Hutto Independent School District

Farley Middle School

2026-2027 Campus Improvement Plan



Mission Statement

Hippo Nation inspires excellence in academics, character, and community.

Vision

Hutto ISD aspires to be the premier choice in education through innovation, leadership, and diversity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The School Community: Students, Staff & Community

FMS currently serves an active student body of 747 students across the 6th grade (241 students), 7th grade (278 students), and 8th grade (228 students). The campus is supported by 71 total staff members—comprising 57 female and 11 male staff, with racial demographic data unpopulated in Skyward—yielding an approximate teacher-to-student ratio of 1:13. Among the personnel, 58 teachers are on the appraisal roster, alongside 8 paraprofessionals, 7 of whom currently have no assigned appraisal instrument. Community feedback via Panorama data shows that while communication remains strong at 87% to 95%, Family Engagement experienced a sharp decline to 57% in the 2025–26 school year, marking the lowest recorded level and pointing to a critical area for community partnership efforts.

Student Groups: Race/Ethnicity, Gender, Attendance & Mobility

The student body is demographically composed of 377 Hispanic/Latino students (50.5%), 199 White students (26.6%), 114 Black/African American students (15.3%), 36 Multi-Race students (4.8%), and 16 Asian students (2.1%), with gender distribution standing at 404 male students (54.1%) and 343 female students (45.9%). Overall attendance continues a downward trajectory, dropping from 93.0% in 2024–25 to 91.4% in 2025–26, and further decreasing to 90.1% year-to-date. Early into the 2026–27 school year, 146 students (21.7%) are already chronically absent, with 79.6% of all absences categorized as unexcused—highlighting student engagement rather than health concerns as the primary driver. Additionally, campus stability is significantly impacted by mobility, as 415 students—representing over half of the campus—have only one year on record at FMS, signaling high student turnover.

Special Programs, CCMR & Advanced Enrollment

Farley Middle School serves a diverse student population with significant support needs, led by over 60% of students (453+) identified as At-Risk and 45.2% (338 students) qualifying as socioeconomically disadvantaged. Additionally, Special Education services support 19.9% of the campus (149 students), while Emergent Bilingual (ELL) students comprise 13.3% (99 students), Section 504 serves 9.5% (71 students), Gifted & Talented accounts for 5.0% (37 students), and homeless students make up less than 1% (~4 students). As expected for a middle school, there are no Advanced Placement (AP) or Dual Enrollment courses offered; direct College, Career, and Military Readiness (CCMR) measures apply at the high school level, with FMS contributing primarily through Algebra I coursework and STAAR readiness.

Teacher Retention, Recruitment & Experience

Instructional stability and oversight present ongoing operational challenges for the campus. In Special Education, two secondary teaching positions remain unfilled for the 2026–27 school year, directly impacting support for the campus's 149 SpEd students. Absenteeism and evaluation structures also reflect coverage gaps: during the 2025–26 school year, 30 out of 58 teachers (52%) required substitute coverage totaling 153 sub days.

Demographics Strengths

Authentic Diversity Is a Curriculum Asset

FMS is one of the most genuinely diverse campuses in Hutto ISD. With five racial/ethnic groups meaningfully represented — Hispanic/Latino (50.5%), White (26.6%), Black/African American (15.3%), Multi-Race (4.8%), and Asian (2.1%) — students at Farley are learning alongside peers with different backgrounds, languages, and lived experiences every day. That exposure is not incidental; it is preparation for the workforce and civic life in Central Texas's fastest-growing corridor. Campuses with this level of diversity, when it is intentionally leveraged through culturally responsive instruction, consistently outperform less diverse peers on measures of critical thinking and collaborative problem-solving.

A Multilingual Student Body Is an Economic and Academic Advantage

FMS has 99 Emergent Bilingual students (13.3%) — 63 of whom have been in US schools for 6 or more years, meaning they have deep bilingual roots rather than surface-level language exposure. Multilingualism is increasingly recognized as a cognitive and economic asset. Students who maintain and develop their home language alongside English outperform monolingual peers in executive function, reading comprehension, and career readiness. Framed correctly in the CIP, the EB population is not just a subgroup to serve — it is a campus-wide bilingual asset to cultivate.

Enrollment Growth Reflects Community Confidence

Farley's enrollment has nearly doubled over the past decade — from 377 students in 2016-17 to 785 in 2025-26, with 747 active in the current year. That trajectory is not accidental. Families are choosing to send their children to Farley. Growth of this magnitude reflects community trust in the campus and the district, and it expands the resource base (staffing, programming, funding) available to serve students well.

A High At-Risk Population Unlocks Significant Funding and Intervention Authority

Over 60% of FMS students carry an At-Risk designation. While that label signals academic vulnerability, it also unlocks a significant funding stream under Texas's at-risk weighted funding formula — resources specifically designated for intervention, extended learning time, tutoring, and accelerated instruction. A campus with this concentration of at-risk students has both the mandate and the financial justification to build robust intervention infrastructure. That is a structural strength, not just a challenge.

Socioeconomic Diversity Creates a More Representative Learning Environment

With 45.2% of students socioeconomically eligible (FRL) and 54.8% not, FMS sits in a genuinely mixed socioeconomic range — unlike campuses that are either predominantly high-poverty or predominantly affluent. Research consistently shows that socioeconomically mixed schools produce better outcomes for lower-income students without negative effects on higher-income peers. FMS's demographic composition creates the conditions for that dynamic — if instruction and culture are equitable.

A Growing GT Population Signals Emerging Academic Excellence

37 students (5% of enrollment) are identified as Gifted & Talented — a small but meaningful cohort. GT students in a middle school setting, when given rigorous Pre-AP coursework and enrichment opportunities, serve as academic anchors who model intellectual engagement for their peers. The Algebra I by Grade 8 pathway (28% participation) is closely tied to this population and represents the campus's clearest pipeline toward high school academic acceleration.

A Large SpEd Population Demonstrates Inclusive Practice at Scale

With 149 students (19.9%) receiving special education services — nearly 1 in 5 students — FMS operates one of the larger inclusive learning environments in the district. That scale, while operationally demanding (especially with 2 vacant positions), also means Farley has deep infrastructure for differentiated instruction, IEP management, and co-teaching models. Schools that learn to teach well for students with disabilities consistently improve outcomes for all students, because the instructional strategies required — explicit instruction, scaffolding, frequent checking for understanding — are simply best practices.

The strongest framing for Farley's demographics in a CIP is this: **Farley is not a campus with demographic challenges — it is a campus with demographic complexity that requires instructional sophistication.** The diversity, the multilingual population, the at-risk concentration, and the SpEd scale are not deficits to apologize for. They are the defining features of a campus that, when resourced and led well, can produce outcomes that reflect the full range of what these students are capable of.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): FMS's EB/EL population is disproportionately clustered at the Advanced TELPAS level (38 of 75 assessed students), where the campus progress rate is only 15.8%. Additionally, 18 students have made no TELPAS progress across two consecutive years, and 0 of 20 8th grade EB students reached Advanced High in Writing -- the domain most predictive of composite rating advancement.
Root Cause: The 18 students with two consecutive years of no progress are system failures under the current model -- continuing the same approach will produce the same result.

Problem Statement 2: FMS has 2 vacant Secondary SpEd teacher positions in 2026-2027 while 149 students (19.9% of enrollment) carry an active SpEd designation. In 2024-2025, SpEd students reached Meets Grade Level in Mathematics at only 9.9% --23 points below campus average. Without fully staffed, certified SpEd instruction, these students cannot access the IEP-aligned differentiated instruction required to reach target
Root Cause: Two vacant SpEd FTEs create a structural instructional gap no curricular strategy can close. Positions posted but remain unfilled. Students in these caseloads are served by substitutes or redistributed to existing staff above recommended caseload.

School Processes & Programs

School Processes & Programs Summary

As a school committed to continuous improvement, we prioritize professional development by holding monthly sessions with both principals and staff. These sessions are designed to enhance our educational practices, ensuring that our team is equipped with the latest strategies and knowledge to support student success. By fostering a culture of learning among our educators, we aim to create an environment where both teachers and students can thrive.

Our decision-making processes are inclusive and collaborative, involving a guiding coalition that includes department chair leaders, assistant principals, counselors, SPED DOSS administrators, front office staff, and PTSA members. This diverse group ensures that multiple perspectives are considered, leading to well-rounded and effective decisions that benefit our entire school community.

Effective communication is a cornerstone of our school operations, and we utilize Parent Square as our primary platform for engaging with both parents and staff. This tool allows us to maintain open lines of communication, ensuring that everyone is informed and involved in the school's activities and initiatives. Additionally, we distribute a weekly newsletter every Sunday, providing a comprehensive overview of academic updates and upcoming school events and activities, keeping our community connected and informed.

To support our students in the digital age, we have a dedicated librarian and tech data support staff member who focuses on integrating technology into our curriculum and promoting reading. This role is crucial in helping students develop the skills necessary for success in a technology-driven world, while also fostering a love for reading and lifelong learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The performance-task tracking system required by the CIP has not been built or deployed.
Root Cause: Without a tracking tool, teachers cannot identify which students are in the Approaches band in real time -- the most actionable intervention window passes without a systematic response.

Problem Statement 2 (Prioritized): The appraisal system cannot identify effective teachers because walk scores are not calibrated to student outcomes. The correlation between administrator walk scores and STAAR Meets% at FMS produces an R-squared value of effectively .00 -- meaning walk ratings have no predictive relationship with student learning outcomes.
Root Cause: The most effective teachers on campus are being systematically underrated -- which creates retention risk for the exact teachers FMS most needs to retain for TIA and TSI exit.

Problem Statement 3 (Prioritized): FMS's EB/EL population is disproportionately clustered at the Advanced TELPAS level (38 of 75 assessed students), where the campus progress rate is only 15.8%. Additionally, 18 students have made no TELPAS progress across two consecutive years, and 0 of 20 8th grade EB students reached Advanced High in Writing -- the domain most predictive of composite rating advancement.
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Problem Statement 4: FMS has 2 vacant Secondary SpEd teacher positions in 2026-2027 while 149 students (19.9% of enrollment) carry an active SpEd designation. In 2024-2025, SpEd students reached Meets Grade Level in Mathematics at only 9.9% --23 points below campus average. Without fully staffed, certified SpEd instruction, these students cannot access the IEP-aligned differentiated instruction required to reach target
Root Cause: Two vacant SpEd FTEs create a structural instructional gap no curricular strategy can close. Positions posted but remain unfilled. Students in these caseloads are served by substitutes or redistributed to existing staff above recommended caseload.

Priority Problem Statements

Problem Statement 1: FMS's EB/EL population is disproportionately clustered at the Advanced TELPAS level (38 of 75 assessed students), where the campus progress rate is only 15.8%. Additionally, 18 students have made no TELPAS progress across two consecutive years, and 0 of 20 8th grade EB students reached Advanced High in Writing -- the domain most predictive of composite rating advancement.

Root Cause 1: The 18 students with two consecutive years of no progress are system failures under the current model -- continuing the same approach will produce the same result.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Farley Middle School's campus-wide STAAR Meets rate has been flat at 41% for three consecutive years (2022-23: 42%, 2023-24: 39%, 2024-25: 41%), indicating that the campus is not closing the gap to the CIP target of 49%. The Accelerated Learning rate -- students who did not meet grade level but grew to Approaches -- has declined from 36% in 2022-23 to 28% in 2024-25.

Root Cause 2: The Approaches band is not converting to Meets -- the campus's most actionable students are not being reached by structured intervention. The Relative Performance gap (D rating at 63 scaled) means FMS cannot exit TSI by improving in isolation -- it must outperform demographically similar campuses. Relative Performance compares FMS to peers with similar economic disadvantage rates and EB populations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The appraisal system cannot identify effective teachers because walk scores are not calibrated to student outcomes. The correlation between administrator walk scores and STAAR Meets% at FMS produces an R-squared value of effectively .00 -- meaning walk ratings have no predictive relationship with student learning outcomes.

Root Cause 3: The most effective teachers on campus are being systematically underrated -- which creates retention risk for the exact teachers FMS most needs to retain for TIA and TSI exit.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The performance-task tracking system required by the CIP has not been built or deployed.

Root Cause 4: Without a tracking tool, teachers cannot identify which students are in the Approaches band in real time -- the most actionable intervention window passes without a systematic response.

Problem Statement 4 Areas: School Processes & Programs

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability

- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- Staff mobility/stability
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Action research results

- Horizontal and vertical team alignments processes
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Focus Group(s) data

Goals

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 1: Student achievement at Meets Grade Level standard or above on STAAR in all subjects (Domain 1) will increase to 49%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Push Masters-level writing -- structured academic writing (argumentative, explanatory) integrated across all content areas, not just ELA classrooms. **Strategy's Expected Result/Impact:** Increase student achievement in writing in all content areas and meets grade level standard on STAAR. **Staff Responsible for Monitoring:** All teachers, and administration. **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** - Title I, Part A - (6300) Supplies and Materials - 1992363990004299000 - $106.49				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Identify and target the "approaching" band -- students who scored Approaches but not Meets are the most actionable population for moving the Meets needle. Use NWEA and interim assessment data to pull these students into structured, small-group intervention on a weekly basis in Math and ELA classes. **Strategy's Expected Result/Impact:** Close the gaps on student achievement and maintain growth for students in all STAAR tested subjects. **Staff Responsible for Monitoring:** Department chairs and administrator over each content area. **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Create small group instruction to re-teach lowest TEKS during class time instruction at least once a week for students who are not passing or not at approaches. **Strategy's Expected Result/Impact:** In-class support from the teacher with specific plans of re-teaching the skills to build capacity of mastery for students who need the support. **Staff Responsible for Monitoring:** Core content classroom teachers. **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Farley Middle School's campus-wide STAAR Meets rate has been flat at 41% for three consecutive years (2022-23: 42%, 2023-24: 39%, 2024-25: 41%), indicating that the campus is not closing the gap to the CIP target of 49%. The Accelerated Learning rate -- students who did not meet grade level but grew to Approaches -- has declined from 36% in 2022-23 to 28% in 2024-25. **Root Cause**: The Approaches band is not converting to Meets -- the campus's most actionable students are not being reached by structured intervention. The Relative Performance gap (D rating at 63 scaled) means FMS cannot exit TSI by improving in isolation -- it must outperform demographically similar campuses. Relative Performance compares FMS to peers with similar economic disadvantage rates and EB populations.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 2: By the end of the 2026-2027 school year, Farley Middle School will increase the percentage of all students reaching Meets Grade Level in Mathematics from 33% to at least 40%, with subgroup targets of 28% for High Focus students, 26% for African American students, and 20% for Special Ed (Current) students, as measured by STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: By the end of the 2026-2027 school year, Farley Middle School will reduce achievement and growth gaps by increasing student performance by at least 5%, as measured by district and/or state assessment data, through teachers using a performance-task tracking system at least twice per grading period to monitor progress, identify gaps, and adjust instruction. **Strategy's Expected Result/Impact:** Closing the performance gap in individual scores. **Staff Responsible for Monitoring:** Content departments, FMS Administrators. **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilizing tracker results to provide differentiated instruction for targeted groups at least once every other week. **Strategy's Expected Result/Impact:** Closing the gaps of student performance. **Staff Responsible for Monitoring:** Math department, Administrators. **Title I:** 2.52, 2.53 **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Farley Middle School's campus-wide STAAR Meets rate has been flat at 41% for three consecutive years (2022-23: 42%, 2023-24: 39%, 2024-25: 41%), indicating that the campus is not closing the gap to the CIP target of 49%. The Accelerated Learning rate -- students who did not meet grade level but grew to Approaches -- has declined from 36% in 2022-23 to 28% in 2024-25. **Root Cause**: The Approaches band is not converting to Meets -- the campus's most actionable students are not being reached by structured intervention. The Relative Performance gap (D rating at 63 scaled) means FMS cannot exit TSI by improving in isolation -- it must outperform demographically similar campuses. Relative Performance compares FMS to peers with similar economic disadvantage rates and EB populations.
School Processes & Programs
Problem Statement 1: The performance-task tracking system required by the CIP has not been built or deployed. **Root Cause**: Without a tracking tool, teachers cannot identify which students are in the Approaches band in real time -- the most actionable intervention window passes without a systematic response.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 3: By the end of the 2026-2027 school year, Farley Middle School will increase the TELPAS Progress Rate for EB/EL Current students from 33% to at least 44% in least 1 composite proficiency level from the previous year, meeting the state target, and will increase EB/EL Math % at Meets Grade Level from 22% to at least 28%, as measured by TELPAS and STAAR respectively.

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: ESL teacher push-in to ELA classes who need EB support for our beginner EB students. **Strategy's Expected Result/Impact:** Students will become more successful and meet standard on any assessment given by learning and being exposed to more the academic vocabulary in all subject areas. **Staff Responsible for Monitoring:** ESL teacher and administration over ELA. **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 4 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Fix the ADV - AH Bottleneck (TELPAS's Biggest Lever) This is where you recover the most TELPAS Progress points. With 37 students currently rated ADV (2025), getting even 12-15 of them to AH would close most of the gap to 44%. Identify our current ADV students now and enroll them in structured academic writing workshops before spring TELPAS. Academic writing -- using grade-level vocabulary in complex sentences -- is the fastest path from ADV to AH, because Writing is the domain where ADV students are most likely stalling. Target the gap specifically in Writing. Create a weekly "TELPAS Writing Lab" or writing time (30-45 minutes at least once a week) that focuses on extended written responses using content-area vocabulary. It will be embedded in EB class or ELAR co-taught periods. **Strategy's Expected Result/Impact:** Students grow in literacy and overall academic writing skills across all content areas. **Staff Responsible for Monitoring:** ESL teacher and administrator over each content area. **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 4 - School Processes & Programs 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: FMS's EB/EL population is disproportionately clustered at the Advanced TELPAS level (38 of 75 assessed students), where the campus progress rate is only 15.8%. Additionally, 18 students have made no TELPAS progress across two consecutive years, and 0 of 20 8th grade EB students reached Advanced High in Writing -- the domain most predictive of composite rating advancement. **Root Cause**: The 18 students with two consecutive years of no progress are system failures under the current model -- continuing the same approach will produce the same result.

Student Learning

Problem Statement 4: FMS's EB/EL population is disproportionately clustered at the Advanced TELPAS level (38 of 75 assessed students), where the campus progress rate is only 15.8%. Additionally, 18 students have made no TELPAS progress across two consecutive years, and 0 of 20 8th grade EB students reached Advanced High in Writing -- the domain most predictive of composite rating advancement. **Root Cause**: The 18 students with two consecutive years of no progress are system failures under the current model -- continuing the same approach will produce the same result.

School Processes & Programs

Problem Statement 3: FMS's EB/EL population is disproportionately clustered at the Advanced TELPAS level (38 of 75 assessed students), where the campus progress rate is only 15.8%. Additionally, 18 students have made no TELPAS progress across two consecutive years, and 0 of 20 8th grade EB students reached Advanced High in Writing -- the domain most predictive of composite rating advancement. **Root Cause**: The 18 students with two consecutive years of no progress are system failures under the current model -- continuing the same approach will produce the same result.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 4: An increase in student utilization of wrap-around services will result in measurable improvements in academics, attendance, behavior, and well-being.

Evaluation Data Sources: Academic progress monitor tracker
Attendance tracker
Minga & Discipline reports tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Review utilization and student outcomes every six weeks. Identify at-risk students who have not accessed services or are not improving, and revise their support plans. **Strategy's Expected Result/Impact:** Increase student attendance at school and prevent school dropouts. **Staff Responsible for Monitoring:** Administration team. **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - SCE - (6100) Payroll Costs: Extra Duty - $3,323				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Designate an appropriate staff member to coordinate support, contact the family, confirm service access, and follow up. Maintain a secure tracking system. **Strategy's Expected Result/Impact:** This is keep track of students and be proactive about reaching attendance goals. **Staff Responsible for Monitoring:** Administration over attendance and team members supporting. **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Fitness Gram **Staff Responsible for Monitoring:** PE Coaches, Athletic Coordinator **Title I:** 2.51				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: The performance-task tracking system required by the CIP has not been built or deployed. **Root Cause**: Without a tracking tool, teachers cannot identify which students are in the Approaches band in real time -- the most actionable intervention window passes without a systematic response.
Problem Statement 2: The appraisal system cannot identify effective teachers because walk scores are not calibrated to student outcomes. The correlation between administrator walk scores and STAAR Meets% at FMS produces an R-squared value of effectively .00 -- meaning walk ratings have no predictive relationship with student learning outcomes. **Root Cause**: The most effective teachers on campus are being systematically underrated -- which creates retention risk for the exact teachers FMS most needs to retain for TIA and TSI exit.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 5: By the end of the 2026-2027 school year, Farley Middle School will maintain RLA % at Meets at or above 55% campus-wide, maintain RLA Academic Growth Score at or above 63, and specifically ensure that High Focus students maintain at least 39% at Meets in RLA -- protecting the gains made in 2024-2025.

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: At the start of the year, identify and review each student's prior STAAR results and current reading data. Create a roster of High Focus students and students near the Meets threshold, then assign each a specific reading goal and a teacher responsible for monitoring it. **Strategy's Expected Result/Impact:** By monitoring high focus students, this will allow the teachers to focus on what intervention and plan of action will be needed for those specific students. **Staff Responsible for Monitoring:** Admin over ELA, ELA Dept Chair, and ELA team. **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Conduct bi-weekly data meetings with RLA teachers to analyze student performance data, identify trends, and adjust instructional strategies to better support students in the Approaches band. **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Conduct monthly data meetings where teachers analyze student progress data, particularly focusing on students in the Approaches band. Use these meetings to adjust instructional strategies and intervention plans to ensure students are progressing towards the Meets level. **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Farley Middle School's campus-wide STAAR Meets rate has been flat at 41% for three consecutive years (2022-23: 42%, 2023-24: 39%, 2024-25: 41%), indicating that the campus is not closing the gap to the CIP target of 49%. The Accelerated Learning rate -- students who did not meet grade level but grew to Approaches -- has declined from 36% in 2022-23 to 28% in 2024-25. **Root Cause**: The Approaches band is not converting to Meets -- the campus's most actionable students are not being reached by structured intervention. The Relative Performance gap (D rating at 63 scaled) means FMS cannot exit TSI by improving in isolation -- it must outperform demographically similar campuses. Relative Performance compares FMS to peers with similar economic disadvantage rates and EB populations.

Goal 2: Expand strategies that attract and retain high-performing talent.

Performance Objective 1: Retain teachers achieving 80% student growth or higher.

Evaluation Data Sources: Retention/resignation data, Screener data (MAP, mCLASS, Circle), Stay surveys, TIA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Share a specific example of student growth in a private note or conversation, as well as recognizing their individual's results publicly to school community. **Strategy's Expected Result/Impact:** Giving accolade for a job well done and students will feel the results of good success from their teacher. **Staff Responsible for Monitoring:** Administration team **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Seek to find leadership roles on campus from teachers and paraprofessionals to deepen classroom practice, pursue a teacher leader role, or explore administration, then connect them with relevant development for further PD and support. **Strategy's Expected Result/Impact:** Investing in teachers future will help retain and grow them personally and professionally. Good teachers will remain in the district which will in turn be impactful for our staff, schools, students, and community. **Staff Responsible for Monitoring:** Administration team. **Title I:** 2.52 **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - Title I, Part A - (6200) Contracted Services - 211-13-6299-00-103-30-000 - $1,638				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The performance-task tracking system required by the CIP has not been built or deployed. **Root Cause**: Without a tracking tool, teachers cannot identify which students are in the Approaches band in real time -- the most actionable intervention window passes without a systematic response.
Problem Statement 2: The appraisal system cannot identify effective teachers because walk scores are not calibrated to student outcomes. The correlation between administrator walk scores and STAAR Meets% at FMS produces an R-squared value of effectively .00 -- meaning walk ratings have no predictive relationship with student learning outcomes. **Root Cause**: The most effective teachers on campus are being systematically underrated -- which creates retention risk for the exact teachers FMS most needs to retain for TIA and TSI exit.

Goal 2: Expand strategies that attract and retain high-performing talent.

Performance Objective 2: Increase the percentage of new teacher hires identified as highly qualified according to TIA data or TIA designation.

Evaluation Data Sources: New-hire highly qualified status per TIA data; TIA data (student growth measures); staff retention data; certification data; employee satisfaction/ culture survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Weekly walkthroughs for all teachers so they can receive immediate feedback and continue to improve and grow through their teaching practices. **Strategy's Expected Result/Impact:** Teachers will received coaching and feedback on a weekly basis to continue to grow in TTESS domains of instruction and overall profession. **Staff Responsible for Monitoring:** Administration team. **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Work with district HR to reach designated teachers for anticipated FMS openings, especially math, RLA, special education, and bilingual/EB roles. Ask current strong teachers for referrals. Hire qualified teachers in early Spring and Summer **Strategy's Expected Result/Impact:** Hiring highly qualified teachers will increase student performance growth, as well as build a positive culture of highly effective instruction and unity within the FMS community. **Staff Responsible for Monitoring:** Administration team and HR district support. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Anticipate vacancies, begin recruitment early, maintain contact with strong candidates, and use staff referrals and professional networks to expand the applicant pool. **Strategy's Expected Result/Impact:** Hiring the highly-qualified teachers will help improve instructional and student performance and growth across each content. **Staff Responsible for Monitoring:** Administration team. **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: The appraisal system cannot identify effective teachers because walk scores are not calibrated to student outcomes. The correlation between administrator walk scores and STAAR Meets% at FMS produces an R-squared value of effectively .00 -- meaning walk ratings have no predictive relationship with student learning outcomes. **Root Cause**: The most effective teachers on campus are being systematically underrated -- which creates retention risk for the exact teachers FMS most needs to retain for TIA and TSI exit.

Goal 2: Expand strategies that attract and retain high-performing talent.

Performance Objective 3: Increase administrative T-TESS calibration, as measured by the TEA TIA data calibration R-Squared value, from a baseline of .16 to a target of .35 for the 2026-2027 school year.

Evaluation Data Sources: TEA TIA data calibration report (R-Squared value); calibration walk documentation; Learning Walk data aligned to T-TESS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: At least two administrators walk the same classroom at the same time and score independently, then compare -- are the most powerful calibration tool available bi-weekly. After independent scoring, each appraiser shares their rating per dimension and defends it with specific evidence from the classroom. Where they differ, the team agrees on the more accurate score and records what they would look for to distinguish the levels next time. **Strategy's Expected Result/Impact:** Collaborative walks will help calibrate the feedback given to teachers so the administration can be a unified team in scoring appropriately and fairly. These walkthrough scores will help give guidance to Tier 1 instruction for teachers, which will ultimately have positive results in student performance. **Staff Responsible for Monitoring:** Administration team. **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- 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** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Bi-Weekly administration walks with 2 or more administration walk together to collaborate amongst each other. **Strategy's Expected Result/Impact:** Administration collaboration helps maintain consistency and proper feedback so teachers can reflect and grow. **Staff Responsible for Monitoring:** Administration team. **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Farley Middle School's campus-wide STAAR Meets rate has been flat at 41% for three consecutive years (2022-23: 42%, 2023-24: 39%, 2024-25: 41%), indicating that the campus is not closing the gap to the CIP target of 49%. The Accelerated Learning rate -- students who did not meet grade level but grew to Approaches -- has declined from 36% in 2022-23 to 28% in 2024-25. **Root Cause**: The Approaches band is not converting to Meets -- the campus's most actionable students are not being reached by structured intervention. The Relative Performance gap (D rating at 63 scaled) means FMS cannot exit TSI by improving in isolation -- it must outperform demographically similar campuses. Relative Performance compares FMS to peers with similar economic disadvantage rates and EB populations.
School Processes & Programs
Problem Statement 2: The appraisal system cannot identify effective teachers because walk scores are not calibrated to student outcomes. The correlation between administrator walk scores and STAAR Meets% at FMS produces an R-squared value of effectively .00 -- meaning walk ratings have no predictive relationship with student learning outcomes. **Root Cause**: The most effective teachers on campus are being systematically underrated -- which creates retention risk for the exact teachers FMS most needs to retain for TIA and TSI exit.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 1: Increase the number of parent respondents above the 2025-26 baseline of 1000 responses, for the 2026-2027 school year.

Evaluation Data Sources: Fall and Spring Parent Perception Survey (response rate and positive-response percentage)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Send home a paper or text-based request during a high-traffic event (Meet the Teacher, fall Open House, Fall Fest) asking families to update contact info. **Strategy's Expected Result/Impact:** Higher parent involvement that leads to student success. **Staff Responsible for Monitoring:** Front office staff: attendance clerk, PEIMS clerk, front office personnel, admin assistant, administration over attendance. **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Establish a parent liaison team to personally reach out to parents and encourage survey participation, focusing on building relationships and trust. **Strategy's Expected Result/Impact:** When parents are encouraged to get involved, students will be positively affected with attendance, performance and involvement all around. **Staff Responsible for Monitoring:** Administration, key communicator on campus, PTSA representatives. **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide at least 1 family engagement opportunities per semester, such as Title I annual meetings, a parent and family engagement policy and compact, and/or family learning opportunities. **Strategy's Expected Result/Impact:** Inviting parental involvement will help support the whole child. When the school and parents come together, best practices for student achievement and success are implemented for the best student outcome. **Staff Responsible for Monitoring:** Administration team, Department chair leaders. **Title I:** 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Farley Middle School's campus-wide STAAR Meets rate has been flat at 41% for three consecutive years (2022-23: 42%, 2023-24: 39%, 2024-25: 41%), indicating that the campus is not closing the gap to the CIP target of 49%. The Accelerated Learning rate -- students who did not meet grade level but grew to Approaches -- has declined from 36% in 2022-23 to 28% in 2024-25. **Root Cause**: The Approaches band is not converting to Meets -- the campus's most actionable students are not being reached by structured intervention. The Relative Performance gap (D rating at 63 scaled) means FMS cannot exit TSI by improving in isolation -- it must outperform demographically similar campuses. Relative Performance compares FMS to peers with similar economic disadvantage rates and EB populations.
School Processes & Programs
Problem Statement 1: The performance-task tracking system required by the CIP has not been built or deployed. **Root Cause**: Without a tracking tool, teachers cannot identify which students are in the Approaches band in real time -- the most actionable intervention window passes without a systematic response.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 2: Establish a baseline and increase the percentage of students scoring satisfactory on the Student Experience Survey for the 2026-2027 school year.

Evaluation Data Sources: Student experience survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Go through all ELAR or SS classes for every student to complete the student survey's given at least once per semester. **Strategy's Expected Result/Impact:** Getting every student to fill out the survey through a class period will ensure all students have completed the survey to get ultimate results for student feedback. **Staff Responsible for Monitoring:** Administration team and dept chairs of ELAR and/or SS. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The performance-task tracking system required by the CIP has not been built or deployed. **Root Cause**: Without a tracking tool, teachers cannot identify which students are in the Approaches band in real time -- the most actionable intervention window passes without a systematic response.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 3: Increase the number of active CTE and community business partnerships by 5% over the prior-year count for the 2026-2027 school year.

Evaluation Data Sources: Partnerships: Knowledge, Technical, Trade, Professional, Program
Experiences: Classroom Support, Field Experience, Student Internships, CTE Events, Program Sponsor, Advisory Boards, Program Advisor

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Work together with PTSA and offer parent/business night to invite those who might be interested in building business partnerships with FMS at least once per semester. **Strategy's Expected Result/Impact:** Working with PTSA will allow us exposure to the community of parents who have or work for businesses that might be interested will increase our chances of making connections with business to build a partnership that will help bring exposure to students for possible career opportunities, experience, and possible financial support for their future. **Staff Responsible for Monitoring:** Administration team & PTSA members. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 6: Campus Finance and Operations **Problem Statements:** School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Work with CTE teachers and build time within the curriculum scope and sequence where they can visit our campus and/or provide field trip opportunities for our students to get exposure to the business field. **Strategy's Expected Result/Impact:** Student exposure will increase student interest and motivation to strive for future learning and career experiences. **Staff Responsible for Monitoring:** Administration team, CTE teachers. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: The performance-task tracking system required by the CIP has not been built or deployed. **Root Cause**: Without a tracking tool, teachers cannot identify which students are in the Approaches band in real time -- the most actionable intervention window passes without a systematic response.
Problem Statement 2: The appraisal system cannot identify effective teachers because walk scores are not calibrated to student outcomes. The correlation between administrator walk scores and STAAR Meets% at FMS produces an R-squared value of effectively .00 -- meaning walk ratings have no predictive relationship with student learning outcomes. **Root Cause**: The most effective teachers on campus are being systematically underrated -- which creates retention risk for the exact teachers FMS most needs to retain for TIA and TSI exit.

Goal 4: Optimize its available financial, staffing, and community resources by aligning expenditures with the Campus Improvement Plan's highest-priority student needs.

Performance Objective 1: Increase the percentage alignment between budget allocations and student outcomes, as measured by the district resource-allocation index, for the 2026-2027 school year.

Evaluation Data Sources: District budget-to-outcome alignment index; grant tracking records; Campus Improvement Plan (CIP) budget alignment data; Usage Reports, Cost per student.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize data-driven decision-making by conducting regular data analysis meetings where teachers and staff review student performance data to identify gaps and adjust instructional strategies accordingly. **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Farley Middle School's campus-wide STAAR Meets rate has been flat at 41% for three consecutive years (2022-23: 42%, 2023-24: 39%, 2024-25: 41%), indicating that the campus is not closing the gap to the CIP target of 49%. The Accelerated Learning rate -- students who did not meet grade level but grew to Approaches -- has declined from 36% in 2022-23 to 28% in 2024-25. **Root Cause**: The Approaches band is not converting to Meets -- the campus's most actionable students are not being reached by structured intervention. The Relative Performance gap (D rating at 63 scaled) means FMS cannot exit TSI by improving in isolation -- it must outperform demographically similar campuses. Relative Performance compares FMS to peers with similar economic disadvantage rates and EB populations.

Goal 4: Optimize its available financial, staffing, and community resources by aligning expenditures with the Campus Improvement Plan's highest-priority student needs.

Performance Objective 2: The district will complete all required Tri-annual Safety Audits and TEA Safety Audits and present results to the Board of Trustees within the required timeline for the 2026-2027 school year.

Evaluation Data Sources: Tri-annual Safety Audit report; TEA Safety Audit (Sentinel reporting); Board presentation records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Develop a partnership with an educational technology provider to customize a performance-task tracking tool that meets the specific needs of the campus and aligns with the Campus Improvement Plan. **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The performance-task tracking system required by the CIP has not been built or deployed. **Root Cause**: Without a tracking tool, teachers cannot identify which students are in the Approaches band in real time -- the most actionable intervention window passes without a systematic response.

Goal 4: Optimize its available financial, staffing, and community resources by aligning expenditures with the Campus Improvement Plan's highest-priority student needs.

Performance Objective 3: Increase the percentage of positive responses on the annual Climate Survey related to safety and operations for the 2026-2027 school year.

Evaluation Data Sources: Annual Climate Survey (Fall and Spring administrations); safety- and operations-related survey items

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Create a feedback loop where teachers can report on the effectiveness of interventions and suggest improvements to the tracking system, ensuring it meets the needs of all users. **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Create groups that discuss topics, such as (but limited to) anxiety, academic study skills, social interactions for relationship building. Guidance lessons will include (but not limited to) bullying prevention, career pathways, stress management, emotional regulation, and conflict resolution for students in group sessions with the counselors. **Strategy's Expected Result/Impact:** Students will be able to discuss their thoughts and struggles in a safe place that helps them process their emotions when making positive decisions. **Staff Responsible for Monitoring:** Counselors **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1 - Student Learning 4 - School Processes & Programs 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: FMS's EB/EL population is disproportionately clustered at the Advanced TELPAS level (38 of 75 assessed students), where the campus progress rate is only 15.8%. Additionally, 18 students have made no TELPAS progress across two consecutive years, and 0 of 20 8th grade EB students reached Advanced High in Writing -- the domain most predictive of composite rating advancement. **Root Cause**: The 18 students with two consecutive years of no progress are system failures under the current model -- continuing the same approach will produce the same result.

Student Learning

Problem Statement 4: FMS's EB/EL population is disproportionately clustered at the Advanced TELPAS level (38 of 75 assessed students), where the campus progress rate is only 15.8%. Additionally, 18 students have made no TELPAS progress across two consecutive years, and 0 of 20 8th grade EB students reached Advanced High in Writing -- the domain most predictive of composite rating advancement. **Root Cause**: The 18 students with two consecutive years of no progress are system failures under the current model -- continuing the same approach will produce the same result.

School Processes & Programs

Problem Statement 1: The performance-task tracking system required by the CIP has not been built or deployed. **Root Cause**: Without a tracking tool, teachers cannot identify which students are in the Approaches band in real time -- the most actionable intervention window passes without a systematic response.

Problem Statement 3: FMS's EB/EL population is disproportionately clustered at the Advanced TELPAS level (38 of 75 assessed students), where the campus progress rate is only 15.8%. Additionally, 18 students have made no TELPAS progress across two consecutive years, and 0 of 20 8th grade EB students reached Advanced High in Writing -- the domain most predictive of composite rating advancement. **Root Cause**: The 18 students with two consecutive years of no progress are system failures under the current model -- continuing the same approach will produce the same result.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Push Masters-level writing -- structured academic writing (argumentative, explanatory) integrated across all content areas, not just ELA classrooms.
1	1	2	Identify and target the "approaching" band -- students who scored Approaches but not Meets are the most actionable population for moving the Meets needle. Use NWEA and interim assessment data to pull these students into structured, small-group intervention on a weekly basis in Math and ELA classes.
1	2	1	By the end of the 2026-2027 school year, Farley Middle School will reduce achievement and growth gaps by increasing student performance by at least 5%, as measured by district and/or state assessment data, through teachers using a performance-task tracking system at least twice per grading period to monitor progress, identify gaps, and adjust instruction.
1	3	1	ESL teacher push-in to ELA classes who need EB support for our beginner EB students.
1	3	2	Fix the ADV - AH Bottleneck (TELPAS's Biggest Lever) This is where you recover the most TELPAS Progress points. With 37 students currently rated ADV (2025), getting even 12-15 of them to AH would close most of the gap to 44%. Identify our current ADV students now and enroll them in structured academic writing workshops before spring TELPAS. Academic writing -- using grade-level vocabulary in complex sentences -- is the fastest path from ADV to AH, because Writing is the domain where ADV students are most likely stalling. Target the gap specifically in Writing. Create a weekly "TELPAS Writing Lab" or writing time (30-45 minutes at least once a week) that focuses on extended written responses using content-area vocabulary. It will be embedded in EB class or ELAR co-taught periods.
1	5	1	At the start of the year, identify and review each student's prior STAAR results and current reading data. Create a roster of High Focus students and students near the Meets threshold, then assign each a specific reading goal and a teacher responsible for monitoring it.
2	2	1	Weekly walkthroughs for all teachers so they can receive immediate feedback and continue to improve and grow through their teaching practices.
2	2	2	Work with district HR to reach designated teachers for anticipated FMS openings, especially math, RLA, special education, and bilingual/EB roles. Ask current strong teachers for referrals. Hire qualified teachers in early Spring and Summer
2	2	3	Anticipate vacancies, begin recruitment early, maintain contact with strong candidates, and use staff referrals and professional networks to expand the applicant pool.
2	3	1	At least two administrators walk the same classroom at the same time and score independently, then compare -- are the most powerful calibration tool available bi-weekly. After independent scoring, each appraiser shares their rating per dimension and defends it with specific evidence from the classroom. Where they differ, the team agrees on the more accurate score and records what they would look for to distinguish the levels next time.
2	3	2	Bi-Weekly administration walks with 2 or more administration walk together to collaborate amongst each other.
3	2	1	Go through all ELAR or SS classes for every student to complete the student survey's given at least once per semester.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Push Masters-level writing -- structured academic writing (argumentative, explanatory) integrated across all content areas, not just ELA classrooms.

State Compensatory

Budget for Farley Middle School

Total SCE Funds: $3,323.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Campus Funding Summary

Title I, Part A - (6100) Payroll Costs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,800.00
				+/- Difference	$4,800.00

Title I, Part A - (6200) Contracted Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2		211-13-6299-00-103-30-000	$1,638.00
				Sub-Total	$1,638.00
				Budgeted Fund Source Amount	$11,343.00
				+/- Difference	$9,705.00

Title I, Part A - (6300) Supplies and Materials					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1		1992363990004299000	$106.49
				Sub-Total	$106.49
				Budgeted Fund Source Amount	$4,273.00
				+/- Difference	$4,166.51

Title I, Part A - (6400) Operating Cost					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,300.00
				+/- Difference	$5,300.00

SCE - (6100) Payroll Costs: Salaries					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00

SCE - (6100) Payroll Costs: Salaries					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$2,323.00
				+/- Difference	$2,323.00

SCE - (6100) Payroll Costs: Extra Duty					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1			$3,323.00
				Sub-Total	$3,323.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	-$2,323.00
				Grand Total Budgeted	$29,039.00
				Grand Total Spent	$5,067.49
				+/- Difference	$23,971.51

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Kyle Ruggirello	5/25/2023	Audrey Corporon	9/15/2026
Child Abuse and Neglect	Kyle Ruggirello	2/26/2026	Audrey Corporon	9/15/2026
Coordinated Health Program	Chris Zito	11/4/2025	Audrey Corporon	9/15/2026
Technology Integration	Kelly Hong	11/4/2025	Audrey Corporon	9/15/2026
Decision-Making and Planning Policy Evaluation	Jason McAuliffe	5/25/2023	Audrey Corporon	9/15/2026
Disciplinary Alternative Education Program (DAEP)	Kyle Ruggirello	11/16/2023	Audrey Corporon	9/15/2026
Dropout Prevention	Elva Torres	11/4/2025	Audrey Corporon	9/15/2026
Dyslexia Treatment Program	Victoria Linzenmeyer	11/4/2025	Audrey Corporon	9/15/2026
Title I, Part C Migrant	Elva S. Torres	11/4/2025	Audrey Corporon	9/15/2026
Pregnancy Related Services	Kyle Ruggirello	4/1/2005	Audrey Corporon	9/15/2026
Post-Secondary Preparedness	Tonesha Holland	11/4/2025	Audrey Corporon	9/15/2026
Recruiting Teachers and Paraprofessionals	Gaye Rosser	1/25/2024	Audrey Corporon	9/15/2026
Student Welfare: Crisis Intervention Programs and Training	Kyle Ruggirello	5/25/2023	Audrey Corporon	9/15/2026
Student Welfare: Discipline/Conflict/Violence Management	Kyle Ruggirello	2/26/2026	Audrey Corporon	9/15/2026
Texas Behavior Support Initiative (TBSI)	Kyle Ruggirello		Audrey Corporon	9/15/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief William Edwards	2/26/2026	Audrey Corporon	9/15/2026