Hutto Independent School District

Gus Almquist Middle School

2026-2027 Campus Improvement Plan



Mission Statement

Inspiring Excellence

Vision

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

Value Statement

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 5
- School Processes & Programs 6
- Perceptions 8

Priority Problem Statements 9
Comprehensive Needs Assessment Data Documentation 11
Goals 13
- Goal 1: Increase the percentage of students meeting grade-level expectations. 13
- Goal 2: Expand strategies that attract and retain high-performing talent. 20
- Goal 3: Establish strategic partnerships to mobilize collective impact. 22
- Goal 4: Optimize financial resources to achieve student outcomes. 26

State Compensatory 30
- Budget for Gus Almquist Middle School 30

Campus Funding Summary 31
Policies, Procedures, and Requirements 33

Comprehensive Needs Assessment

Demographics

Demographics Summary

Gus Almquist Middle School in Hutto, Texas, is a Title I community school serving 1,064 students across grades six through eight. Each grade level has three English, three Science, three Math, and three Social Studies teachers. In addition to core classes, we also offer physical education (PE)/ athletics, Career and Technical Education (CTE) courses, and Fine Arts courses. As seen in Table 1, we have a diverse student population, with our highest populations being Hispanic / Latino at 45%, White 26%, and Black- African American 16%. Our special populations numbers read as followed: Special Education at 20% and emergent bilingual around 15%, 14% Gifted and Talented, 11% 504, 48% at-risk and 42% eco-dis, .5% homeless

For 2025-2026, Gus Almquist Middle School had a student attendance rate of 95.1

For 2025-2026, Gus Almquist Middle School had a chronic absenteeism rate of 16.4%

Demographics Strengths

The school community is diverse and continues to grow, offering opportunities for increased engagement and partnership.

Our school enrollment continues to increase

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Support programs for EB students not consistently implemented
Root Cause: Lack of targeted professional development and consistent classroom support for EB students

Problem Statement 2 (Prioritized): Lack of growth in special education data
Root Cause: Special education classes not prioritized in instructional plans for staff.

Student Learning

Student Learning Summary

Our school has experienced growth in several key areas, reflecting the hard work and dedication of both our students and faculty. Notably, there has been a 6% increase in the number of students achieving mastery in Algebra 1. This significant improvement underscores our commitment to enhancing mathematical understanding and proficiency among our students.

In addition to Algebra 1, all math subjects have shown progress, with at least a 2% increase in students meeting the expected standards. This consistent growth across the board highlights the effectiveness of our math curriculum and the innovative teaching strategies employed by our educators.

Specifically, our 6th-grade math program has seen remarkable advancements, with a 4% increase in students reaching mastery and a 3% increase in those meeting the standards. These gains are a testament to the targeted interventions and support systems we have put in place to ensure our students excel in mathematics.

While we celebrate these successes, we also recognize areas needing attention. In science and social studies, there has been an increase in the number of students who did not meet the expected standards. This indicates a need for us to reevaluate our instructional approaches and provide additional resources and support to help our students achieve their full potential in these subjects.

Student Learning Strengths

Algebra 1 97% approaches

6th grade math RLA masters increased 3%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students that did not meet in staar increase in most all tested subjects and grade level
Root Cause: Due to admin turnover, there was an absence of clear systems and instructional time protection which contributed to learning loss.

Problem Statement 2 (Prioritized): 7th grade math has 63% students that did not meet state standards on staar assessement
Root Cause: 7th grade math teacher were not able to consistently plan together to improve instruction

Problem Statement 3 (Prioritized): 45% of students did not meet standards on the social studies staar assessment. A 2% increase form the previous year.
Root Cause: Lack of teachers support with discipline and new curriculum.

Problem Statement 4: Teacher vacancies directly impacted student learning
Root Cause: Lack of support with discipline created in increase in teacher vacancies mid year and also teacher absence rate.

School Processes & Programs

School Processes & Programs Summary

At Gus Almquist, we pride ourselves on offering a comprehensive array of academic, enrichment, and support programs tailored to the diverse needs of our student body. Our offerings include Special Education, 504 plans, English as a Second Language (ESL), Gifted and Talented programs, Career and Technical Education (CTE), and Fine Arts. These programs are designed to ensure that every student has access to the resources and opportunities they need to succeed. Additionally, we have implemented college and career readiness programming to prepare our students for life beyond school. Recently, we have expanded our curriculum to include a 6th-grade teen leadership course and a communication and technology in education course for 7th graders, further enhancing our students' skills and readiness for the future.

However, we recognize that there are areas where we need to improve. Our Response to Intervention (RTI) process currently lacks the consistency and clarity necessary to be fully effective, and our behavior management systems are not being implemented uniformly across all classrooms. We are actively working to address these issues to ensure that our students receive the support they need in a consistent and reliable manner. Additionally, we are exploring creative solutions to maximize teacher planning time, which is crucial for maintaining high-quality instruction.

In our ongoing efforts to enhance our educational environment, we are focusing on refining our processes to allow for more efficient scheduling and reducing class sizes. These changes are aimed at improving the quality of education and individual attention each student receives. We are also committed to enhancing our special education services and refining our Multi-Tiered System of Supports (MTSS) model to better serve our students' diverse needs. Through these efforts, we aim to create a more supportive and effective learning environment for all members of our school community.

School Processes & Programs Strengths

Plc's have not been disrupted by subbing classes

Math has common PLC across district

EB support strategically scheduled to push into classrooms.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PLC's not able to meet consistently, which resulted in a loss of planning which directly affected student learning
Root Cause: Various factors contributed to the problem statement which include, vacancies, teachers being pulled to sub, new curriculum implemented without time to internalize.

Problem Statement 2 (Prioritized): Teachers need additional training on foundational tier 1 instruction
Root Cause: Lack of targeted training for tier 1 instruction

Problem Statement 3 (Prioritized): The MTSS process lacks clear documentation, consistent implementation, and a designated coordinator to lead intervention efforts
Root Cause: Lack of clarification on MTSS process

Problem Statement 4 (Prioritized): Teachers unclear of expectations on discipline, instruction and PLC

Root Cause: 3 new administrators led to inconsistencies on campus expectations.

Problem Statement 5 (Prioritized): RTI process lacks clear systems and implementation
Root Cause: Lack of district rollout and implementation has left teachers confused.

Problem Statement 6 (Prioritized): Discipline systems not effectively implemented which caused an increase in classroom disruptions.
Root Cause: Systems not clearly communicated to teachers or students.

Problem Statement 7 (Prioritized): Parents not aware of all services schools offer
Root Cause: Lapses in communication resulted in families not being fully informed on resources available to them.

Perceptions

Perceptions Summary

The recent community survey results have shown a significant increase in favorable responses from families, with an 18% rise in trust and relationship. This indicates that our efforts to build stronger connections with our families are bearing fruit, fostering a more supportive and collaborative environment. Additionally, a 10% increase in overall experience and engagement suggests that our initiatives to involve families more deeply in the school community are resonating well, enhancing their satisfaction and involvement in their children's education.

In terms of teacher feedback, the survey revealed an 11% improvement in perceptions of safety. This is a testament to our commitment to creating a secure and supportive environment for our educators, ensuring they feel protected and valued as they carry out their vital roles. However, it is important to address the noted decrease in perceptions of school leadership, well-being, and professional learning following an administrative change. This feedback is crucial as it highlights areas where we need to focus our efforts to rebuild trust and provide the necessary support and development opportunities for our staff.

The student survey results, while slightly below the district average by 1-5% across all categories, provide us with valuable insights into areas where we can enhance the student experience. These findings will guide us in implementing targeted strategies to better meet the needs of our students, ensuring they receive a high-quality education and a positive school experience. Our goal is to elevate these metrics by fostering an environment that supports academic excellence and personal growth for every student.

Perceptions Strengths

18% increase in trust and relationship on family survey

10% increase in overall experience on family survey

11% increase in campus safety

Upwards trend in positive feedback from families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of consistency and communication with instructional and operational systems
Root Cause: Mid-year teacher and admin turnover did not allow for systems to be established during the school year.

Problem Statement 2 (Prioritized): School Leadership favorable response rate decreased by 17%
Root Cause: Administration turnover led to conflicting priorities for the campus.

Problem Statement 3 (Prioritized): Very few opportunities for parents to engage with the school
Root Cause: New administrators had other priorities when initially coming in mid-year

Priority Problem Statements

Problem Statement 1: Lack of consistency and communication with instructional and operational systems
Root Cause 1: Mid-year teacher and admin turnover did not allow for systems to be established during the school year.
Problem Statement 1 Areas: Perceptions

Problem Statement 2: PLC's not able to meet consistently, which resulted in a loss of planning which directly affected student learning
Root Cause 2: Various factors contributed to the problem statement which include, vacancies, teachers being pulled to sub, new curriculum implemented without time to internalize.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Support programs for EB students not consistently implemented
Root Cause 3: Lack of targeted professional development and consistent classroom support for EB students
Problem Statement 3 Areas: Demographics

Problem Statement 4: Students that did not meet in staar increase in most all tested subjects and grade level
Root Cause 4: Due to admin turnover, there was an absence of clear systems and instructional time protection which contributed to learning loss.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Teachers need additional training on foundational tier 1 instruction
Root Cause 5: Lack of targeted training for tier 1 instruction
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers unclear of expectations on discipline, instruction and PLC
Root Cause 6: 3 new administrators led to inconsistencies on campus expectations.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Parents not aware of all services schools offer
Root Cause 7: Lapses in communication resulted in families not being fully informed on resources available to them.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: The MTSS process lacks clear documentation, consistent implementation, and a designated coordinator to lead intervention efforts
Root Cause 8: Lack of clarification on MTSS process

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: School Leadership favorable response rate decreased by 17%
Root Cause 9: Administration turnover led to conflicting priorities for the campus.
Problem Statement 9 Areas: Perceptions

Problem Statement 10: Very few opportunities for parents to engage with the school
Root Cause 10: New administrators had other priorities when initially coming in mid-year
Problem Statement 10 Areas: Perceptions

Problem Statement 11: Lack of growth in special education data
Root Cause 11: Special education classes not prioritized in instructional plans for staff.
Problem Statement 11 Areas: Demographics

Problem Statement 12: 7th grade math has 63% students that did not meet state standards on staar assessement
Root Cause 12: 7th grade math teacher were not able to consistently plan together to improve instruction
Problem Statement 12 Areas: Student Learning

Problem Statement 13: 45% of students did not meet standards on the social studies staar assessment. A 2% increase form the previous year.
Root Cause 13: Lack of teachers support with discipline and new curriculum.
Problem Statement 13 Areas: Student Learning

Problem Statement 14: RTI process lacks clear systems and implementation
Root Cause 14: Lack of district rollout and implementation has left teachers confused.
Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: Discipline systems not effectively implemented which caused an increase in classroom disruptions.
Root Cause 15: Systems not clearly communicated to teachers or students.
Problem Statement 15 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

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 52% from 46%

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Gus Almquist Middle School will implement HQIM in all core subejects. **Strategy's Expected Result/Impact:** Through coaching and feedback, utilizing HQIM with fidelity will increase in student meeting grade level to 52% to align with the district goals. **Staff Responsible for Monitoring:** Admin, Math Coach, dept chairs **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Implement lesson internalization practices during PLCs to improve tier 1	Formative			Summative
Strategy's Expected Result/Impact: Increased percentage of meets grade level standard or above on STAAR in all subjects to 52% **Staff Responsible for Monitoring:** Admin, Instructional Coach, Department Leads **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Purchase supplemental, TEKS-aligned instructional materials and resources throughout the school year based on identified student needs and assessment data. Resources will strengthen instruction, and provide targeted student support.	Formative			Summative
Strategy's Expected Result/Impact: Purchase materials to support high quality instruction **Staff Responsible for Monitoring:** Principal **Title I:** 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Student Learning 1 **Funding Sources:** No Red Ink program - Title I, Part A - (6300) Supplies and Materials - $2,550, Social Studies Atlases - Title I, Part A - (6300) Supplies and Materials - $2,010, ELA Supplemental Reading - Title I, Part A - (6300) Supplies and Materials - $765.83	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: All math teachers at Gus Almquist middle school will receive direct coaching support from administration, math coach and department chair. **Strategy's Expected Result/Impact:** Increased support and coaching for teachers. Increased math performance across **Staff Responsible for Monitoring:** Admin/department chair **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students that did not meet in staar increase in most all tested subjects and grade level **Root Cause**: Due to admin turnover, there was an absence of clear systems and instructional time protection which contributed to learning loss.
Problem Statement 2: 7th grade math has 63% students that did not meet state standards on staar assessement **Root Cause**: 7th grade math teacher were not able to consistently plan together to improve instruction
Problem Statement 3: 45% of students did not meet standards on the social studies staar assessment. A 2% increase form the previous year. **Root Cause**: Lack of teachers support with discipline and new curriculum.
School Processes & Programs
Problem Statement 1: PLC's not able to meet consistently, which resulted in a loss of planning which directly affected student learning **Root Cause**: Various factors contributed to the problem statement which include, vacancies, teachers being pulled to sub, new curriculum implemented without time to internalize.
Problem Statement 2: Teachers need additional training on foundational tier 1 instruction **Root Cause**: Lack of targeted training for tier 1 instruction

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

Performance Objective 2: Students at Gus Almquist will increase from 42% to 45% of students achieving at 'meets' or higher on math STAAR assessments and from 56% to 60% on the reading STAAR assessments.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Focus PLC work on analyzing student work, planning interventions, and sharing effective practices **Strategy's Expected Result/Impact:** Increase effective instruction as measured by the core spot walktrhough from. **Staff Responsible for Monitoring:** Administration, department chairs. **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Additional coaching for math teachers through Carnegie calibrated walkthroughs and feedback. **Strategy's Expected Result/Impact:** Increase in staar math scores **Staff Responsible for Monitoring:** Admin, Math Specialist, Dept Chairs **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Support programs for EB students not consistently implemented **Root Cause**: Lack of targeted professional development and consistent classroom support for EB students

Problem Statement 2: Lack of growth in special education data **Root Cause**: Special education classes not prioritized in instructional plans for staff.

Student Learning

Problem Statement 1: Students that did not meet in staar increase in most all tested subjects and grade level **Root Cause**: Due to admin turnover, there was an absence of clear systems and instructional time protection which contributed to learning loss.

Problem Statement 2: 7th grade math has 63% students that did not meet state standards on staar assessement **Root Cause**: 7th grade math teacher were not able to consistently plan together to improve instruction

Problem Statement 3: 45% of students did not meet standards on the social studies staar assessment. A 2% increase form the previous year. **Root Cause**: Lack of teachers support with discipline and new curriculum.

School Processes & Programs

Problem Statement 1: PLC's not able to meet consistently, which resulted in a loss of planning which directly affected student learning **Root Cause**: Various factors contributed to the problem statement which include, vacancies, teachers being pulled to sub, new curriculum implemented without time to internalize.

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

Performance Objective 3: Increase parent communication regarding available student support services and resources.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Admin and counselors will increase communication with parents for services offered to students **Strategy's Expected Result/Impact:** parents and students increased awareness of wrap around services **Staff Responsible for Monitoring:** admin/counselors **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 3, 7				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide, flexible opportunities for authentic family engagement, including mandatory Title I meetings, collaborative reviews of the Parent and Family Engagement Policy, and revisions of the School Parent Compact to strengthen home/school partnerships **Strategy's Expected Result/Impact:** Increased parent engagment **Staff Responsible for Monitoring:** administration **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** School Processes & Programs 7				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: The MTSS process lacks clear documentation, consistent implementation, and a designated coordinator to lead intervention efforts **Root Cause**: Lack of clarification on MTSS process
Problem Statement 7: Parents not aware of all services schools offer **Root Cause**: Lapses in communication resulted in families not being fully informed on resources available to them.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Create recognition systems to highlight teachers showing growth through screeners and formative assessments. **Strategy's Expected Result/Impact:** Highlight teachers showing grow to increase retention rate. **Staff Responsible for Monitoring:** admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Perceptions 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide teachers and paraprofessionals with content specific professional development opportunities based on staff member need and choice (Carnegie, Lowman, Lead4Ward) **Strategy's Expected Result/Impact:** Improve teacher satisfaction scores on the annual climate survey, Improved instructional practices as evidenced by observation data and student performance trend **Staff Responsible for Monitoring:** Administration and department chairs **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing **Problem Statements:** School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Build direct relationships with teacher preparation programs and communicate with program early to screen high quality candidates **Strategy's Expected Result/Impact:** Recruitment of highly recommended/qualified teachers. **Staff Responsible for Monitoring:** administration **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Teachers need additional training on foundational tier 1 instruction **Root Cause**: Lack of targeted training for tier 1 instruction
Perceptions
Problem Statement 1: Lack of consistency and communication with instructional and operational systems **Root Cause**: Mid-year teacher and admin turnover did not allow for systems to be established during the school year.
Problem Statement 2: School Leadership favorable response rate decreased by 17% **Root Cause**: Administration turnover led to conflicting priorities for the campus.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 1: Increase the number of parent respondents above the 2025-26 baseline of 125 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			
Strategy 1: Develop a concise, consistent message explaining the survey's purpose, how responses will be used, who should respond, and the closing date.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase parent participation in surveys **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 7 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Include a direct survey link or QR code in digital messages and printed materials when available.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased parent engagement for campus surveys. **Staff Responsible for Monitoring:** admin **ESF Levers:** Lever 6: Campus Finance and Operations **Problem Statements:** School Processes & Programs 7 - Perceptions 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide, flexible opportunities for authentic family engagement, including mandatory Title I meetings, collaborative reviews of the Parent and Family Engagement Policy, and revisions of the School Parent Compact to strengthen home/school partnerships **Strategy's Expected Result/Impact:** Family learning opportunities. **Staff Responsible for Monitoring:** administration. **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 7 - Perceptions 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 7: Parents not aware of all services schools offer **Root Cause**: Lapses in communication resulted in families not being fully informed on resources available to them.

Perceptions
Problem Statement 3: Very few opportunities for parents to engage with the school **Root Cause**: New administrators had other priorities when initially coming in mid-year

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: Schedule survey completion during the school day so participation does not depend on students' access to devices or internet outside school. **Strategy's Expected Result/Impact:** Increase engagement with student survey **Staff Responsible for Monitoring:** admin, teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** School Processes & Programs 7				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide specific, frequent recognition for effort and growth, not just achievement **Strategy's Expected Result/Impact:** Increased satisfactory ratings in student survey **Staff Responsible for Monitoring:** administration **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Establish a proactive early warning system to track attendance, behavior, and academic performance indicators, enabling timely interventions that mitigate dropout risk and promote student retention. **Strategy's Expected Result/Impact:** Track and intervene early with students showing signs of **Staff Responsible for Monitoring:** Early identification and targeted support for 100% of at-risk students, resulting in measurable improvements in attendance rates, classroom behavior, and core course pass rates. **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students that did not meet in staar increase in most all tested subjects and grade level **Root Cause**: Due to admin turnover, there was an absence of clear systems and instructional time protection which contributed to learning loss.
School Processes & Programs
Problem Statement 3: The MTSS process lacks clear documentation, consistent implementation, and a designated coordinator to lead intervention efforts **Root Cause**: Lack of clarification on MTSS process
Problem Statement 7: Parents not aware of all services schools offer **Root Cause**: Lapses in communication resulted in families not being fully informed on resources available to them.

Goal 4: Optimize financial resources to achieve student outcomes.

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: Gus Almquist will use title 1 funds to provide job-embedded professional development, aligned with identified campus needs in student achievement and instructional practice. **Strategy's Expected Result/Impact:** Funds utilized for professional development **Staff Responsible for Monitoring:** admin/department chairs **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 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Emergent Bilingual Professional Development - Title I, Part A - (6200) Contracted Services - $100 , Paraprofessional Virtual Institute - Title I, Part A - (6400) Operating Cost - $300				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Purchase, and roll out the Minga digital hall pass system campus wide to track student movement, strengthen hall accountability, and minimize class disruptions. **Strategy's Expected Result/Impact:** District budget-to-outcome alignment index; grant tracking records; Campus Improvement Plan (CIP) budget alignment data; Usage Reports, Cost per student. Decrease referrals due to students being in hallways less often. **Staff Responsible for Monitoring:** administration **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Student Learning 1 - School Processes & Programs 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students that did not meet in staar increase in most all tested subjects and grade level **Root Cause**: Due to admin turnover, there was an absence of clear systems and instructional time protection which contributed to learning loss.
School Processes & Programs
Problem Statement 2: Teachers need additional training on foundational tier 1 instruction **Root Cause**: Lack of targeted training for tier 1 instruction
Problem Statement 4: Teachers unclear of expectations on discipline, instruction and PLC **Root Cause**: 3 new administrators led to inconsistencies on campus expectations.

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 2: Increase the percentage of positive responses on the annual Climate Survey related to safety and operations for the 2026-2027 school year. from to 90% for safety and 70% for school leadership

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Incorporate systems to celebrate teachers to create a positive work environment. **Strategy's Expected Result/Impact:** increase favorable responses to safey and school leadership **Staff Responsible for Monitoring:** Admin, teachers **Title I:** 2.51, 2.53 **- 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 **Problem Statements:** Demographics 1 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide clear support for teachers with actionable feedback from walthroughs that address instruction, management and behavior. **Strategy's Expected Result/Impact:** Increase safety and school leadership favorable responses. **Staff Responsible for Monitoring:** Admin, department chairs. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 6: Campus Finance and Operations **Problem Statements:** School Processes & Programs 2, 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will receive training on campus systems and expectations. **Strategy's Expected Result/Impact:** Teachers will apply prevention and intervention techniques to increase and sustain positive student behaviors. **Staff Responsible for Monitoring:** administrators **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 4, 6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Support programs for EB students not consistently implemented **Root Cause**: Lack of targeted professional development and consistent classroom support for EB students

School Processes & Programs
Problem Statement 2: Teachers need additional training on foundational tier 1 instruction **Root Cause**: Lack of targeted training for tier 1 instruction
Problem Statement 4: Teachers unclear of expectations on discipline, instruction and PLC **Root Cause**: 3 new administrators led to inconsistencies on campus expectations.
Problem Statement 5: RTI process lacks clear systems and implementation **Root Cause**: Lack of district rollout and implementation has left teachers confused.
Problem Statement 6: Discipline systems not effectively implemented which caused an increase in classroom disruptions. **Root Cause**: Systems not clearly communicated to teachers or students.

State Compensatory

Budget for Gus Almquist Middle School

Total SCE Funds: $2,219.00
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	$1,044.00
				+/- Difference	$1,044.00

Title I, Part A - (6200) Contracted Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	Emergent Bilingual Professional Development		$100.00
				Sub-Total	$100.00
				Budgeted Fund Source Amount	$5,000.00
				+/- Difference	$4,900.00

Title I, Part A - (6300) Supplies and Materials					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	ELA Supplemental Reading		$765.83
1	1	3	No Red Ink program		$2,550.00
1	1	3	Social Studies Atlases		$2,010.00
				Sub-Total	$5,325.83
				Budgeted Fund Source Amount	$38,150.00
				+/- Difference	$32,824.17

Title I, Part A - (6400) Operating Cost					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	Paraprofessional Virtual Institute		$300.00
				Sub-Total	$300.00
				Budgeted Fund Source Amount	$5,300.00
				+/- Difference	$5,000.00

SCE - (6100) Payroll Costs: Salaries					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,219.00
				+/- Difference	$2,219.00
				Grand Total Budgeted	$51,713.00
				Grand Total Spent	$5,725.83
				+/- Difference	$45,987.17

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