a proactive role in the implementation of school-wide initiatives, especially those tied to the STEAM program, ensuring that goals are met with fidelity and that instructional practices reflect high standards.

Communication and Student Support

Effective communication structures are in place to ensure transparent, two-way engagement among staff, students, and families. These systems support timely information-sharing and foster a well-connected school community. A comprehensive array of **student support services**—including behavioral interventions and academic counseling—ensures that all learners have access to the resources they need to succeed.

Extracurricular and Cocurricular Opportunities

Boude Storey offers a rich selection of extracurricular and cocurricular programs that extend learning beyond the classroom. Highlights include the multimedia broadcasting program, where students produce content that showcases school events and student achievements. These activities not only nurture diverse talents and interests but also help students develop

essential communication, leadership, and technical skills.

Technology Integration

Technology is seamlessly integrated into instruction at Boude Storey, enhancing both teaching and learning experiences. With continued investment in digital tools and platforms, students are immersed in a **technology-rich environment** that prepares them for success in a rapidly evolving digital world. Technology is especially central to the STEAM framework, with students gaining hands-on experience in multimedia production, coding, and engineering-focused projects.

Conclusion

Through its strategic emphasis on curriculum innovation, professional development, inclusive leadership, and comprehensive student support, Boude Storey Middle School delivers a holistic and high-impact educational experience. The school’s strong focus on STEAM not only enriches academic learning but also equips students with the skills and mindset needed to thrive in the 21st century. Each component of the school's instructional and operational model reflects a commitment to excellence, equity, and continuous improvement.

2026- TEI Summary

2026 Evaluator Data

Evaluator Name	Number of Teachers	Spot Avg	D2 Spot Avg	D3 Spot Avg	Number of STAAR/EOC Test Subjects	Number of Tested Students	Avg D1 Raw Score	Avg D1 Scale Score	Avg % Met DISD Goal	% Teachers Progressing III & Below	% Teachers Proficient I & Above
MCGRIFF, CYNETRIA	4	1.8	1.7	2.0	3	247	25	56	25%	50%	50%
REAVES, KAMIELLE	8	1.9	1.7	2.2	9	329	17	46	34%	13%	88%
BROWN, DAMION	9	1.5	1.4	1.6	2	228	18	47	32%	44%	56%

2026 Teacher Data

Teachers with multiple STAAR exams are listed multiple times (once for each STAAR); note that STAAR/EOC data is preliminary and that ALT-2 data is not included.

Teacher Name	2026 TEI Level	Spot Avg	D2 Spot Avg	D3 Spot Avg	STAAR/EOC	Number of Tested Students	APP	MET	MST	D1 Raw	D1 Scale	% Met DISD Goal	Evaluator
ANDREWS, URSULA	Proficient I	2.01	1.88	2.2	8R	88	84%	42%	10%	45	76	51%	MCGRIFF, CYN
APPIAH-OPOKU, PAMELA	Proficient III	2.23	1.88	2.7	6M	4							REAVES, KAMIE
APPIAH-OPOKU, PAMELA	Proficient III	2.23	1.88	2.7	6R	4							REAVES, KAMIE
APPIAH-OPOKU, PAMELA	Proficient III	2.23	1.88	2.7	7M	5							REAVES, KAMIE
APPIAH-OPOKU, PAMELA	Proficient III	2.23	1.88	2.7	7R	5							REAVES, KAMIE
APPIAH-OPOKU, PAMELA	Proficient III	2.23	1.88	2.7	8M	3	0%	0%	0%	0		100%	REAVES, KAMIE
APPIAH-OPOKU, PAMELA	Proficient III	2.23	1.88	2.7	8SCI	3	0%	0%	0%	0		0%	REAVES, KAMIE
APPIAH-OPOKU, PAMELA	Proficient III	2.23	1.88	2.7	8SS	3	0%	0%	0%	0		0%	REAVES, KAMIE
BRYANT, ARLENE	Proficient I	1.78	1.66	1.94	6R	65	71%	42%	11%	41	73	19%	MCGRIFF, CYN
CARR, WILLIAM	Progressing I	1.73	1.65	1.83									BROWN, DAMIC
CHANDLER, CEDRIC D	Proficient I	1.29	1.41	1.12									BROWN, DAMIC
COKER, YOLONDA	Proficient I	1.95	1.78	2.17	6M	2							REAVES, KAMIE
COKER, YOLONDA	Proficient I	1.95	1.78	2.17	6R	2							REAVES, KAMIE
COKER, YOLONDA	Proficient I	1.95	1.78	2.17	7M	3							REAVES, KAMIE
COKER, YOLONDA	Proficient I	1.95	1.78	2.17	7R	3							REAVES, KAMIE
COKER, YOLONDA	Proficient I	1.95	1.78	2.17	8M	2							REAVES, KAMIE
COKER, YOLONDA	Proficient I	1.95	1.78	2.17	8SCI	2							REAVES, KAMIE
COKER, YOLONDA	Proficient I	1.95	1.78	2.17	8SS	2							REAVES, KAMIE

CORONADO, JESUS F	No Level	1.41	1.33	1.51										BROWN, DAMIC
DONAHUE, NICHOLE RENE	Proficient I	2.2	1.97	2.52										REAVES, KAMIE
DOTSON, LISA	Progressing I	1.74	1.55	2	6R	11	11%	0%	0%	4	34	13%		MCGRIFF, CYNE
DOTSON, LISA	Progressing I	1.74	1.55	2	7R	14	29%	14%	0%	14	43	23%		MCGRIFF, CYNE
DOTSON, LISA	Progressing I	1.74	1.55	2	8R	8	0%	0%	0%	0		17%		MCGRIFF, CYNE
ERVES, RODERICK AARON	Progressing I	1.54	1.44	1.67										BROWN, DAMIC
GUNN, STACY R	Proficient I	1.55	1.5	1.63										BROWN, DAMIC
HALZA, JAMES	Proficient I	1.38	1.39	1.38	7MH	90	30%	6%	0%	12	41	23%		REAVES, KAMIE
JONES, LATOYA SHANTE	Proficient I	1.99	1.77	2.29										REAVES, KAMIE
MCAIR, ROBERT	Proficient I	1.5	1.43	1.6	8SS	115	38%	10%	3%	17	46	21%		BROWN, DAMIC
OKELLO, EVELYN APONDI	Progressing I	1.48	1.41	1.57										REAVES, KAMIE
POLITE, KAYLIN	Proficient II	2.07	1.82	2.4	8M	95	48%	11%	1%	20	49	55%		REAVES, KAMIE
POLITE, KAYLIN	Proficient II	2.07	1.82	2.4	A1	19	100%	60%	33%	64	91	40%		REAVES, KAMIE
PRENTISS, CRYSTAL J	No Level	1.13	1.1	1.16										BROWN, DAMIC
ROSEBOROUGH, CHEDRION	Proficient I	1.96	1.75	2.24	6M	82	56%	11%	1%	23	52	22%		REAVES, KAMIE
THOMAS, ASTRID	Progressing II	1.73	1.57	1.94	7R	61	73%	46%	17%	46	77	31%		MCGRIFF, CYNE
TIMMS, LAUREN D	Proficient I	1.61	1.54	1.69										BROWN, DAMIC
TYLER, CARLA	Proficient I	1.71	1.61	1.83	8SCI	113	28%	28%	0%	19	48	43%		BROWN, DAMIC

School Processes & Programs Strengths

Boude Storey Middle School Summary

At **Boude Storey Middle School**, we are committed to fostering a culture of academic excellence, student growth, and meaningful relationships that prepare every learner for future success. Serving **308 students**, our campus is dedicated to providing a supportive and engaging learning environment where all students are challenged to achieve at high levels and develop the skills necessary for success in high school and beyond.

Student Profile

Boude Storey Middle School serves a diverse student population of 308 students. Our campus is committed to meeting the unique academic, social, and emotional needs of every learner through personalized support, high-quality instruction, and opportunities for student leadership and growth. By leveraging data-driven practices and targeted interventions, we work to ensure that all students have access to the resources and support needed to succeed.

Commitment to Excellence

Our staff is dedicated to creating a safe, inclusive, and rigorous learning environment where students are empowered to reach their full potential. Through collaborative planning,

continuous professional learning, and a shared commitment to excellence, teachers and staff work together to deliver engaging instruction that promotes critical thinking, problem-solving, and lifelong learning.

Building a Strong Learning Community

At Boude Storey Middle School, we believe that student success is built through strong partnerships among educators, families, and the community. We prioritize positive relationships, open communication, and a culture of high expectations that encourages students to take ownership of their learning and personal growth. Through academic programs, extracurricular opportunities, and social-emotional supports, we strive to develop well-rounded students who are prepared to thrive in an ever-changing world.

Staff Quality and Recruitment

Boude Storey Middle School recognizes that effective teachers are the foundation of student success. We are committed to recruiting, developing, and retaining highly qualified educators who are passionate about student achievement and dedicated to continuous improvement. Through strategic hiring practices, ongoing professional development, and collaborative support systems, we ensure that every classroom is led by an educator equipped to meet the diverse needs of our students.

Our mission is to empower every student to achieve academic excellence, develop strong character, and become a confident, responsible citizen prepared for future success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While Boude Storey Middle School has implemented a strong STEAM curriculum with engaging courses like robotics and drone technology, there is a noticeable gap in student performance in foundational subjects such as Reading Language Arts and Mathematics. This discrepancy shows a need to balance high-tech, project-based learning with core academic skills to ensure all students perform accordingly

Root Cause: The root cause of the discrepancy in student performance may be attributed to an insufficient integration of foundational literacy and numeracy skills within the STEAM curriculum. The focus on project-based and technology-enhanced learning might overshadow the reinforcement of essential academic skills, leading to uneven academic achievements across different subject areas.

Problem Statement 2 (Prioritized): Student performance in core content areas is below district and/or state expectations, with gaps in proficiency among student groups.

Root Cause: Inconsistent implementation of Tier I instruction across classrooms. Limited use of data to drive instructional planning and interventions. Insufficient differentiation for diverse learner needs. Lack of alignment between curriculum, instruction, and assessment. Students have gaps in foundational skills from previous grade levels.

Problem Statement 3 (Prioritized): A significant percentage of students are not meeting grade-level expectations in reading comprehension and literacy skills.

Root Cause: Limited opportunities for students to engage in rigorous reading across content areas. Inconsistent implementation of literacy strategies schoolwide. Lack of targeted intervention for struggling readers. Student absenteeism impacting instructional continuity.

Problem Statement 4 (Prioritized): Student achievement in mathematics remains below desired performance levels, particularly in problem-solving and mathematical reasoning.

Root Cause: Inconsistent use of high-yield instructional strategies. Gaps in prerequisite math skills. Limited opportunities for students to engage in mathematical discourse. Insufficient monitoring of intervention effectiveness.

Problem Statement 5 (Prioritized): Student behavior incidents disrupt instructional time and negatively impact the learning environment.

Root Cause: Inconsistent implementation of campus behavior expectations. Need for additional social-emotional learning supports. Limited restorative practices and proactive interventions. Lack of student ownership and accountability systems.

Perceptions

Perceptions Summary

Boude Storey Middle School: Engagement, Feedback, and Continuous Improvement

Boude Storey Middle School operates with a clear commitment to engagement, transparency, and continuous growth, integrating stakeholder feedback into both its educational and operational practices. A variety of data sources and ongoing initiatives support the school's mission to create a dynamic, responsive, and inclusive learning environment.

School Culture & Climate

- **Stakeholder Input through Surveys, Interviews, and Focus Groups:** The school regularly gathers insights from students, staff, and parents to evaluate the effectiveness of programs, initiatives, and school-wide changes. These tools play a critical role in ensuring a responsive and evolving school climate.
 - **Positive and Inclusive Culture:** Social and Emotional Learning (SEL) is embedded across the curriculum, promoting a values-driven, inclusive atmosphere. While overall feedback indicates a strong cultural foundation, targeted improvements are being pursued in areas identified through stakeholder responses.
 - **Staff Feedback and Engagement:** Regular staff surveys provide valuable insights into workplace satisfaction, instructional support needs, and professional development priorities. High levels of staff participation reflect strong engagement and a collaborative working environment.
 - **Student Voice and Involvement:** Student feedback, collected through surveys and advisory groups, is central to shaping instructional practices and programs. This input helps align school initiatives with student interests, challenges, and aspirations.
 - **Staff Retention:** Monitored as a key indicator of organizational health, staff retention remains a focus area. The school promotes retention through targeted professional development, mentorship, and supportive workplace policies.
-

Family and Community Involvement

- **Parent Feedback and Engagement Monitoring:** Participation levels and feedback are closely tracked through surveys and event evaluations. Initiatives such as *Family Tech Talks* and *Academic Showcase Nights* aim to deepen family involvement. However, consistent engagement across all demographics remains an area for growth.
 - **Community Partnerships and Volunteer Involvement:** Strong, evolving partnerships with community organizations, along with active volunteerism, significantly enrich the student experience. These collaborations contribute additional resources and support, with measurable positive impacts on student outcomes.
 - **Strategic Communication:** The school employs a range of communication platforms to keep families and community members informed and engaged. Communication strategies are continually reviewed and adapted based on feedback to ensure clarity, accessibility, and cultural relevance.
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Conclusion

Boude Storey Middle School's approach to education is grounded in accountability, stakeholder engagement, and data-informed decision-making. Through continuous reflection and adaptation, the school strives to maintain a culture of excellence and inclusivity. While the overall climate is strong, efforts continue to strengthen areas such as equitable parent engagement and targeted communication—ensuring that every voice is heard and valued in the school community.

STUDENT SURVEY RESULTS

 **STOREY**
"Spring 2026 Student Survey - Teacher, Grades 6-12"



Summary

Topic Description	Results	Comparison
Classroom Climate Perceptions of the overall social and learning climate of the classroom.	62% ▼ 4 since last survey	71% SOC 80% DALLAS ISD
Engagement How attentive and invested students are in class.	52% ▼ 2 since last survey	58% SOC 65% DALLAS ISD
Pedagogical Effectiveness Students' perceptions of the quality of teaching and amount of learning they experience from a particular teacher.	72% ▼ 2 since last survey	77% SOC 82% DALLAS ISD
Rigorous Expectations How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class.	70% ▼ 1 since last survey	76% SOC 81% DALLAS ISD
Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the classroom.	63% ▼ 2 since last survey	69% SOC 76% DALLAS ISD

510 responses

2026 Spring Climate Survey

School: Boude Storey MS		TEA: 60							
Survey Category/Item	Responses	Campus Percent Positive (S2026)	District Scale Score (Mean)	District Scale Score (%ile)	District Quintile Score	Group Rank	Vertical Team Percent Positive	Choice Percent Positive	District Percent Positive
Beliefs and Priorities		80.8	4.25	40	3	25	87.2	86.3	85.7
The key actions my school is working on this year are focused on what is best for students.	32	84.4					86.3	85.3	84.6
I understand my role in implementing the school's key actions.	32	87.5					93.1	92.0	91.7
I have the support I need from campus leadership to do my job well.	32	71.9					80.5	81.0	80.3
My campus leadership helps me understand recent changes in the school's focus.	32	78.1					83.1	82.7	82.4
My campus currently bases its actions on the Dallas ISD Student Outcome Goals.	32	81.3					90.5	89.2	87.9
My campus priorities are aligned with the district's priorities.	32	84.4					89.4	88.7	88.0
Campus leadership makes decisions that support the district's mission statement: "Educating all students for success."	32	78.1					87.4	85.6	85.0
District leadership makes decisions that support the district's mission statement: "Educating all students for success."*	32	87.5					84.6	80.3	81.0
Positive Culture and Environment		68.1	3.74	22	2	32	74.6	77.3	75.8
I would recommend this school to others to work here.	31	64.5					72.6	80.0	77.5
I usually look forward to working each day at this school.	31	64.5					77.0	82.1	80.2
I believe I work in an environment of support and respect.	31	71.0					76.8	79.9	79.3
Discipline is enforced consistently and effectively at my campus.	31	67.7					68.7	67.4	68.8
Unruly students are not permitted to disrupt the learning environment.	31	64.5					70.0	71.1	70.4
The campus I work in is clean, safe and free of physical hazards.	31	77.4					85.7	85.2	84.2
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	31	74.2					74.8	74.6	74.5
I am satisfied with the recognition I receive for doing a good job.	31	64.5					74.1	75.9	74.6

I am satisfied with the recognition I receive for doing a good job.	31	64.5					74.1	75.9	74.6
Morale at my school is strong.	31	61.3					70.8	72.2	71.4
I would recommend this school to parents seeking a place for their child.	31	71.0					75.2	84.5	77.8
Culture of Feedback and Support		70.0	3.81	21	2	35	79.1	78.9	79.2
My campus leadership helps me improve the quality of my instruction.	20	75.0					77.4	78.0	78.6
The instructional feedback I get helps me improve the quality of my instruction.	20	70.0					79.2	79.8	81.0
I have sufficient opportunities and encouragement to develop my leadership potential.	20	70.0					78.1	82.0	78.5
The PD sessions at my school this year helped me improve instruction.	20	70.0					75.3	72.5	73.5
My team experiences with colleagues this year helped me improve instruction.	20	70.0					85.5	84.3	85.3
My school has an effective instructional leadership team.	20	65.0					79.2	77.1	78.4
College-Going Culture		74.0	4.07	14	1	32	87.0	89.4	87.2
Staff expect most students in this school to go to college.	25	68.0					80.8	89.1	83.8
Instruction in this school is focused on helping students get ready for college.	25	72.0					86.7	88.1	85.6
Staff in this school feel that it is a part of their job to prepare students to succeed in college.	25	72.0					88.9	90.6	88.1
Staff at this school accept nothing less from students than their full effort.	25	76.0					86.7	87.0	86.4
Staff at this school do not let students give up when their class work becomes challenging.	25	76.0					87.3	89.1	88.2
Staff at this school give students feedback to help them understand how to improve.	25	80.0					91.6	92.4	91.1
Teacher-Teacher Trust		65.0	3.58	3	1	49	80.6	83.2	83.0
Teachers in this school trust each other	20	55.0					74.2	78.2	78.4
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	20	70.0					76.3	80.4	79.5
Teachers respect other teachers who take the lead in school improvement efforts.	20	65.0					84.8	86.6	86.6
Teachers at this school respect those colleagues who are experts at their craft.	20	70.0					86.9	87.8	87.6

Discipline Data 2026

School	2025 Total Referrals (All Types)	2026 Total Referrals (All Types)	2025 Assault	2026 Assault	2025 Bullying or Cyberbullying	2026 Bullying or Cyberbullying	2025 Criminal Activity (non-Drug)	2026 Criminal Activity (non-Drug)	2025 Drugs, Tobacco, Vapes, Alcohol	2026 Drugs, Tobacco, Vapes, Alcohol	2025 Fighting or Scuffling	2026 Fighting or Scuffling	2025 Harrassment	2026 Harrassment
SOUTH OAK CLIFF	428	764	11	23	5	11	3	9	77	89	132	142	1	0
BLACK, ALBERT	97	157	18	17	3	0	4	8	0	3	38	60	0	3
STOREY, BOUDE	253	130	6	11	2	1	1	6	44	16	50	42	1	1
FRIDIA, OTTO	63	85	10	20	2	0	3	0	1	0	20	28	1	2
TODD, FREDERICK	114	75	15	5	4	0	5	4	19	12	1	7	0	0
YOUNG, WHITNEY M. JR.	18	21	1	2	0	0	2	3	5	1	0	2	0	0
OLIVER, CLARA	2	20	0	3	0	0	0	0	0	0	0	5	0	1
HOLLAND, H.I.	10	4	0	0	1	0	0	0	1	0	3	2	0	0
JORDAN, BARBARA	8	2	0	2	0	0	0	0	1	0	0	0	4	0
MARSALIS, THOMAS L.	3	0	1	0	0	0	0	0	0	0	0	0	0	0
RUSSELL, CLINTON P.	9	0	1	0	0	0	0	0	0	0	0	0	0	0

Attendance Data

Student Attendance

2026 Preliminary ADA

Preliminary uncorrected ADA calculated from daily enrollment and absentee reports provided by EdTech

School	Q1 ADA	Q2 ADA	Q3 ADA	Q4 ADA	Prelim ADA
JORDAN, BARBARA	95	94.1	94	94.8	94.5
MARSALIS, THOMAS L.	95.4	94.5	93	94.3	94.3
RUSSELL, CLINTON P.	94	94.7	93.6	95	94.3
OLIVER, CLARA	94.1	93.9	93.9	94.9	94.2
STOREY, BOUDE	93.5	93.6	93.1	93.9	93.5
HOLLAND, H.I.	93.1	92.7	93.1	93.8	93.1
TODD, FREDERICK	92	93	91.8	93.3	92.5
YOUNG, WHITNEY M. JR.	93.1	92.6	91	91.7	92.1
FRIDIA, OTTO	92.7	92.2	90.3	91.4	91.7
VERTICAL TEAM TOTAL	91.8	91.4	89.6	90.7	90.9
BLACK, ALBERT	90.4	91.4	90.9	90.8	90.9
SOUTH OAK CLIFF	88.3	86.7	82	83.8	85.4

Data Sources: Campus Data Packet, Climate Survey, Parent Survey, Student Perception Survey, Discipline Data, Attendance Data, Common Assessment Data

Perceptions Strengths

School Culture & Climate

Strengths:

- **Positive School Environment:** Feedback from various stakeholders reflects a strong, supportive school culture, reinforced by Boude Storey Middle School's intentional focus on Social and Emotional Learning (SEL). This emphasis contributes meaningfully to both academic success and students' personal development.
- **Transparent and Effective Communication:** The school effectively utilizes multiple communication platforms to keep families and staff informed. This transparency fosters trust and enhances the overall perception of the school's operations.
- **Proactive and Aligned Leadership:** School leadership is recognized for its responsiveness and alignment with the school's mission and the needs of its community. This proactive approach enhances confidence among staff, students, and parents.
- **Commitment to Professional Growth:** Continuous investment in professional development is seen as a major asset, contributing to teacher effectiveness, instructional

quality, and improved student outcomes.

Areas for Growth:

- **Targeted Climate Improvements:** While the overall school climate is perceived positively, data suggests opportunities remain to address specific areas where students, parents, or staff have identified room for enhancement. Ongoing efforts are needed to ensure a consistently inclusive and supportive environment across all facets of the school.

Data Sources: Campus Data Packet, Climate Survey, Parent Survey, Student Perception Survey, Discipline Data, Attendance Data, Common Assessment Data

Family and Community Involvement

Strengths:

- **Active Community Engagement:** The school fosters strong relationships with families and the broader community through well-attended events such as Family Tech Talks and Academic Showcase Nights, promoting collaboration and shared investment in student success.
- **Inclusive and Equitable Practices:** An intentional focus on inclusivity—evident in the diverse curriculum and support for special programs—demonstrates a commitment to equity and the celebration of cultural and community diversity.

Areas for Growth:

- **Consistent Parent Participation Across Demographics:** Despite positive strides in family engagement, participation levels vary among different demographic groups. A more tailored approach may be needed to ensure all families feel equally empowered and supported to take part in school activities and decision-making.

Data Sources: Campus Data Packet, Climate Survey, Parent Survey, Student Perception Survey, Discipline Data, Attendance Data, Common Assessment Data

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While Boude Storey Middle School demonstrates strength in community engagement and parental involvement through a variety of events, a persistent challenge remains in achieving equitable participation across all demographic groups. This disparity suggests that certain segments of the school's diverse community are underrepresented or less actively engaged.

Root Cause: The primary root cause of this issue is likely the absence of tailored communication and engagement strategies that intentionally address the diverse cultural, linguistic, and scheduling needs of all families. Existing outreach efforts may fall short in accommodating the distinct preferences, values, and logistical constraints of various community groups, resulting in uneven participation.

Problem Statement 2 (Prioritized): Perception survey results indicate that not all students feel a strong sense of belonging and connectedness to the school community, which may impact engagement and academic performance.

Root Cause: Limited opportunities for student voice and leadership. Inconsistent relationship-building practices across classrooms. Need for additional social-emotional learning supports.

Problem Statement 3 (Prioritized): Parent survey data indicates that families desire increased communication and involvement in their child's educational experience.

Root Cause: Communication methods may not consistently reach all families. Limited opportunities for family participation in school activities. Lack of awareness regarding campus programs and resources.

Priority Problem Statements

Problem Statement 1: At Boude Storey, Students are performing at the Approaches level in Reading more frequently than at the Meets or Masters levels, indicating difficulty with advanced comprehension and critical analysis skills.

Root Cause 1: Instruction may focus primarily on basic comprehension and test readiness rather than rigorous literacy tasks that develop inferencing, analytical thinking, vocabulary development, and written responses using evidence.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: At Boude Storey, 8th grade Social Studies students are demonstrating low academic achievement, with failing performance in Approaches, Meets, and Masters categories.

Root Cause 2: Students may lack strong content-area literacy skills, including the ability to analyze informational texts, interpret historical evidence, and comprehend academic vocabulary necessary for success in Social Studies.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: At Boude Storey, Students in grades 6-8 are struggling to demonstrate proficiency in math, as shown by low performance at the Meets and Masters levels and failing scaled scores in multiple grade levels.

Root Cause 3: Many students have significant gaps in foundational numeracy and problem-solving skills, combined with inconsistent use of targeted math interventions and limited opportunities for conceptual, higher-order mathematical thinking.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: At Boude Storey, A significant percentage of students remain unable to progress from Approaches to Meets and Masters performance levels across core content areas.

Root Cause 4: Instructional practices may not consistently provide differentiated learning experiences, rigorous academic tasks, or targeted small-group interventions needed to deepen understanding and mastery of standards.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: At Boude Storey, Hispanic and African American students continue to show lower academic achievement and engagement in Reading and Math compared to overall campus expectations.

Root Cause 5: Systemic inequities, including limited access to academic support, gaps in foundational skills, inconsistent intervention opportunities, socioeconomic barriers, and reduced access to culturally responsive instruction, have contributed to persistent achievement gaps.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: While Boude Storey Middle School has implemented a strong STEAM curriculum with engaging courses like robotics and drone technology, there is a noticeable gap in student performance in foundational subjects such as Reading Language Arts and Mathematics. This discrepancy shows a need to balance high-tech, project-based learning with core academic skills to ensure all students perform accordingly

Root Cause 6: The root cause of the discrepancy in student performance may be attributed to an insufficient integration of foundational literacy and numeracy skills within the STEAM curriculum. The focus on project-based and technology-enhanced learning might overshadow the reinforcement of essential academic skills, leading to uneven academic achievements across different subject areas.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Student performance in core content areas is below district and/or state expectations, with gaps in proficiency among student groups.

Root Cause 7: Inconsistent implementation of Tier I instruction across classrooms. Limited use of data to drive instructional planning and interventions. Insufficient differentiation for diverse learner needs. Lack of alignment between curriculum, instruction, and assessment. Students have gaps in foundational skills from previous grade levels.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: A significant percentage of students are not meeting grade-level expectations in reading comprehension and literacy skills.

Root Cause 8: Limited opportunities for students to engage in rigorous reading across content areas. Inconsistent implementation of literacy strategies schoolwide. Lack of targeted intervention for struggling readers. Student absenteeism impacting instructional continuity.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Student achievement in mathematics remains below desired performance levels, particularly in problem-solving and mathematical reasoning.

Root Cause 9: Inconsistent use of high-yield instructional strategies. Gaps in prerequisite math skills. Limited opportunities for students to engage in mathematical discourse. Insufficient monitoring of intervention effectiveness.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Student behavior incidents disrupt instructional time and negatively impact the learning environment.

Root Cause 10: Inconsistent implementation of campus behavior expectations. Need for additional social-emotional learning supports. Limited restorative practices and proactive interventions. Lack of student ownership and accountability systems.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: While Boude Storey Middle School demonstrates strength in community engagement and parental involvement through a variety of events, a persistent challenge remains in achieving equitable participation across all demographic groups. This disparity suggests that certain segments of the school's diverse community are underrepresented or less actively engaged.

Root Cause 11: The primary root cause of this issue is likely the absence of tailored communication and engagement strategies that intentionally address the diverse cultural, linguistic, and scheduling needs of all families. Existing outreach efforts may fall short in accommodating the distinct preferences, values, and logistical constraints of various community groups, resulting in uneven participation.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Perception survey results indicate that not all students feel a strong sense of belonging and connectedness to the school community, which may impact engagement and academic performance.

Root Cause 12: Limited opportunities for student voice and leadership. Inconsistent relationship-building practices across classrooms. Need for additional social-emotional learning supports.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Parent survey data indicates that families desire increased communication and involvement in their child's educational experience.

Root Cause 13: Communication methods may not consistently reach all families. Limited opportunities for family participation in school activities. Lack of awareness regarding campus programs and resources.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: While Boude Storey Middle School has a high percentage of teachers committed to preparing students for college, there remains a significant challenge in effectively translating this focus into equitable access to advanced coursework and college readiness programs across all demographic groups. Per the data, participation in such programs is not proportionately distributed among student demographic

Root Cause 14: The limited access to advanced academic opportunities and college readiness programs can likely be attributed to a lack of intentional outreach and tailored support systems for underrepresented students. Additionally, systemic barriers and implicit biases embedded within school enrollment policies and practices may unintentionally privilege certain demographic groups while marginalizing others.

Problem Statement 14 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Focus Group(s) data

Goals

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 51 to 58 by June 2030.

Performance Objective 1: Student achievement on TEKS-aligned District assessments in Reading, in grades 6-8 using the projected Domain 1 calculation will increase from 33% to 48% by Fall 2026 and 53% by Spring 2027.

High Priority

Evaluation Data Sources: Modular Assessment, district common assessment, exit tickets, and STAAR assessments

Strategy 1 Details	Reviews		
Strategy 1: 6th - 8th grade students scoring between the 20th -50th percentile on I-Ready Growth for Reading will receive pull-out/push-in support (after 1st good instruction from the core teacher) from LAS (4 days per week/30-45 minutes per day) 1:5 teacher/student ratio. Strategy's Expected Result/Impact: More students performing on grade-level Staff Responsible for Monitoring: Principal, AP's Literacy Specialist, Math and Reading Lead Teachers, and CILT Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 2, 4 - School Processes & Programs 2, 3	Formative		Summative
	Oct	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Utilize supplemental digital resources and paper-based programs, such as i-Ready, Amplify Intervention Toolkit, Patterns of Power, ELlevation, & Kami in grades 6-8 will provide students with instruction and practice of foundational literacy skills to become proficient, skillful readers. Strategy's Expected Result/Impact: Increase the number of students meeting grade level on IREADY & STAAR Staff Responsible for Monitoring: Classroom teachers, Reading CILT, Reading IF Title I: 2.51, 2.52 - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials Problem Statements: Student Learning 2, 4	Formative		Summative
	Oct	Feb	Apr

Strategy 3 Details		Reviews		
Strategy 3: Implement distributive leadership teams consisting of a Curriculum Alignment Team, School Climate Action Team, and Data analysis team to increase the level and quality of team experiences staff members have with one another. Teams will regularly review and monitor the progress of the CIP and provide feedback to the stakeholders Strategy's Expected Result/Impact: Increase the number of students meeting grade level on IREADY & STAAR Staff Responsible for Monitoring: Classroom teachers, Reading Cilt (Ursula Andrews), and SBDM Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials Problem Statements: School Processes & Programs 2, 3		Formative		Summative
		Oct	Feb	Apr
Strategy 4 Details		Reviews		
Strategy 4: Staff will identify their highly struggling students and track student progress toward mastery. Horizontal and vertical alignment will ensure best practices are being shared. Strategy's Expected Result/Impact: Increase the number of students meeting grade level on STAAR & I-READY Staff Responsible for Monitoring: Administration, Cilt, Classroom Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership Problem Statements: Student Learning 2, 3, 5		Formative		Summative
		Oct	Feb	Apr
Strategy 5 Details		Reviews		
Strategy 5: Provide additional opportunities for parental involvement, including but not limited to, multiple instructional learning nights, parent workshops, meet the teacher nights, that all increase the motivation and involvement of the parents. Strategy's Expected Result/Impact: Increase the number of students meeting grade level on i-READY& STAAR Staff Responsible for Monitoring: Classroom teachers, and Reading CILT Heads (Ursula Andrews, Lashawn Berry)		Formative		Summative
		Oct	Feb	Apr

Strategy 6 Details	Reviews		
Strategy 6: Teachers will examine student work through Student Work Huddles to look for misconceptions and errors in student thinking to create the next steps for instruction. Strategy's Expected Result/Impact: Increase the number of students meeting grade level on IREADY & STAAR Staff Responsible for Monitoring: Teachers, reading demo, math demo, MTSS interventionist, and reading and math department heads. Title I: 2.51, 2.52 - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 4 - School Processes & Programs 3	Formative		Summative
	Oct	Feb	Apr
Strategy 7 Details	Reviews		
Strategy 7: Provide professional development opportunities to teachers and campus leadership (on campus and at conferences) to improve good first instruction Strategy's Expected Result/Impact: Increase the number of students meeting grade level on STAAR and above the 60 percentile on IREADY. Staff Responsible for Monitoring: Campus Teachers and Administration Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: School Processes & Programs 2, 3	Formative		Summative
	Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: At Boude Storey, Students are performing at the Approaches level in Reading more frequently than at the Meets or Masters levels, indicating difficulty with advanced comprehension and critical analysis skills. Root Cause: Instruction may focus primarily on basic comprehension and test readiness rather than rigorous literacy tasks that develop inferencing, analytical thinking, vocabulary development, and written responses using evidence.

Student Learning

Problem Statement 3: At Boude Storey, 8th grade Social Studies students are demonstrating low academic achievement, with failing performance in Approaches, Meets, and Masters categories. **Root Cause:** Students may lack strong content-area literacy skills, including the ability to analyze informational texts, interpret historical evidence, and comprehend academic vocabulary necessary for success in Social Studies.

Problem Statement 4: At Boude Storey, A significant percentage of students remain unable to progress from Approaches to Meets and Masters performance levels across core content areas. **Root Cause:** Instructional practices may not consistently provide differentiated learning experiences, rigorous academic tasks, or targeted small-group interventions needed to deepen understanding and mastery of standards.

Problem Statement 5: At Boude Storey, Hispanic and African American students continue to show lower academic achievement and engagement in Reading and Math compared to overall campus expectations. **Root Cause:** Systemic inequities, including limited access to academic support, gaps in foundational skills, inconsistent intervention opportunities, socioeconomic barriers, and reduced access to culturally responsive instruction, have contributed to persistent achievement gaps.

School Processes & Programs

Problem Statement 2: Student performance in core content areas is below district and/or state expectations, with gaps in proficiency among student groups. **Root Cause:** Inconsistent implementation of Tier I instruction across classrooms. Limited use of data to drive instructional planning and interventions. Insufficient differentiation for diverse learner needs. Lack of alignment between curriculum, instruction, and assessment. Students have gaps in foundational skills from previous grade levels.

Problem Statement 3: A significant percentage of students are not meeting grade-level expectations in reading comprehension and literacy skills. **Root Cause:** Limited opportunities for students to engage in rigorous reading across content areas. Inconsistent implementation of literacy strategies schoolwide. Lack of targeted intervention for struggling readers. Student absenteeism impacting instructional continuity.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49 to 53 by June 2030.

Performance Objective 1: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all 6th -8th grade students will increase from 20 to 35 June 2027.

High Priority
Evaluation Data Sources: SMCs, iReady, ACP, Exit tickets

Strategy 1 Details	Reviews		
Strategy 1: Implement Look Forward PLCs to unpack standards, script, model, or rehearse portions of the lesson and plan the success criteria for guided and independent practice Strategy's Expected Result/Impact: Double-digit increase in meets and above on 6th -8th grade district math MAP assessment and 2027 Math STAAR Staff Responsible for Monitoring: Principal Assistant Principals Math IF Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 4, 5 - School Processes & Programs 1, 2, 3, 4	Formative		Summative
	Oct	Feb	Apr

Strategy 2 Details		Reviews		
Strategy 2: 6th - 8th grade students scoring between the 20th - 50th percentile on iReady Growth for math will receive pull-out/ push-in support (after 1st, good instruction from the core teacher) from reading interventionists (4 days per week/30-45 minutes per day) 1:5 Teacher/Student ratio. Strategy's Expected Result/Impact: More students performing on grade level Staff Responsible for Monitoring: Principal, APs, Math IF, Math CILT Lead Teacher Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 3, 4, 5 - School Processes & Programs 1, 2, 4		Formative		Summative
		Oct	Feb	Apr
Strategy 3 Details		Reviews		
Strategy 3: Utilize supplemental digital resources and paper-based programs, such as i-Ready, My Path, Carnegie, and Desmos in grades 6-8 that provide students with instruction and practice of foundational literacy skills to become proficient, skillful readers. Strategy's Expected Result/Impact: Increase the number of students meeting grade level on iReady & STAAR Staff Responsible for Monitoring: Classroom teachers, and Assistant Principal & Math IF Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 4, 5 - School Processes & Programs 1, 2, 4		Formative		Summative
		Oct	Feb	Apr

Strategy 4 Details		Reviews		
Strategy 4: Implement distributive leadership teams consisting of a Curriculum Alignment Team, School Climate Action Team, and Data analysis team to increase the level and quality of team experiences staff members have with one another. Teams will regularly review and monitor the progress of the CIP and provide feedback to the stakeholders Strategy's Expected Result/Impact: Increase the number of students meeting grade level on iReady Math & STAAR Math Staff Responsible for Monitoring: Classroom teachers, Assistant Principal, Math IF and SBDM Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 4, 5 - School Processes & Programs 1, 2, 4		Formative		Summative
		Oct	Feb	Apr
Strategy 5 Details		Reviews		
Strategy 5: Staff will identify their highly struggling students and track student progress toward mastery. Horizontal and vertical alignment will ensure best practices are being shared. Strategy's Expected Result/Impact: Increase the number of students meeting grade level on iReady & STAAR Staff Responsible for Monitoring: Classroom teachers, Assistant Principal, & Math IF Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 4, 5 - School Processes & Programs 1, 2, 4		Formative		Summative
		Oct	Feb	Apr

Strategy 6 Details		Reviews		
Strategy 6: Teachers will examine student work through Student Work Huddles to look for misconceptions and errors in student thinking to create the next steps for instruction. Strategy's Expected Result/Impact: Increase the number of students meeting grade level on iReady & STAAR. Staff Responsible for Monitoring: Teachers, Assistant Principal, Math IF, CILT Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 4, 5 - School Processes & Programs 1, 2, 4		Formative		Summative
		Oct	Feb	Apr
Strategy 7 Details		Reviews		
Strategy 7: Provide professional development opportunities to teachers and campus leadership (on campus and at conferences) to improve good first instruction. Strategy's Expected Result/Impact: Increase the number of students meeting grade level on STAAR and above the 60 percentile on iReady. Staff Responsible for Monitoring: Teachers and campus leadership Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 4, 5 - School Processes & Programs 1, 2, 4, 5 - Perceptions 1, 2		Formative		Summative
		Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: At Boude Storey, Students in grades 6-8 are struggling to demonstrate proficiency in math, as shown by low performance at the Meets and Masters levels and failing scaled scores in multiple grade levels. **Root Cause:** Many students have significant gaps in foundational numeracy and problem-solving skills, combined with inconsistent use of targeted math interventions and limited opportunities for conceptual, higher-order mathematical thinking.

Problem Statement 3: At Boude Storey, 8th grade Social Studies students are demonstrating low academic achievement, with failing performance in Approaches, Meets, and Masters categories. **Root Cause:** Students may lack strong content-area literacy skills, including the ability to analyze informational texts, interpret historical evidence, and comprehend academic vocabulary necessary for success in Social Studies.

Problem Statement 4: At Boude Storey, A significant percentage of students remain unable to progress from Approaches to Meets and Masters performance levels across core content areas. **Root Cause:** Instructional practices may not consistently provide differentiated learning experiences, rigorous academic tasks, or targeted small-group interventions needed to deepen understanding and mastery of standards.

Problem Statement 5: At Boude Storey, Hispanic and African American students continue to show lower academic achievement and engagement in Reading and Math compared to overall campus expectations. **Root Cause:** Systemic inequities, including limited access to academic support, gaps in foundational skills, inconsistent intervention opportunities, socioeconomic barriers, and reduced access to culturally responsive instruction, have contributed to persistent achievement gaps.

School Processes & Programs

Problem Statement 1: While Boude Storey Middle School has implemented a strong STEAM curriculum with engaging courses like robotics and drone technology, there is a noticeable gap in student performance in foundational subjects such as Reading Language Arts and Mathematics. This discrepancy shows a need to balance high-tech, project-based learning with core academic skills to ensure all students perform accordingly. **Root Cause:** The root cause of the discrepancy in student performance may be attributed to an insufficient integration of foundational literacy and numeracy skills within the STEAM curriculum. The focus on project-based and technology-enhanced learning might overshadow the reinforcement of essential academic skills, leading to uneven academic achievements across different subject areas.

Problem Statement 2: Student performance in core content areas is below district and/or state expectations, with gaps in proficiency among student groups. **Root Cause:** Inconsistent implementation of Tier I instruction across classrooms. Limited use of data to drive instructional planning and interventions. Insufficient differentiation for diverse learner needs. Lack of alignment between curriculum, instruction, and assessment. Students have gaps in foundational skills from previous grade levels.

Problem Statement 3: A significant percentage of students are not meeting grade-level expectations in reading comprehension and literacy skills. **Root Cause:** Limited opportunities for students to engage in rigorous reading across content areas. Inconsistent implementation of literacy strategies schoolwide. Lack of targeted intervention for struggling readers. Student absenteeism impacting instructional continuity.

Problem Statement 4: Student achievement in mathematics remains below desired performance levels, particularly in problem-solving and mathematical reasoning. **Root Cause:** Inconsistent use of high-yield instructional strategies. Gaps in prerequisite math skills. Limited opportunities for students to engage in mathematical discourse. Insufficient monitoring of intervention effectiveness.

Problem Statement 5: Student behavior incidents disrupt instructional time and negatively impact the learning environment. **Root Cause:** Inconsistent implementation of campus behavior expectations. Need for additional social-emotional learning supports. Limited restorative practices and proactive interventions. Lack of student ownership and accountability systems.

Perceptions

Problem Statement 1: While Boude Storey Middle School demonstrates strength in community engagement and parental involvement through a variety of events, a persistent challenge remains in achieving equitable participation across all demographic groups. This disparity suggests that certain segments of the school's diverse community are underrepresented or less actively engaged. **Root Cause:** The primary root cause of this issue is likely the absence of tailored communication and engagement strategies that intentionally address the diverse cultural, linguistic, and scheduling needs of all families. Existing outreach efforts may fall short in accommodating the distinct preferences, values, and logistical constraints of various community groups, resulting in uneven participation.

Problem Statement 2: Perception survey results indicate that not all students feel a strong sense of belonging and connectedness to the school community, which may impact engagement and academic performance. **Root Cause:** Limited opportunities for student voice and leadership. Inconsistent relationship-building practices across classrooms. Need for additional social-emotional learning supports.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Title I

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

1.1: Description of CNA Process

Please see Title1Crate for the following documentation.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

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

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

Please see Title1Crate for the following documentation.

2.2: Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

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

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

Site Based Decision Making Committee

Committee Role	Name	Position
Paraprofessional	Mary Padilla	Paraprofessional
Parent	Sabra Segovia	Parent
Parent	Monica Ford	Parent
Teacher	Jesus Coronado	Teacher
Community	Dena Ellis	CSS
Teacher	James Halza	Teacher