Duncanville Independent School District

Byrd Middle School

2026-2027 Priorities/Goals/Strategies



Board Approval Date: October 19, 2026
Public Presentation Date: September 29, 2026

Mission Statement

Duncanville ISD: We engage, equip, and empower all scholars to achieve their unique potential.

Vision

Duncanville ISD: Where dreams are inspired and excellence is achieved.

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

Table of Contents

Priorities 4

Priority 1: By the end of the 2026-2027 school year, Byrd Middle School will increase overall student performance on STAAR across all tested content areas to at least 85% at Approaches Grade Level or Above, 45% at Meets Grade Level or Above, and 35% at Masters Grade Level, as measured by the 2027 STAAR assessments. Progress toward these targets will be monitored throughout the school year through common formative assessments, district benchmarks, PLC data analysis, student work, and targeted progress monitoring to ensure all students and identified student groups demonstrate continuous academic growth. 4

Priority 2: By the end of the 2026-2027 school year, Byrd Middle School will strengthen student, family, and community engagement by increasing positive stakeholder perceptions of school climate, communication, safety, belonging, and engagement to 85% or higher, as measured by campus and district climate surveys. Additionally, Byrd Middle School will increase meaningful family and community participation in campus events, academic conferences, parent education opportunities, and school decision-making activities by 20% from the 2025-2026 baseline. Progress will be monitored quarterly through stakeholder surveys, family participation data, student and staff feedback, communication data, and campus engagement records. 20

Priority 3: By the end of the 2026-2027 school year, Byrd Middle School will strengthen staff capacity, effectiveness, and retention by providing consistent, data-driven professional learning, instructional coaching, collaborative PLC opportunities, and leadership support aligned to identified campus and student needs. The campus will achieve a 90% or higher staff retention rate, ensure 100% of instructional staff participate in targeted professional development and PLCs, and achieve 85% or higher implementation of identified campus instructional non-negotiables, as measured through classroom walkthroughs, observations, PLC documentation, professional learning records, and staff feedback. Professional development will prioritize high-quality Tier 1 instruction, TEKS alignment, data-driven instruction, differentiation, intervention, classroom culture, and instructional practices designed to increase student achievement at the Approaches, Meets, and Masters performance levels. 24

Priority 4: By the end of the 2026-2027 school year, Byrd Middle School will demonstrate fiscal stewardship and operational excellence by strategically aligning 100% of campus expenditures, staffing allocations, instructional resources, and operational decisions with identified student needs, Campus Improvement Plan priorities, and district goals. The campus will maintain 100% compliance with district, state, and federal fiscal and operational requirements, conduct quarterly reviews of campus expenditures and resource allocations, and ensure that 90% or more of identified operational needs are addressed within established campus or district timelines. 30

Priorities

Priority 1: By the end of the 2026-2027 school year, Byrd Middle School will increase overall student performance on STAAR across all tested content areas to at least 85% at Approaches Grade Level or Above, 45% at Meets Grade Level or Above, and 35% at Masters Grade Level, as measured by the 2027 STAAR assessments.

Progress toward these targets will be monitored throughout the school year through common formative assessments, district benchmarks, PLC data analysis, student work, and targeted progress monitoring to ensure all students and identified student groups demonstrate continuous academic growth.

Goal 1: By June 2027, Byrd Middle School will increase student achievement in Reading Language Arts (RLA), as measured by the 2027 STAAR assessment, from 63% to 85% at Approaches Grade Level or Above, 35% to 45% at Meets Grade Level or Above, and 9% to 35% at Masters Grade Level.

Evaluation Data Sources: 2027 Reading STAAR, Fall and Spring Benchmark data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: 100% of core teachers will utilize IXL to create intentional small groups and provide individualized instructional plans during WIN time. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I, II, and III target goals **Staff Responsible for Monitoring:** Teachers, Instructional Coach (Mayrin Sabat-Velez), Administration (Bryan Parra) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of teachers will use the district/LIFT Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I, II, and III target goals **Staff Responsible for Monitoring:** Teachers, Administration (Bryan Parra) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: 100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and IXL to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I, II, and III target goals **Staff Responsible for Monitoring:** Teachers, Instructional Coach (Mayrin Sabat-Velez), Administration (Bryan Parra) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4: 100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I, II, and III target goals **Staff Responsible for Monitoring:** Teachers, Instructional Coach (Mayrin Sabat-Velez), Administration (Bryan Parra) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5: 100% of core STAAR teachers will implement student trackers aligned to TEKS in Reading. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I, II, and III target goals **Staff Responsible for Monitoring:** Teachers, Instructional Coach (Mayrin Sabat-Velez), Administrators (Bryan Parra, Alexander Hernandez, Lawanda Horta) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6: 100% of core STAAR teachers will collect and analyze student work samples aligned to priority TEKS during weekly PLCs. Teachers will use samples to identify misconceptions, adjust instruction, and plan reteach opportunities. Evidence of implementation will be visible in student portfolios and walkthrough observations connecting work samples to instructional shifts. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I, II, and III target goals **Staff Responsible for Monitoring:** Teachers, Instructional Coach (Mayrin Sabat-Velez), Administration (Bryan Parra) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7: 100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I, II, and III target goals **Staff Responsible for Monitoring:** Administration (Bryan Parra, Alexander Hernandez, Lawanda Horta) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

Strategy 8: 100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.

Strategy's Expected Result/Impact: Increases STAAR scores based on set Domain I, II, and III target goals

Staff Responsible for Monitoring: Teachers, Administration (Bryan Parra, Alexander Hernandez, Lawanda Horta)

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Participate in Saturday School Tutorials.	Parra	May 2027	

TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics

Problem Statement 1: Byrd Middle School's current academic, behavioral, and intervention systems are not consistently meeting the needs of students identified as at risk, resulting in persistent gaps in academic achievement, student engagement, behavior, and overall student success. **Root Cause**: Inconsistent implementation of MTSS, progress monitoring, and targeted intervention systems has limited the campus's ability to proactively identify and respond to the academic, behavioral, attendance, and social-emotional needs of students identified as at risk.

Student Learning

Problem Statement 1: Byrd Middle School students demonstrate gaps in academic achievement and growth on STAAR assessments, with the greatest areas of need in Mathematics and Social Studies and persistent performance gaps among identified student groups and special populations. **Root Cause**: Inconsistent implementation of standards-aligned Tier 1 instruction, data-driven PLC practices, targeted interventions, and progress monitoring has limited the campus's ability to identify and respond to student learning gaps, particularly in Mathematics, Social Studies, and among identified student groups and special populations.

School Processes & Programs

Problem Statement 1: Inconsistent implementation of schoolwide instructional and intervention programs has resulted in variability in the quality and effectiveness of Tier 1 instruction and targeted student interventions. **Root Cause**: The campus does not have a consistent system for communicating instructional expectations, providing ongoing professional learning and coaching, and monitoring the implementation of schoolwide instructional and intervention practices with fidelity.

Priority 1: By the end of the 2026-2027 school year, Byrd Middle School will increase overall student performance on STAAR across all tested content areas to at least 85% at Approaches Grade Level or Above, 45% at Meets Grade Level or Above, and 35% at Masters Grade Level, as measured by the 2027 STAAR assessments.

Progress toward these targets will be monitored throughout the school year through common formative assessments, district benchmarks, PLC data analysis, student work, and targeted progress monitoring to ensure all students and identified student groups demonstrate continuous academic growth.

Goal 2: By June 2027, Byrd Middle School will increase student achievement in Mathematics, as measured by the 2027 STAAR assessment, from 36% to 85% at Approaches Grade Level or Above, 13% to 45% at Meets Grade Level or Above, and 4% to 35% at Masters Grade Level.

Evaluation Data Sources: 2027 Math STAAR, Fall and Spring Benchmark data

Strategy 1 Details	Reviews			
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Strategy 1: 100% of core teachers will utilize IXL to create intentional small groups and provide individualized instructional plans during WIN time. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I, II, and III target goals **Staff Responsible for Monitoring:** Teachers, Instructional Coach (Mayrin Sabat-Velez), Administration (Alexander Hernandez) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
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Strategy 2: 100% of teachers will use the SustainED Math PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I, II, and III target goals **Staff Responsible for Monitoring:** Teachers, Instructional Coach (Mayrin Sabat-Velez), Administration (Alexander Hernandez) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

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Strategy 5 Details	Reviews			
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Strategy 5: 100% of core STAAR teachers will implement student trackers aligned to TEKS in Math. Teachers will update trackers weekly based on district formative assessments, exit tickets, and IXL data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I, II, and III target goals **Staff Responsible for Monitoring:** Teachers, Administration (Alexander Hernandez) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

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Strategy 8: 100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I, II, and III target goals **Staff Responsible for Monitoring:** Teachers, Administration (Alexander Hernandez) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: Byrd Middle School students demonstrate gaps in academic achievement and growth on STAAR assessments, with the greatest areas of need in Mathematics and Social Studies and persistent performance gaps among identified student groups and special populations. **Root Cause**: Inconsistent implementation of standards-aligned Tier 1 instruction, data-driven PLC practices, targeted interventions, and progress monitoring has limited the campus's ability to identify and respond to student learning gaps, particularly in Mathematics, Social Studies, and among identified student groups and special populations.
School Processes & Programs
Problem Statement 1: Inconsistent implementation of schoolwide instructional and intervention programs has resulted in variability in the quality and effectiveness of Tier 1 instruction and targeted student interventions. **Root Cause**: The campus does not have a consistent system for communicating instructional expectations, providing ongoing professional learning and coaching, and monitoring the implementation of schoolwide instructional and intervention practices with fidelity.

Priority 1: By the end of the 2026-2027 school year, Byrd Middle School will increase overall student performance on STAAR across all tested content areas to at least 85% at Approaches Grade Level or Above, 45% at Meets Grade Level or Above, and 35% at Masters Grade Level, as measured by the 2027 STAAR assessments.

Progress toward these targets will be monitored throughout the school year through common formative assessments, district benchmarks, PLC data analysis, student work, and targeted progress monitoring to ensure all students and identified student groups demonstrate continuous academic growth.

Goal 3: By June 2027, Byrd Middle School will increase student achievement in Science, as measured by the 2027 STAAR assessment, from 44% to 85% at Approaches Grade Level or Above, 18% to 45% at Meets Grade Level or Above, and 3% to 35% at Masters Grade Level.

Evaluation Data Sources: 2027 Science STAAR, Fall and Spring Benchmark data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: By June 2027, Science teachers will consistently implement rigorous, TEKS-aligned Tier 1 instruction that incorporates academic vocabulary, inquiry-based learning, critical thinking, and STAAR-aligned instructional practices. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Teachers, Administration (Alexander Hernandez) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: By June 2027, Science teachers will participate in weekly data-driven PLCs to analyze student work and assessment data, identify learning gaps, and collaboratively plan reteach, intervention, and enrichment. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Teachers, Instructional Coach (Mayrin Sabat-Velez), Administration (Alexander Hernandez) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: By June 2027, students who have not demonstrated mastery of priority Science TEKS will receive targeted, skill-specific intervention and opportunities for reassessment to accelerate academic growth. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Teachers, Administration (Alexander Hernandez) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4: By June 2027, Science teachers and campus leaders will monitor student progress through common assessments, exit tickets, benchmarks, and student work to measure progress toward 85% Approaches, 45% Meets, and 35% Masters and adjust instruction based on identified needs. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Teachers, Administration (Bryan Parra) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5: 100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Administration (Bryan Parra, Alexander Hernandez, Lawanda Horta) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 1: Byrd Middle School's current academic, behavioral, and intervention systems are not consistently meeting the needs of students identified as at risk, resulting in persistent gaps in academic achievement, student engagement, behavior, and overall student success. **Root Cause**: Inconsistent implementation of MTSS, progress monitoring, and targeted intervention systems has limited the campus's ability to proactively identify and respond to the academic, behavioral, attendance, and social-emotional needs of students identified as at risk.
Student Learning
Problem Statement 1: Byrd Middle School students demonstrate gaps in academic achievement and growth on STAAR assessments, with the greatest areas of need in Mathematics and Social Studies and persistent performance gaps among identified student groups and special populations. **Root Cause**: Inconsistent implementation of standards-aligned Tier 1 instruction, data-driven PLC practices, targeted interventions, and progress monitoring has limited the campus's ability to identify and respond to student learning gaps, particularly in Mathematics, Social Studies, and among identified student groups and special populations.
School Processes & Programs
Problem Statement 1: Inconsistent implementation of schoolwide instructional and intervention programs has resulted in variability in the quality and effectiveness of Tier 1 instruction and targeted student interventions. **Root Cause**: The campus does not have a consistent system for communicating instructional expectations, providing ongoing professional learning and coaching, and monitoring the implementation of schoolwide instructional and intervention practices with fidelity.

Priority 1: By the end of the 2026-2027 school year, Byrd Middle School will increase overall student performance on STAAR across all tested content areas to at least 85% at Approaches Grade Level or Above, 45% at Meets Grade Level or Above, and 35% at Masters Grade Level, as measured by the 2027 STAAR assessments.

Progress toward these targets will be monitored throughout the school year through common formative assessments, district benchmarks, PLC data analysis, student work, and targeted progress monitoring to ensure all students and identified student groups demonstrate continuous academic growth.

Goal 4: By June 2027, Byrd Middle School will increase student achievement in Social Studies, as measured by the 2027 STAAR assessment, from 36% to 85% at Approaches Grade Level or Above, 7% to 45% at Meets Grade Level or Above, and 1% to 35% at Masters Grade Level.

Evaluation Data Sources: 2027 Social Studies STAAR, Fall and Spring Benchmark data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: By June 2027, Social Studies teachers will consistently implement rigorous, TEKS-aligned Tier 1 instruction focused on content mastery, historical thinking, source analysis, academic discourse, and STAAR-aligned questioning. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Teachers, Instructional Coach (Mayrin Sabat-Velez), Administration (Lawanda Horta) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: By June 2027, Social Studies teachers will consistently integrate academic vocabulary, reading comprehension, primary and secondary source analysis, and evidence-based written responses to strengthen students' ability to comprehend and analyze complex Social Studies content. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Teachers, Administration (Lawanda Horta) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: By June 2027, Social Studies teachers will participate in weekly data-driven PLCs to analyze common assessments, exit tickets, student work, and benchmark data to identify learning gaps and plan targeted reteach, intervention, and enrichment. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Teachers, Administration (Lawanda Horta) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4: By June 2027, students who have not demonstrated mastery of priority Social Studies TEKS will receive targeted intervention, reteach, and reassessment, while students demonstrating mastery will receive enrichment and higher-rigor learning opportunities designed to increase performance at the Meets and Masters levels. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Teachers, Administration (Lawanda Horta) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Demographics
Problem Statement 1: Byrd Middle School's current academic, behavioral, and intervention systems are not consistently meeting the needs of students identified as at risk, resulting in persistent gaps in academic achievement, student engagement, behavior, and overall student success. **Root Cause**: Inconsistent implementation of MTSS, progress monitoring, and targeted intervention systems has limited the campus's ability to proactively identify and respond to the academic, behavioral, attendance, and social-emotional needs of students identified as at risk.
Student Learning
Problem Statement 1: Byrd Middle School students demonstrate gaps in academic achievement and growth on STAAR assessments, with the greatest areas of need in Mathematics and Social Studies and persistent performance gaps among identified student groups and special populations. **Root Cause**: Inconsistent implementation of standards-aligned Tier 1 instruction, data-driven PLC practices, targeted interventions, and progress monitoring has limited the campus's ability to identify and respond to student learning gaps, particularly in Mathematics, Social Studies, and among identified student groups and special populations.
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Problem Statement 1: Inconsistent implementation of schoolwide instructional and intervention programs has resulted in variability in the quality and effectiveness of Tier 1 instruction and targeted student interventions. **Root Cause**: The campus does not have a consistent system for communicating instructional expectations, providing ongoing professional learning and coaching, and monitoring the implementation of schoolwide instructional and intervention practices with fidelity.

Priority 2: By the end of the 2026-2027 school year, Byrd Middle School will strengthen student, family, and community engagement by increasing positive stakeholder perceptions of school climate, communication, safety, belonging, and engagement to 85% or higher, as measured by campus and district climate surveys.

Additionally, Byrd Middle School will increase meaningful family and community participation in campus events, academic conferences, parent education opportunities, and school decision-making activities by 20% from the 2025-2026 baseline.

Progress will be monitored quarterly through stakeholder surveys, family participation data, student and staff feedback, communication data, and campus engagement records.

Goal 1: Achieve 85% positive stakeholder perceptions of climate, safety, communication, belonging, and engagement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: By June 2027, 60% of all students will attend Career Day **Strategy's Expected Result/Impact:** Students will interact with different colleges and career pathways available to raise their awareness of CCMR **Staff Responsible for Monitoring:** Counselors (Campbell, Griffin) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: Byrd Middle School lacks a consistent, positive stakeholder experience, as evidenced by varying perceptions among students, staff, and families regarding school climate, staff morale, communication, and opportunities for meaningful engagement. **Root Cause**: Byrd Middle School lacks consistent, schoolwide systems for two-way communication, stakeholder engagement, recognition, and relationship-building, resulting in varied experiences and perceptions of school climate and morale among students, staff, and families.

Priority 2: By the end of the 2026-2027 school year, Byrd Middle School will strengthen student, family, and community engagement by increasing positive stakeholder perceptions of school climate, communication, safety, belonging, and engagement to 85% or higher, as measured by campus and district climate surveys.

Additionally, Byrd Middle School will increase meaningful family and community participation in campus events, academic conferences, parent education opportunities, and school decision-making activities by 20% from the 2025-2026 baseline.

Progress will be monitored quarterly through stakeholder surveys, family participation data, student and staff feedback, communication data, and campus engagement records.

Goal 2: By June 2027, ADA will increase from 93% to 95%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: The campus will implement Attendance Incentives, such as "No Tardy Party", "Nearly Perfect Attendance Celebration" and points towards their House. **Strategy's Expected Result/Impact:** Increase student attending school and being on time to class **Staff Responsible for Monitoring:** Attendance Clerk (Martinez), Counselors (Campbell, Griffin), Administration (Parra, Hernandez, Horta) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Campus Administration will meet with students and families once a student hits 5 unexcused absences (Counselors)and 7 unexcused absences (Assistant Principals) **Strategy's Expected Result/Impact:** Decrease chronic absenteeism numbers across the campus **Staff Responsible for Monitoring:** Counselors (Campbell, Griffin), Administration (Parra, Hernandez, Horta) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Perceptions
Problem Statement 1: Byrd Middle School lacks a consistent, positive stakeholder experience, as evidenced by varying perceptions among students, staff, and families regarding school climate, staff morale, communication, and opportunities for meaningful engagement. **Root Cause**: Byrd Middle School lacks consistent, schoolwide systems for two-way communication, stakeholder engagement, recognition, and relationship-building, resulting in varied experiences and perceptions of school climate and morale among students, staff, and families.

Priority 2: By the end of the 2026-2027 school year, Byrd Middle School will strengthen student, family, and community engagement by increasing positive stakeholder perceptions of school climate, communication, safety, belonging, and engagement to 85% or higher, as measured by campus and district climate surveys.

Additionally, Byrd Middle School will increase meaningful family and community participation in campus events, academic conferences, parent education opportunities, and school decision-making activities by 20% from the 2025-2026 baseline.

Progress will be monitored quarterly through stakeholder surveys, family participation data, student and staff feedback, communication data, and campus engagement records.

Goal 3: Increase meaningful family/community participation by 20% over the 2026-2027 baseline through conferences, family education, campus events, decision-making opportunities, and community partnerships.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Campus administration will coordinate with the Curriculum & Instruction department to determine a date and resources needed for the program **Strategy's Expected Result/Impact:** The number of students passing the TSIA will increase **Staff Responsible for Monitoring:** Administration (Parra) **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Perceptions
Problem Statement 1: Byrd Middle School lacks a consistent, positive stakeholder experience, as evidenced by varying perceptions among students, staff, and families regarding school climate, staff morale, communication, and opportunities for meaningful engagement. **Root Cause**: Byrd Middle School lacks consistent, schoolwide systems for two-way communication, stakeholder engagement, recognition, and relationship-building, resulting in varied experiences and perceptions of school climate and morale among students, staff, and families.

Priority 3: By the end of the 2026-2027 school year, Byrd Middle School will strengthen staff capacity, effectiveness, and retention by providing consistent, data-driven professional learning, instructional coaching, collaborative PLC opportunities, and leadership support aligned to identified campus and student needs.

The campus will achieve a 90% or higher staff retention rate, ensure 100% of instructional staff participate in targeted professional development and PLCs, and achieve 85% or higher implementation of identified campus instructional non-negotiables, as measured through classroom walkthroughs, observations, PLC documentation, professional learning records, and staff feedback.

Professional development will prioritize high-quality Tier 1 instruction, TEKS alignment, data-driven instruction, differentiation, intervention, classroom culture, and instructional practices designed to increase student achievement at the Approaches, Meets, and Masters performance levels.

Goal 1:
By June 2027, at least 50% of Byrd Middle School teachers will achieve a rating of Proficient or higher on T-TESS, as measured by the 2026-2027 T-TESS appraisal process.

Evaluation Data Sources: T-TESS evaluation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: By May 2027, campus leaders will conduct 5 weekly instructional walkthroughs with teachers, providing timely, actionable feedback within 48 hours of each walkthrough. **Strategy's Expected Result/Impact:** By May 2027, consistent instructional walkthroughs and timely, actionable feedback will strengthen teacher instructional practices and increase the consistent implementation of high-quality, standards-aligned instruction. As a result, teachers will demonstrate measurable growth in identified T-TESS dimensions, with at least 50% of Byrd Middle School teachers achieving a rating of Proficient or higher by the end of the 2026-2027 T-TESS appraisal cycle. Improved teacher effectiveness is expected to contribute to greater instructional consistency, increased student engagement, and improved student academic outcomes. **Staff Responsible for Monitoring:** Administration (Parra, Hernandez, Horta) **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 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Inconsistent implementation of schoolwide instructional and intervention programs has resulted in variability in the quality and effectiveness of Tier 1 instruction and targeted student interventions. **Root Cause**: The campus does not have a consistent system for communicating instructional expectations, providing ongoing professional learning and coaching, and monitoring the implementation of schoolwide instructional and intervention practices with fidelity.

Priority 3: By the end of the 2026-2027 school year, Byrd Middle School will strengthen staff capacity, effectiveness, and retention by providing consistent, data-driven professional learning, instructional coaching, collaborative PLC opportunities, and leadership support aligned to identified campus and student needs.

The campus will achieve a 90% or higher staff retention rate, ensure 100% of instructional staff participate in targeted professional development and PLCs, and achieve 85% or higher implementation of identified campus instructional non-negotiables, as measured through classroom walkthroughs, observations, PLC documentation, professional learning records, and staff feedback.

Professional development will prioritize high-quality Tier 1 instruction, TEKS alignment, data-driven instruction, differentiation, intervention, classroom culture, and instructional practices designed to increase student achievement at the Approaches, Meets, and Masters performance levels.

Goal 2: By June 2027, Byrd Middle School will achieve a staff retention rate of 90% or higher by strengthening systems for professional support, recognition, collaboration, leadership development, and ongoing feedback, as measured by staffing data, retention data, and staff climate and engagement surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Byrd Middle School will implement a comprehensive staff retention and engagement system focused on strengthening professional support, staff recognition, collaboration, leadership development, and employee voice. Campus leadership will provide ongoing coaching and mentoring, recognize staff contributions and accomplishments, create opportunities for teacher leadership and professional growth, and establish consistent systems for gathering and responding to staff feedback. Staff climate, engagement, and retention data will be reviewed quarterly to identify trends, address concerns, and determine appropriate supports. Campus leadership will conduct regular staff check-ins, recognition activities, professional learning opportunities, and feedback sessions to strengthen staff morale, professional belonging, and commitment to the Byrd Middle School community. **Strategy's Expected Result/Impact:** By June 2027, Byrd Middle School will achieve a 90% or higher staff retention rate, improve staff morale and engagement, reduce vacancies and turnover, and increase instructional consistency. Greater staff stability and professional support will strengthen campus culture, collaboration, and the quality of instruction and student support, ultimately contributing to improved student outcomes. **Staff Responsible for Monitoring:** Administration (Parra) **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Perceptions
Problem Statement 1: Byrd Middle School lacks a consistent, positive stakeholder experience, as evidenced by varying perceptions among students, staff, and families regarding school climate, staff morale, communication, and opportunities for meaningful engagement. **Root Cause**: Byrd Middle School lacks consistent, schoolwide systems for two-way communication, stakeholder engagement, recognition, and relationship-building, resulting in varied experiences and perceptions of school climate and morale among students, staff, and families.

Priority 3: By the end of the 2026-2027 school year, Byrd Middle School will strengthen staff capacity, effectiveness, and retention by providing consistent, data-driven professional learning, instructional coaching, collaborative PLC opportunities, and leadership support aligned to identified campus and student needs.

The campus will achieve a 90% or higher staff retention rate, ensure 100% of instructional staff participate in targeted professional development and PLCs, and achieve 85% or higher implementation of identified campus instructional non-negotiables, as measured through classroom walkthroughs, observations, PLC documentation, professional learning records, and staff feedback.

Professional development will prioritize high-quality Tier 1 instruction, TEKS alignment, data-driven instruction, differentiation, intervention, classroom culture, and instructional practices designed to increase student achievement at the Approaches, Meets, and Masters performance levels.

Goal 3: By June 2027, Byrd Middle School will strengthen the effectiveness of Tier 1 instruction by providing ongoing, job-embedded professional learning in TEKS alignment, data-driven instruction, differentiation, intervention, classroom culture, and rigorous instructional practices, resulting in 85% or higher implementation of identified high-quality instructional practices as measured through walkthroughs, observations, coaching cycles, PLC data, and student performance evidence.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: 100% of teachers will participate in a quarterly survey to identify instructional supports needed and identify strengths and areas of opportunity for the campus **Strategy's Expected Result/Impact:** Increase of teacher retention for the 2027-2028 school year **Staff Responsible for Monitoring:** Administration (Parra) **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Perceptions

Problem Statement 1: Byrd Middle School lacks a consistent, positive stakeholder experience, as evidenced by varying perceptions among students, staff, and families regarding school climate, staff morale, communication, and opportunities for meaningful engagement. **Root Cause**: Byrd Middle School lacks consistent, schoolwide systems for two-way communication, stakeholder engagement, recognition, and relationship-building, resulting in varied experiences and perceptions of school climate and morale among students, staff, and families.

Priority 4: By the end of the 2026-2027 school year, Byrd Middle School will demonstrate fiscal stewardship and operational excellence by strategically aligning 100% of campus expenditures, staffing allocations, instructional resources, and operational decisions with identified student needs, Campus Improvement Plan priorities, and district goals.

The campus will maintain 100% compliance with district, state, and federal fiscal and operational requirements, conduct quarterly reviews of campus expenditures and resource allocations, and ensure that 90% or more of identified operational needs are addressed within established campus or district timelines.

Goal 1: By June 2027, Byrd Middle School will ensure that 100% of campus expenditures, staffing allocations, and instructional resources are aligned with identified student needs, Campus Improvement Plan priorities, and district goals, as measured through quarterly budget reviews, staffing analyses, purchasing documentation, and CIP progress monitoring.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month **Strategy's Expected Result/Impact:** Expenditures will align to instructional purposes. **Staff Responsible for Monitoring:** Administration (Parra) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Inconsistent implementation of schoolwide instructional and intervention programs has resulted in variability in the quality and effectiveness of Tier 1 instruction and targeted student interventions. **Root Cause**: The campus does not have a consistent system for communicating instructional expectations, providing ongoing professional learning and coaching, and monitoring the implementation of schoolwide instructional and intervention practices with fidelity.

Priority 4: By the end of the 2026-2027 school year, Byrd Middle School will demonstrate fiscal stewardship and operational excellence by strategically aligning 100% of campus expenditures, staffing allocations, instructional resources, and operational decisions with identified student needs, Campus Improvement Plan priorities, and district goals.

The campus will maintain 100% compliance with district, state, and federal fiscal and operational requirements, conduct quarterly reviews of campus expenditures and resource allocations, and ensure that 90% or more of identified operational needs are addressed within established campus or district timelines.

Goal 2: By June 2027, Byrd Middle School will maintain 100% compliance with all applicable district, state, and federal fiscal and operational requirements, as measured by required reports, audits, budget documentation, safety and operational reviews, and district compliance monitoring.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year. **Strategy's Expected Result/Impact:** Expenditures will align to instructional purposes. **Staff Responsible for Monitoring:** Administration (Parra) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Inconsistent implementation of schoolwide instructional and intervention programs has resulted in variability in the quality and effectiveness of Tier 1 instruction and targeted student interventions. **Root Cause**: The campus does not have a consistent system for communicating instructional expectations, providing ongoing professional learning and coaching, and monitoring the implementation of schoolwide instructional and intervention practices with fidelity.

Priority 4: By the end of the 2026-2027 school year, Byrd Middle School will demonstrate fiscal stewardship and operational excellence by strategically aligning 100% of campus expenditures, staffing allocations, instructional resources, and operational decisions with identified student needs, Campus Improvement Plan priorities, and district goals.

The campus will maintain 100% compliance with district, state, and federal fiscal and operational requirements, conduct quarterly reviews of campus expenditures and resource allocations, and ensure that 90% or more of identified operational needs are addressed within established campus or district timelines.

Goal 3: By June 2027, Byrd Middle School will address at least 90% of identified campus operational needs within established campus or district timelines, including needs related to facilities, technology, instructional resources, staffing, safety, and campus operations, as measured through quarterly operational reviews, work-order data, resource requests, and campus monitoring records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

Strategy 1: The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review.

Strategy's Expected Result/Impact: Campus expenditures will align to district expectations

Staff Responsible for Monitoring: Administration (Parra)

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Principal	Parra	2026-2027	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Problem Statements: School Processes & Programs 1

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Inconsistent implementation of schoolwide instructional and intervention programs has resulted in variability in the quality and effectiveness of Tier 1 instruction and targeted student interventions. **Root Cause**: The campus does not have a consistent system for communicating instructional expectations, providing ongoing professional learning and coaching, and monitoring the implementation of schoolwide instructional and intervention practices with fidelity.