Plano Independent School District



Otto Middle School

2026-2027 Campus Improvement Plan

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Mission Statement

We exist to establish a strong foundational knowledge, instill social awareness, and build servant leadership skills that will open opportunities and create a ripple effect of positive change.

Vision

Every student will become an academic & social leader by achieving one year or more of growth on the MAP assessment and serving as a positive role model in their decisions and interactions with others.

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Comprehensive Needs Assessment

Demographics

Summary

- Otto Middle School is a Title 1 school with an enrollment of 855 students, which is a decrease of 14% over last year.
- Eighth grade is currently our largest population with 320 students. Sixth grade contains 263 students and 7th has 271 students.
- Otto had a significant shift in the student population last year with the change in Plano ISD school boundaries.
- While the enrollment has decreased this year, the needs of the campus are high with 20% of the student population in SPED, 22% At Risk, and 49% Economically Disadvantaged.
- Otto's Title 1 composition remains at 49%

Strengths

- Ethnically diverse staff that is reflective of the student body
- Low mobility rate
- Strong parent & community support
- Strong PTSA organization which actively supports the school and students
- Inclusive student culture which spans broad socioeconomic levels and a diverse ethnic composition

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Campus staff need to ensure that cohesion and inclusivity are prioritized within academics, student activities, and social interactions.	The student body spans broad socioeconomic levels and is comprised of a diverse ethnic composition.
2 ★	The Title 1 composition of the campus is at 49%.	Almost half of the student population needs additional support for mental health, behavior, and academic interventions.

★ = Priority

Student Learning

Summary

ELAR

- Based on the increased Title I number- 41% to 49%, and the transition of half of our students to a new campus, a dip in learning was expected. However, the campus maintained growth on STAAR in reading 6 and 8.
- 8th grade ELAR has narrowed the margin of students who DNM from 21% to 12%.
- 6th Grade ELAR will focus on growth in Q5- scaffolding and Q1 in extension.
- 7th Grade ELAR will focus on growth in Q5- scaffolding and Q1 in extension.
- 8th Grade ELAR needs to focus on maintaining strong growth, moving students from Quintil 4 & 5 into Quintiles 3 and above.

Math

6th Grade STAAR Math

- 33% Did Not Meet (DNM)
- 67% Approaches
- 37% Meets
- 18% Masters

7th Grade STAAR Math

- 57% Did Not Meet (DNM)
- 43% Approaches
- 17% Meets
- 1% Masters

8th Grade STAAR Math

- 23% Did Not Meet (DNM)
- 77% Approaches
- 59% Meets
- 30% Masters

Data Analysis: The percentage of students scoring in the Did Not Meet (DNM) category increased in both 6th and 7th grade mathematics, indicating a need for targeted intervention and instructional support at these grade levels. In contrast, 8th grade demonstrated improvement, with a decrease in the percentage of students scoring in the DNM category and stronger performance in the Meets and Masters categories. Student groups demonstrating the greatest need for academic support include African American, Hispanic, and Emergent Bilingual students. Focused instructional strategies including EB strategies, intervention opportunities, and progress monitoring will be essential to improve achievement outcomes for these student populations.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The SPED, Hispanic, and ELL student populations have the greatest achievement gaps across all core subjects.	Instruction and targeted remediation are not responsive to student learning needs.
2	For MAP Reading and Math, Quintile 4 and 5 achieved below growth expectations for various grade levels.	Instruction and targeted remediation are not responsive to student learning needs.
3 ★	All grade levels of math have shown low levels of academic growth and achievement across multiple sub-populations.	Student learning deficits with basic arithmetic, fraction operations, decimals, and introductory ratios due to low skill levels with rational number sub-constructs
4 ★	Emergent Bilingual students need greater access to grade-level rigorous instruction in core subjects to address gaps in conceptual understanding and performance on grade-level assessments.	Implementation of EB instructional strategies with fidelity, insufficient academic language development supports, and limited opportunities for meaningful and culturally relevant student engagement.
5 ★	Attendance continues to remain steady at 95.4% over the last 2 years, which is below the prior year levels of 96%.	A significant portion of the student body's demographic travel extensively. These trips are centered around overseas family events that involve travel greater than ten days. In addition, the need exists to strengthen partnerships with families to reinforce the importance of consistent attendance while increasing student resilience and coping skills to support regular school attendance.

★ = Priority

School Processes & Programs

Summary

The campus has a strong history of placing emphasis on initiatives that promote a healthy, positive, and inclusive culture.

With 52% of our students new to Otto last year, this created a significant shift in our student population and created unique challenges for our campus. Integrating such a large number of students into an established campus culture required considerable adjustments for both students and staff. Throughout the year, we experienced increased disciplinary incidents, higher levels of student apathy and disengagement, and classroom management challenges as many students worked to acclimate to a new school environment, expectations, routines, and sense of community. These factors placed additional demands on our systems and staff and highlighted the need to strengthen our structures for student belonging, engagement, behavior, and academic ownership.

The campus launched CHAMPS in late January 2026 to create a campus-wide consistent framework for classroom management and pro-active behavior. This significantly reduced disciplinary behaviors by 40% by March, with the number of incidents continuing to decrease throughout the spring. The campus will relaunch CHAMPS again at the start of this school year to continue our progress toward a unified, campus-wide behavior and expectation framework. This provides a common language across classrooms, strengthens the school culture, and builds a positive, predictable environment where all students can thrive.

The campus will continue to implement the PBIS system to further support a consistent and positive environment with clear expectations, recognition of positive behavior, and a focus on learning. This includes reinforcing our 'PAWSitive' culture, continuation of the behavior and achievement awards, and the use of Bobcat Bucks to encourage "PAWSitive" attributes. Students can earn Bobcat Bucks for academic achievement, exhibiting a growth mindset, showing respect, or helping another individual. Students look forward to redeeming their "dollars" in our weekly Bobcat Store. The campus wide use of PBIS and STOIC enables Otto to strengthen the school climate, guide students in appropriate social interactions, and support a strong culture through positive reinforcement.

The campus has a dedicated PLC period each day, giving core teachers focused time to analyze data, adjust instruction, and maximize student growth and mastery. Within this collaborative process, teachers share effective instructional strategies, monitor the impact of interventions, and build their pedagogical skills with the shared goal of increasing student achievement. PLCs are integral in aligning planning and instruction, and with backwards design, teams are able to define student learning proficiency and ensure that instruction remains appropriately rigorous and challenging for all students.

Strengths

- Advisory time provides students the opportunity to receive targeted remediation, build relationships, and develop their social interaction and executive functioning skills
- Emphasis on collaborative planning within all core subjects is a continuing campus initiative
- The campus benefits from two Instructional Coaches and a new Emergent Bilingual Coach, who provide support to PLC teams and individual teachers in implementing effective teaching strategies, assisting with data analysis, identifying areas of targeted intervention, and increasing pedagogical efficacy.
- A strong new teacher mentor program is providing support to our teachers as they build their pedagogical skills
- The campus has a strong CARE focus that promotes positive social interactions and relationship building for students and staff

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Greater consistency and proactive reinforcement of expectations throught CHAMPS/STOIC is needed to positively impact student behavior and the school climate,	The substantial change in student population revealed a need for stronger campus-wide systems to explicitly teach, model, reinforce, and consistently respond to behavioral expectations. Without a common framework and shared language across classrooms and common areas, students experienced varying expectations and levels of structure throughout the school day.
2 ★	There is a need for dedicated, consistent time within the school day to strengthen student-adult relationships, foster a sense of belonging, develop social and executive functioning skills, and provide targeted academic support.	The significant shift in student population contributed to increased student disengagement, disciplinary concerns, and difficulty acclimating to campus expectations, routines, and the school community.

★ = Priority

Perceptions

Summary

Staff, student and parent/guardian perceptions are assessed multiple times throughout the year through the HRS surveys. This tool provides feedback on safety, security, and levels of academic and social-emotional support. The campus also conducts staff surveys to provide an additional forum for suggestions and feedback on policies and procedures.

Strengths

Per the results of the HRS survey, staff and students feel:

- Otto is a safe and orderly environment with clear rules and procedures in place
- They know the emergency procedures for the school and how to implement them
- PLC teams and structures are in place that enable collaborative planning and data analysis to drive instructional decisions
- Budgets are managed appropriately to ensure teachers have access to the instructional-related materials they need
- Students would like more opportunities to have a voice in campus procedures & processes

Results from the staff survey showed that the staff:

- Feel the campus climate is positive and supportive with high expectations for staff and students
- The policy of no cellphones during the school day increased the ability of students to focus on instruction and learning
- The activities and support from the campus CARE team were beneficial in helping to reduce stress and build staff relationships.

Otto continues to benefit from very strong parent and community support as well as a great PTA program.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Parents & guardians need a forum to meet and voice their questions and concerns with campus administration through live sessions.	Parents & guardians appreciate the opportunity to feel they have a role in supporting the initiatives of the school as well as a forum to ask questions and feel heard.
2	CARE activities, outreach, and team building activities are needed for the staff at Otto.	The staff need opportunities to build connections, especially for new staff members, as well as opportunities to enhance their well-being and relieve stress as the school year progresses.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The SPED, Hispanic, and ELL student populations have the greatest achievement gaps across all core subjects.	Instruction and targeted remediation are not responsive to student learning needs.
2 ★	The Title 1 composition of the campus is at 49%.	Almost half of the student population needs additional support for mental health, behavior, and academic interventions.
3 ★	All grade levels of math have shown low levels of academic growth and achievement across multiple sub-populations.	Student learning deficits with basic arithmetic, fraction operations, decimals, and introductory ratios due to low skill levels with rational number sub-constructs
4 ★	Emergent Bilingual students need greater access to grade-level rigorous instruction in core subjects to address gaps in conceptual understanding and performance on grade-level assessments.	Implementation of EB instructional strategies with fidelity, insufficient academic language development supports, and limited opportunities for meaningful and culturally relevant student engagement.
5 ★	Attendance continues to remain steady at 95.4% over the last 2 years, which is below the prior year levels of 96%.	A significant portion of the student body's demographic travel extensively. These trips are centered around overseas family events that involve travel greater than ten days. In addition, the need exists to strengthen partnerships with families to reinforce the importance of consistent attendance while increasing student resilience and coping skills to support regular school attendance.

6 ★	Greater consistency and proactive reinforcement of expectations throught CHAMPS/STOIC is needed to positively impact student behavior and the school climate,	The substantial change in student population revealed a need for stronger campus-wide systems to explicitly teach, model, reinforce, and consistently respond to behavioral expectations. Without a common framework and shared language across classrooms and common areas, students experienced varying expectations and levels of structure throughout the school day.
7 ★	There is a need for dedicated, consistent time within the school day to strengthen student-adult relationships, foster a sense of belonging, develop social and executive functioning skills, and provide targeted academic support.	The significant shift in student population contributed to increased student disengagement, disciplinary concerns, and difficulty acclimating to campus expectations, routines, and the school community.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Gifted and talented data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- ☑ **Processes and procedures for teaching and learning, including program implementation**
- ☑ **Budgets/entitlements and expenditures data**

Priorities

Priority 1

Strategic Plan Objective 1.2 - Develop and deliver systems for learning that articulate high expectations and provide support for all staff, to ensure engaging, high levels of learning for all students.

Goal 1

By the end of SY 2025-2026, teachers will enhance Tier 1 instruction by implementing high-impact engagement and intervention strategies.

Performance Target: 6-8 READING LANGUAGE ARTS
-The percent of 6th grade students that score Meets grade level or above on STAAR Reading will increase from 64% in 2022 to 68% by June 2026. The Special Education student group performance will increase from 33% in 2022 to 49% by June 2026. The Economically Disadvantaged student group performance will increase from 42% in 2022 to 52% by 2026.
-The percent of 7th grade students that score Meets grade level or above on STAAR Reading will increase from 75% in 2022 to 79% by June 2026. The Special Education student group performance will increase from 25% in 2022 to 41% by June 2026. The Economically Disadvantaged student group performance will increase from 64% in 2022 to 74% by 2026.
-The percent of 8th grade students that score Meets grade level or above on STAAR Reading will increase from 74% in 2022 to 78% by June 2026. The Special Education student group performance will increase from 29% in 2022 to 45% by June 2026. The Economically Disadvantaged student group performance will increase from 55% in 2022 to 65% by 2026.

6-8 MATHEMATICS
-The percent of 6th grade students that score Meets grade level or above on STAAR Math will increase from 60% in 2022 to 67% by June 2026. The Special Education student group performance will increase from 30% in 2022 to 45% by June 2026. The Economically Disadvantaged student group performance will increase from 36% in 2022 to 49% by 2026.
-The percent of 7th grade students that score Meets grade level or above on STAAR Math will increase from 26% in 2022 to 33% by June 2026. The Special Education student group performance will increase from 8% in 2022 to 23% by June 2026. The Economically Disadvantaged student group performance will increase from 15% in 2022 to 28% by 2026.
-The percent of 8th grade students that score Meets grade level or above on STAAR Math will increase from 75% in 2022 to 82% by June 2026. The Special Education student group performance will increase from 29% in 2022 to 44% by June 2026. The Economically Disadvantaged student group performance will increase from 53% in 2022 to 66% by 2026.

Expected Result: Increased teacher effectiveness in implementing high-impact Tier 1 instruction so that gaps in student sub-population performance on MAP, STAAR, and TELPAS will decrease, thereby increasing overall student achievement.

Strategy 1

Teachers will embed short, structured writing opportunities at least twice weekly that require students to explain and support their thinking using complete sentences and academic vocabulary to deepen content understanding and strengthen written communication skills.

Staff Responsible for Monitoring: PLC Leads, Department Head, Instructional Coaches, Administrators

Problem Statements: Student Learning 1, 4

Formative Reviews

November	February	June

Strategy 2

Teachers will implement cooperative learning structures at least twice weekly that include interdependence to actively engage students in the learning process, provide purposeful opportunities for interaction with content and peers, and promote a more student-centered learning environment.

Staff Responsible for Monitoring: PLC Leads, Department Head, Instructional Coaches, Administrators

Problem Statements: Student Learning 1, 3

Formative Reviews

November	February	June

Strategy 3

Core contents will implement student notebooks that provide an organized resource to record, reference, and interact with key concepts, examples, and academic vocabulary to reinforce understanding and support application of learning.

Staff Responsible for Monitoring: PLC Leads, Department Head, Instructional Coaches, Administrators

Problem Statements: Student Learning 1, 3

Formative Reviews

November	February	June

Strategy 4

Core teachers will implement cross-curricular literacy strategies, such as RUBIES, Hashtag Summaries, CER, and CUBES, at least once per week to strengthen reading comprehension, evidence-based writing, and students' ability to successfully respond to ECRs, SCRs, and multi-

step questions.

Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin team

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 5

The campus will provide bi-weekly Academic Recovery sessions led by certified staff to deliver targeted remediation on low-performing HPKS. Instruction will be tailored to students' specific learning gaps and areas of need, with the goal of increasing mastery, accelerating academic growth, and closing performance gaps as measured by MAP, STAAR, and other formative assessment data.

Staff Responsible for Monitoring: PLC Leads, Department Head, Instructional Coaches, Administrators

Problem Statements: Student Learning 1, 3

Funding Sources: 211 Title I, Part A, $20,000

Formative Reviews

November	February	June

Strategy 6

Admin, IC, and core teachers will attend the Lead4Ward Rockin' Review conference, which will provide tools for teachers to identify & focus on high-impact TEKS and how to center planning around these TEKS. The event will also provide practices & strategies to more effectively engage students, thereby increasing student achievement on STAAR.

Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin team

Problem Statements: Student Learning 1

Funding Sources: 211 Title I, Part A, $5,200

Formative Reviews

November	February	June

Strategy 7

Core teachers will need supplies for targeted tutorials which are designed to increase participation and academic growth in STAAR tutorial sessions held outside of regular school hours. The focus area is increasing student engagement and targeted skill development, with the evidence-based expected outcome of improved skill mastery and measurable growth on pre- and post-assessments aligned to STAAR standards.

Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin team

Problem Statements: Student Learning 1, 3, 4

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The SPED, Hispanic, and ELL student populations have the greatest achievement gaps across all core subjects.	Instruction and targeted remediation are not responsive to student learning needs.
3	All grade levels of math have shown low levels of academic growth and achievement across multiple sub-populations.	Student learning deficits with basic arithmetic, fraction operations, decimals, and introductory ratios due to low skill levels with rational number sub-constructs
4	Emergent Bilingual students need greater access to grade-level rigorous instruction in core subjects to address gaps in conceptual understanding and performance on grade-level assessments.	Implementation of EB instructional strategies with fidelity, insufficient academic language development supports, and limited opportunities for meaningful and culturally relevant student engagement.

Priority 2

Strategic Plan Objective 1.1 - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

Goal 1

By the end of SY 2025-2026, teachers will maximize academic growth through the implementation of effective MTSS monitoring systems and Tier II/III support.

Performance Target: 6-8 READING LANGUAGE ARTS
-The percent of 6th grade students that score Meets grade level or above on STAAR Reading will increase from 64% in 2022 to 68% by June 2026. The Special Education student group performance will increase from 33% in 2022 to 49% by June 2026. The Economically Disadvantaged student group performance will increase from 42% in 2022 to 52% by 2026.
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Expected Result: Increased teacher effectiveness in monitoring student progress and implementing supports so that gaps in student sub-population performance on MAP, STAAR, and TELPAS will decrease, thereby increasing overall student achievement.

Strategy 1

Teachers will implement and monitor appropriate Tier 1 interventions and collaborate with the Student Support Specialist (SSS) to identify students requiring additional support. When indicated by student data and response to intervention, the SSS and teachers will develop, implement, and monitor targeted Tier 2 interventions through an individualized Student Support Plan (SSP).

Staff Responsible for Monitoring: PLC Leads, Department Head, Instructional Coaches, Student Support Specialist, Administrators

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 2

Teachers and collaborative teams will utilize ongoing analysis of formative and summative assessment data to monitor student achievement on HPKS, identify specific learning gaps, and implement targeted, skill-specific interventions through small-group instruction and targeted tutorials to increase mastery and accelerate student growth at least once per week.

Staff Responsible for Monitoring: PLC Leads, Department Head, Instructional Coaches, Administrators

Problem Statements: Student Learning 1, 3

Formative Reviews

November	February	June

Strategy 3

Dedicated Title 1 paraprofessional will provide targeted remediation for students who are not achieving expected academic growth in math and ELA to increase mastery on HPKS and help close performance gaps.

Staff Responsible for Monitoring: Adminstrator, Instructional Coaches

Problem Statements: Student Learning 1, 3

Formative Reviews

November	February	June

Strategy 4

Teachers will provide targeted remediation by certified staff to increase mastery on HPKS, help close performance gaps, and increase academic growth.

Staff Responsible for Monitoring: PLC Leads, Department Head, Instructional Coach, Administrators

Problem Statements: Student Learning 1, 3

Funding Sources: 211 Title I, Part A, $3,657.5

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Goal 2

By the end of SY 2025-2026, PLC teams will strengthen Tier 1 instruction and interventions by implementing the Collaborative Team Framework with fidelity.

Performance Target: 6-8 READING LANGUAGE ARTS
-The percent of 6th grade students that score Meets grade level or above on STAAR Reading will increase from 64% in 2022 to 68% by June 2026. The Special Education student group performance will increase from 33% in 2022 to 49% by June 2026. The Economically Disadvantaged student group performance will increase from 42% in 2022 to 52% by 2026.
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Expected Result: Increased teacher effectiveness in planning, designing and delivering high-impact Tier 1 instruction so that gaps in student sub-population performance on MAP, STAAR, and TELPAS will decrease, thereby increasing overall student achievement.

Strategy 1

Collaborative teams will partner with Instructional Coaches using the Collaborative Team Framework to strengthen their capacity to design and implement purposeful, standards-aligned learning that is responsive to student data, learning needs, and levels of mastery, ensuring instruction is appropriately differentiated to support student growth and achievement.

Staff Responsible for Monitoring: PLC Leads, Department Head, Instructional Coaches, Administrators

Problem Statements: Student Learning 1, 3, 4

Formative Reviews

November	February	June

Strategy 2

Collaborative teams will partner with Instructional Coaches to strengthen their capacity to analyze student performance data, identify patterns of mastery and areas of need, and use

findings to develop targeted interventions and instructional responses that address learning gaps and accelerate student growth.

Staff Responsible for Monitoring: PLC Leads, Department Head, Instructional Coaches, Administrators

Problem Statements: Student Learning 1, 3, 4

Formative Reviews

November	February	June

Strategy 3

Teachers will partner with Instructional Coaches to deepen their understanding of the essential components of effective lesson design and how those components work together to create a cohesive learning experience. Teachers will apply this understanding to consistently plan and implement well-structured lessons with clear learning intentions, purposeful learning experiences, and opportunities to assess and respond to student understanding.

Staff Responsible for Monitoring: PLC Leads, Department Head, Instructional Coaches, Administrators

Problem Statements: Student Learning 1, 3, 4

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The SPED, Hispanic, and ELL student populations have the greatest achievement gaps across all core subjects.	Instruction and targeted remediation are not responsive to student learning needs.
3	All grade levels of math have shown low levels of academic growth and achievement across multiple sub-populations.	Student learning deficits with basic arithmetic, fraction operations, decimals, and introductory ratios due to low skill levels with rational number sub-constructs

4	Emergent Bilingual students need greater access to grade-level rigorous instruction in core subjects to address gaps in conceptual understanding and performance on grade-level assessments.	Implementation of EB instructional strategies with fidelity, insufficient academic language development supports, and limited opportunities for meaningful and culturally relevant student engagement.

Goal 3

By the end of the 2027 school year, the percentage of DNM for emergent EB students will decrease by 15%.

Expected Result: Implemented data-driven interventions, academic language routines, culturally engaging instructional strategies and collaborative learning practices, supported through EB Coach prof. dev. and co-teaching. Increased ELL access to grade-level rigor, academic engagement and growth.

Strategy 1

The EB coach will conduct monthly professional development that equips teachers with language-building strategies (e.g., visuals, sentence stems, structured talk), ensuring ELL students develop stronger speaking, listening, reading, and writing skills to support academic growth and close performance gaps.

Staff Responsible for Monitoring: Instructional Coaches, PLC Leads, Administration

Problem Statements: Student Learning 4

Formative Reviews

November	February	June

Strategy 2

Teachers will implement EB strategies for increasing vocabulary and writing within core subjects, such as word walls, sentence stems, structured partner talk, visuals and structured collaborative activities, at least twice per week to promote student academic understanding and active participation by EB students.

Staff Responsible for Monitoring: Instructional coaches, PLC Leads, Department Heads, Administration

Problem Statements: Student Learning 4

Formative Reviews

November	February	June

Goal 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Emergent Bilingual students need greater access to grade-level rigorous instruction in core subjects to address gaps in conceptual understanding and performance on grade-level assessments.	Implementation of EB instructional strategies with fidelity, insufficient academic language development supports, and limited opportunities for meaningful and culturally relevant student engagement.

Priority 3

Strategic Plan Objective 4.2 - Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Goal 1

By the end of SY 2025-2026, students will improve their ability to effectively use and implement social interaction and executive functioning skills

Performance Target: The number of disciplinary incidents will decrease by 10% as compared to the 2024-2025 school year.

Expected Result: Students will have an increase in their capacity to engage in healthy social interactions, manage time and tasks efficiently, and resolve conflicts constructively.

Strategy 1

The campus will conduct Advisory sessions twice weekly utilizing Character Strong curriculum to develop students' social-emotional and executive functioning skills, strengthen relationships with peers and trusted adults, and build the skills necessary for positive behavior, academic success, and school engagement

Staff Responsible for Monitoring: Counselors, Administrators

Problem Statements: Demographics 2 - School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 2

Counseling will conduct student focus groups at least once per semester on topics such as social skills, conflict resolution, anxiety and stress management, and executive functioning skills to provide targeted support, strengthen student coping and problem-solving skills, and promote positive school engagement.

Staff Responsible for Monitoring: Counselors, Administrators

Problem Statements: Demographics 2 - School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 3

Counseling, Student Support Services (SSS), and campus administrators will meet weekly to identify and monitor students at risk due to chronic attendance concerns, repeated disciplinary incidents, or low academic performance. Through collaborative problem-solving, the team will identify root causes, engage students and families, and implement targeted interventions and supports designed to improve student outcomes and reduce barriers to success.

Staff Responsible for Monitoring: Counseling, SSS, Administrators

Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 4

Each nine weeks during advisory, students will use course grades, MAP results, and available STAAR data to set an academic growth goal, identify steps to reach it, and reflect on their progress weekly. Through this process, students will strengthen their ownership of learning and the goal-setting skills that support success in high school and future college, career, or military pathways.

Staff Responsible for Monitoring: Addvisory teachers, counselors

Problem Statements: Student Learning 1, 3

Formative Reviews

November	February	June

Strategy 5

The campus will implement CHAMPS campus-wide to establish consistent behavior expectations and a common language across all learning environments. Staff will explicitly teach, model, and

reinforce expectations to increase student accountability, reduce behavioral disruptions, and foster a safe, structured environment conducive to learning.

Staff Responsible for Monitoring: Instructional Coaches, Administrators

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The Title 1 composition of the campus is at 49%.	Almost half of the student population needs additional support for mental health, behavior, and academic interventions.

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The SPED, Hispanic, and ELL student populations have the greatest achievement gaps across all core subjects.	Instruction and targeted remediation are not responsive to student learning needs.
3	All grade levels of math have shown low levels of academic growth and achievement across multiple sub-populations.	Student learning deficits with basic arithmetic, fraction operations, decimals, and introductory ratios due to low skill levels with rational number sub-constructs
5	Attendance continues to remain steady at 95.4% over the last 2 years, which is below the prior year levels of 96%.	A significant portion of the student body's demographic travel extensively. These trips are centered around overseas family events that involve travel greater than ten days. In addition, the need exists to strengthen partnerships with families to reinforce the importance of consistent attendance while increasing student resilience and coping skills to support regular school attendance.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Greater consistency and proactive reinforcement of expectations throught CHAMPS/STOIC is needed to positively impact student behavior and the school climate,	The substantial change in student population revealed a need for stronger campus-wide systems to explicitly teach, model, reinforce, and consistently respond to behavioral expectations. Without a common framework and shared language across classrooms and common areas, students experienced varying expectations and levels of structure throughout the school day.
2	There is a need for dedicated, consistent time within the school day to strengthen student-adult relationships, foster a sense of belonging, develop social and executive functioning skills, and provide targeted academic support.	The significant shift in student population contributed to increased student disengagement, disciplinary concerns, and difficulty acclimating to campus expectations, routines, and the school community.

Priority 4

Strategic Plan Objective 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Goal 1

By the end of SY 2025-2026, the campus will implement absentee strategies to increase school-wide attendance.

Performance Target: The campus will increase the overall attendance rate from 95.5% to 96% for SY 2025-2026.

Expected Result:
The campus will develop and implement effective strategies that will increase overall school-wide attendance.

Strategy 1

Counseling will monitor student attendance and tardy data weekly to identify students demonstrating patterns of chronic absenteeism or excessive tardiness. Counseling will meet with identified students and partner with families to determine root causes, address barriers to regular attendance, and implement targeted supports and interventions, with the goal of increasing individual student attendance and contributing to a campus-wide attendance rate of at least 96%.

Staff Responsible for Monitoring: Counseling, SSS, Administrators

Problem Statements: Student Learning 5

Formative Reviews

November	February	June

Strategy 2

The campus will conduct ongoing community outreach emphasizing the importance and benefits of regular school attendance, the connection between attendance and student success, and the impact of chronic absenteeism. Through consistent communication and family engagement, the campus will build awareness, strengthen partnerships with families, and promote a shared commitment to achieving a campus-wide attendance rate of at least 96%.

Staff Responsible for Monitoring: Counseling, SSS, Administrators

Problem Statements: Student Learning 5

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Attendance continues to remain steady at 95.4% over the last 2 years, which is below the prior year levels of 96%.	A significant portion of the student body's demographic travel extensively. These trips are centered around overseas family events that involve travel greater than ten days. In addition, the need exists to strengthen partnerships with families to reinforce the importance of consistent attendance while increasing student resilience and coping skills to support regular school attendance.

Funding Summary

Funding Summary

211 Title I, Part A

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	5		--	$20,000.00
1	1	6		--	$5,200.00
2	1	4		--	$3,657.50
				Sub-Total	$28,857.50
				Budgeted Fund Source Amount	$41,016.00
				+/- Difference	**$12,158.50**