Duncanville Independent School District

Reed Middle School

2026-2027 Priorities/Goals/Strategies



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

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Priorities

Priority 1: Student Academic Success

Goal 1: By June 2027, student achievement on the state assessments in Reading will increase at approaches from 69% to 85%, meets from 35% to 45%, and masters from 13% to 35% on the STAAR test.

Evaluation Data Sources: Edugence, DCAs, Benchmarks

Strategy 1 Details

Strategy 1: Targeted Tier 1 Instructional Rigor with STAAR-Aligned Practices

Strategy's Expected Result/Impact: Improves Tier 1 instruction quality, closes skill gaps earlier, and ensures all students consistently engage with the level of complexity demanded by the STAAR.

Staff Responsible for Monitoring: Administrators, Instructional Coach and Department Chair

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Daily Exit Tickets: Require teachers to implement STAAR-aligned exit tickets in every Reading/ELA class, directly tied to TEKS/SEPs. This ensures daily formative data on whether students are mastering the tested standards at the approaches, meets, and masters levels.	Teachers	All Year	
2	Data-Driven PLCs: Use weekly PLCs to analyze exit ticket and common assessment data. Teachers should group students based on performance (approaches vs. meets vs. masters) and design reteach lessons that specifically address gaps in comprehension, text analysis, and inferential reasoning.	Teachers, Instructional Coach	All Year	
3	Complex Text Exposure: Ensure all students engage daily with grade-level complex texts (both fiction and nonfiction) and are asked questions at the meets and masters levels of rigor, not just approaches.	Teachers, Instructional Coach	All Year	

TEA Priorities:
Improve low-performing schools
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Reviews

Formative			Summative
Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2: Structured Intervention and Acceleration System

Strategy's Expected Result/Impact: Creates systematic, sustained opportunities for struggling students to catch up and advanced students to accelerate, directly moving percentages in each performance category.

Staff Responsible for Monitoring: Administrators, Instructional Coach, Department Chair

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Targeted Small-Group Interventions: Provide intervention blocks for struggling readers, differentiated by STAAR performance band (students in certain ranges receive "push to meets" support, while students already at meets focus on "push to masters" enrichment).	Teachers	Academic School Year	
2	High-Frequency Progress Monitoring: Use tools like STAAR formatted DCAs and iReady to progress monitor every 3-4 weeks. Adjust groups and reteach plans accordingly.	Teachers, Instructional Coach, Administrators	Academic School Year	
3	After-School/ Saturday STAAR Academy: Offer extended learning opportunities focusing on test-taking strategies, annotation skills, and exposure to high-yield STAAR question stems. Enrichment groups for advanced students ensure growth at the masters level.	Teachers, Instructional Coach, Administrators	October 2025 - April 2025	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Integrated Student Support Systems
Problem Statements: Student Learning 1

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of quality tier 1 instruction in the classrooms, as evidenced by the overall district STAAR Meets performance level being >70% in reading, math, social studies, and science. **Root Cause**: There is an absence of a consistently implemented, district-wide instructional framework that ensures alignment between curriculum, instructional practices, and assessment rigor, which results in fragmented delivery of Tier 1 instruction and contributes to low student performance across content areas.

Priority 1: Student Academic Success

Goal 2: By June 2027, student achievement on the state assessments in Math will increase at approaches from 57% to 85%, meets from 29% to 45%, and masters from 12% to 35% on the STAAR test.

Evaluation Data Sources: Edugence, DCAs, Benchmarks

Strategy 1 Details

Strategy 1: Strengthening Tier 1 Math Instruction through Problem-Solving Rigor

Strategy's Expected Result/Impact: Builds procedural fluency and conceptual understanding while ensuring all students regularly engage with high-rigor STAAR-style problems.

Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Daily Problem-Solving Protocols: Embed multi-step, STAAR-aligned problem-solving tasks in daily lessons, ensuring students consistently practice at approaches, meets, and masters levels. Teachers should explicitly model how to break down word problems, highlight common misconceptions, and use think-aloud strategies.	Teachers	All School Year	
2	Spiral Review with TEKS Tracking: Implement daily warm-ups that spiral back to high-priority readiness TEKS (such as proportionality, algebraic reasoning, and data analysis). Use a campus-wide tracker to ensure every standard is revisited multiple times before STAAR.	Teachers, Instructional Coach	All School Year	
3	Math Talk & Justification: Require students to explain their reasoning (both orally and in writing). This practice improves conceptual understanding and prepares them for STAAR open-ended items.	Teachers	All School Year	

TEA Priorities:
Improve low-performing schools
- Targeted Support Strategy

Problem Statements: Student Learning 1

Reviews

Formative			Summative
Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2: Systematic Intervention and Acceleration in Math

Strategy's Expected Result/Impact: Ensures struggling students are supported in closing foundational gaps while advanced students are pushed into higher performance bands, directly impacting the meets and masters percentages.

Staff Responsible for Monitoring: Teachers, Instructional Coach, Department Chair, Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Data-Driven Small Groups: After each common assessment, regroup students into intervention and enrichment groups. Struggling students receive reteach on essential TEKS, while students at meets are challenged with masters-level enrichment tasks.	Teachers, Instructional Coach	Academic School Year	
2	Math Lab / Pull-Out Support: Provide targeted "Math Lab" time for students identified as at-risk, with focus on problem-solving strategies, computational fluency, and test-taking stamina.	Teachers, Interventionists, Instructional Coach	Academic School Year	
3	Extended Learning Opportunities: Offer after-school and Saturday STAAR Math Academy with a focus on high-yield TEKS (fractions, proportionality, linear relationships, geometry). Advanced students work on enrichment tasks like STAAR Released Masters-level questions to push growth at the top end.	Teachers, Interventionists, Instructional Coach, Administrators	October 2026-April 2027	

Problem Statements: Student Learning 1

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of quality tier 1 instruction in the classrooms, as evidenced by the overall district STAAR Meets performance level being >70% in reading, math, social studies, and science. **Root Cause**: There is an absence of a consistently implemented, district-wide instructional framework that ensures alignment between curriculum, instructional practices, and assessment rigor, which results in fragmented delivery of Tier 1 instruction and contributes to low student performance across content areas.

Priority 1: Student Academic Success

Goal 3: By June 2027, student achievement on the state assessments in Science will increase at approaches from 52% to 85%, meets from 29% to 45%, and masters from 9% to 35% on the STAAR test.

Evaluation Data Sources: Edugence, DCAs, Benchmarks

Strategy 1 Details

Strategy 1: Strengthen Tier 1 Science Instruction with TEKS/SEP Alignment

Strategy's Expected Result/Impact: Improves conceptual understanding, strengthens scientific reasoning, and ensures consistent exposure to STAAR-tested rigor.

Staff Responsible for Monitoring: Teachers, Department Chairs, Instructional Coach and Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Daily Use of Exit Tickets: Science teachers will implement short, STAAR-aligned exit tickets focusing on readiness standards (e.g., force and motion, matter and energy, Earth/ space systems). These should be designed at approaches, meets, and masters levels to expose students to the full rigor.	Teachers, Instructional Coach	Academic School Year	
2	Embedded SEP & CER Practices: Integrate Science and Engineering Practices (SEP) daily, requiring students to engage in Claim-Evidence-Reasoning (CER) writing tasks. This strengthens their ability to analyze data, interpret experiments, and justify answers--key skills for STAAR constructed responses.	Teachers, Instructional Coach	Academic School Year	
3	Hands-On, Inquiry-Based Labs: Ensure students consistently conduct labs and simulations rather than relying solely on textbook learning. Reinforce vocabulary acquisition during labs to build both content knowledge and language proficiency, especially for EB/EL students.	Teachers, Instructional Coach	Academic School Year	

TEA Priorities:
Improve low-performing schools

Problem Statements: Student Learning 1

Reviews

Formative			Summative
Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2: Systematic Intervention & Enrichment for Science

Strategy's Expected Result/Impact: Closes performance gaps for struggling learners while pushing advanced students toward higher performance bands, directly improving results at meets and masters.

Staff Responsible for Monitoring: Teachers, Department Chair, Instructional Coach, Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Targeted Interventions by TEKS Clusters: After unit assessments, group students based on mastery of high-yield TEKS (e.g., 8th grade physical science readiness standards). Provide reteach interventions for students below approaches and enrichment lessons for students already meeting grade-level expectations.	Teachers, Interventionists, Instructional Coach	Academic School Year	
2	Cross-Curricular Literacy Support: Partner with ELA teachers to embed reading comprehension strategies for science texts (annotating passages, analyzing graphs/tables, interpreting experiment results). This directly supports struggling readers in science STAAR.	Teachers, Interventionists	Academic School Year	
3	After-School/Saturday Science STAAR Academy: Focus extended learning time on labs, test-taking strategies, and analysis of released STAAR questions. Provide enrichment groups for students at meets level to push toward masters.	Teachers, Interventionists, Instructional Coach, Administrators	October 2025 - April 2025	

Problem Statements: Student Learning 1

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of quality tier 1 instruction in the classrooms, as evidenced by the overall district STAAR Meets performance level being >70% in reading, math, social studies, and science. **Root Cause**: There is an absence of a consistently implemented, district-wide instructional framework that ensures alignment between curriculum, instructional practices, and assessment rigor, which results in fragmented delivery of Tier 1 instruction and contributes to low student performance across content areas.

Priority 1: Student Academic Success

Goal 4: By June 2027, student achievement on the state assessments in Social Studies will increase at approaches from 28% to 85%, meets from 14% to 45%, and masters from 5% to 35%on the STAAR test.

Evaluation Data Sources: Edugence, DCAs, Benchmarks

Strategy 1 Details

Strategy 1: Strengthen Tier 1 Social Studies Instruction through Content Literacy

Strategy's Expected Result/Impact: Strengthens literacy, historical thinking skills, and familiarity with STAAR-tested question types, moving students up from approaches toward meets and masters.

Staff Responsible for Monitoring: Teachers, Department Chairs, Instructional Coach, Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	STAAR-Aligned Questioning: Embed STAAR-style questions (chronology, cause/effect, primary source analysis, government, economics, geography) into daily lessons and exit tickets. Questions should be written at approaches, meets, and masters levels to gradually expose students to the rigor needed for growth.	Teachers	Academic School Year	
2	Primary Source Integration: Require regular analysis of maps, charts, graphs, political cartoons, and historical documents. Students should annotate and answer CER-style prompts to practice making claims with evidence.	Teachers	Academic School Year	
3	Academic Vocabulary Emphasis: Build structured routines for mastering academic and content-specific vocabulary (e.g., through Frayer models, word walls, and quick writes). This is especially critical for EB/EL learners who often struggle with Social Studies' dense terminology.	Teachers, Interventionists, Instructional Coach	Academic School Year	

Problem Statements: Student Learning 1

Reviews

Formative			Summative
Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2: Data-Driven Intervention & Enrichment in Social Studies

Strategy's Expected Result/Impact: Improves mastery of tested standards, builds student confidence with STAAR question formats, and accelerates growth into higher achievement bands.

Staff Responsible for Monitoring: Teachers, Department Chair, Instructional Coach, Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Small-Group Interventions by Theme: After unit assessments, regroup students by performance levels (approaches, meets, masters). Provide targeted reteach sessions for students struggling with major historical eras and enrichment opportunities (e.g., DBQs, STAAR Released Masters-level questions) for higher performers.	Teachers, Interventionists	Academic School Year	
2	Cross-Curricular Literacy Collaboration: Partner with ELA teachers to reinforce reading strategies (summarization, identifying bias, analyzing cause-and-effect relationships) within social studies texts.	Teachers, Interventionists	Academic School Year	
3	Extended Learning Opportunities: Offer Social Studies "STAAR Camps" before testing--focused on high-yield TEKS, constructed response practice, and strategies for interpreting visuals (charts, timelines, political cartoons).	Teachers, Interventionists, Administrators	Academic School Year	

Problem Statements: Student Learning 1

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of quality tier 1 instruction in the classrooms, as evidenced by the overall district STAAR Meets performance level being >70% in reading, math, social studies, and science. **Root Cause**: There is an absence of a consistently implemented, district-wide instructional framework that ensures alignment between curriculum, instructional practices, and assessment rigor, which results in fragmented delivery of Tier 1 instruction and contributes to low student performance across content areas.

Priority 2: Students, Families, and Community

Goal 1: Campus Goal #1: By June 2027, stakeholder's beliefs as measured on the Spring Climate Survey "in our commitment to prepare our students for college career readiness" will increase from 93% to 96%.

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

Strategy 1: Strengthen Career and Technical Education

Strategy's Expected Result/Impact: Students will gain increased access to college and career readiness opportunities, resulting in stronger stakeholder confidence in the campus's ability to prepare students for postsecondary success. Survey results will reflect a measurable increase in parent and community satisfaction with Career and Technical Education.

Staff Responsible for Monitoring: Counselors and Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Host college and career events (e.g., College Nights, Career Fairs, Workforce Panels) at least once per semester with participation from local colleges, businesses, and workforce partners.	Counselors, Teachers, Administrators	Fall Semester 2025	
2	Implement grade-level CTE activities (resume building, interview skills workshops, goal-setting conferences) tied to GEAR UP or AVID strategies.	Counselors, Teachers, Administrators	Academic School Year	
3	Provide parent education sessions (e.g., FAFSA workshops, workforce certification pathways, dual credit opportunities) to equip families with resources to support their child's readiness.	Counselors, Teachers, Administrators	Spring Semester 2025	

Problem Statements: School Processes & Programs 2

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2: Strengthen Communication and Visibility of CTE Initiatives

Strategy's Expected Result/Impact: Parents, staff, and community stakeholders will have greater awareness of the campus's CTE initiatives, leading to improved perceptions of the school's commitment as reflected in the Climate Survey. Engagement metrics (attendance at CTE events, website/social media hits) will also increase.

Staff Responsible for Monitoring: Counselors, Teachers, Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop a CTE communication plan that highlights college and career readiness events, success stories, and resources through newsletters, social media, and the campus website.	Teachers, Counselors	Academic School Year	
2	Provide quarterly stakeholder updates (in parent meetings, faculty meetings, and community forums) showcasing student achievements and CTE program outcomes.	Teachers, Counselors, Administrators	Academic School Year	
3	Establish a CTE advisory committee of teachers, parents, students, and community partners to provide feedback, improve programming, and promote shared accountability for CTE goals.	Teachers, Counselors, Administrators	Fall 2025	

Problem Statements: School Processes & Programs 2

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Although campus provided opportunities for student and parental participation in programs to expose students and families for post secondary readiness opportunites, there was a limited amount of participation. . **Root Cause**: Lack of communication and lack of collaboration with all stakeholders results in minimal participation.

Priority 2: Students, Families, and Community

Goal 2: By June 2027, Reed Middle School will implement Parent University sessions twice annually (fall and spring) to increase family engagement and support. Each session will provide parents and guardians with workforce development opportunities, college and career education resources, mental health awareness, and health-related services. At least 70% of participating families will report increased knowledge and access to resources that support student success, as measured by post-event surveys and participation data.

Evaluation Data Sources: Agendas, Attendance Logs, Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

Strategy 1: Strategic Partnerships and Community Collaboration

Strategy's Expected Result/Impact: Builds strong community connections and ensures parents receive credible, high-quality information that directly supports student success and family well-being.

Staff Responsible for Monitoring: Counselors

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Partner with local colleges/universities, workforce agencies, and health organizations (e.g., community colleges, workforce commissions, hospitals, mental health agencies) to provide expertise and resources during Parent University sessions.	Counselors	Fall 2026 and Spring 2027	
2	Incorporate breakout sessions for workforce skills (resume writing, interview prep, certification pathways), college readiness (financial aid, dual credit, scholarships), and health/mental health awareness.	Counselors	Fall 2026 and Spring 2027	
3	Translate materials and provide bilingual facilitators to ensure accessibility for all families.	Counselors	Fall 2026 and Spring 2027	

Problem Statements: School Processes & Programs 2

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2: Engagement, Accessibility, and Measurable Outcomes

Strategy's Expected Result/Impact: Increases parent attendance and engagement, ensures events meet family needs, and provides measurable data to demonstrate progress toward CIP goals.

Staff Responsible for Monitoring: Counselors

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule Parent University sessions twice annually (fall and spring) with flexible times (e.g., evening or Saturday) and provide childcare, meals, and incentives (raffles, school supplies) to increase participation.	Counselors		
2	Collect parent feedback via surveys after each event to measure satisfaction, knowledge gained, and resource access, and use results to refine future sessions.	Teachers		
3	Track attendance data by grade level and demographic group to ensure equitable participation across the school community.	Administrators		

Problem Statements: School Processes & Programs 2

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Although campus provided opportunities for student and parental participation in programs to expose students and families for post secondary readiness opportunites, there was a limited amount of participation. . **Root Cause**: Lack of communication and lack of collaboration with all stakeholders results in minimal participation.

Priority 2: Students, Families, and Community

Goal 3: By June 2027, ADA will increase from 93 to 96%

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement a proactive attendance monitoring and intervention system to identify and support students with attendance concerns. Administrators, counselors, and attendance clerks will review attendance data weekly, ihave monthly meetings, communicate with families regarding absences, and implement tiered interventions including parent conferences, attendance contracts, and home visits as needed **Strategy's Expected Result/Impact:** Weekly attendance reviews conducted by administration and attendance teams. 100% of students falling below 95% attendance will receive documented intervention and follow-up. Campus ADA will increase from 93% to 96% by June 2027. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Perceptions
Problem Statement 1: African American students' disciplinary consequences are disproportionately higher, as evidenced by the percentage of ISS/OSS placements during the 2025-2026 school year when compared to Hispanic students. African American ISS placements (56 of 80), while Hispanic ISS placements (16 out of 80). African American OSS placements (100 out of 140) while Hispanic OSS placements (28 out of 140) **Root Cause**: Restorative practices (CHAMPS) are not effectively implemented, and there is a lack of culturally responsive education.

Priority 2: Students, Families, and Community

Goal 4: By June 2027, the percent of 8th grade students meeting Texas Success Initiative (TSI) will increase from 31 to 51 by June 2027.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement TSI awareness and preparation programs for students, staff, and families to build understanding of the TSI assessment and its connection to college readiness. Counselors, teachers, and administrators will collaborate to introduce informational sessions, parent workshops, and classroom lessons explaining TSI requirements, testing procedures, and score implications. **Strategy's Expected Result/Impact:** 100% of 8th-grade students and families will participate in at least one TSI awareness activity before the spring assessment. Student surveys will show increased awareness of TSI purpose and expectations by at least 20% from pre- to post-awareness sessions. TSI participation rate will increase to 90% of eligible 8th-grade students by spring 2027. **Staff Responsible for Monitoring:** Administrators, Teachers, and Counselors **Problem Statements:** School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

School Processes & Programs
Problem Statement 2: Although campus provided opportunities for student and parental participation in programs to expose students and families for post secondary readiness opportunites, there was a limited amount of participation. . **Root Cause**: Lack of communication and lack of collaboration with all stakeholders results in minimal participation.

Priority 3: Personnel and Professional Development

Goal 1: By June 2027, the number of teachers meeting "accomplished" or higher on T-TESS 2.1 will increase from 21% to 60% .

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Provide targeted professional development and instructional coaching focused on high-yield instructional practices that align with T-TESS Dimension 2.1, including lesson alignment, clarity of learning goals, and student engagement. **Strategy's Expected Result/Impact:** 100% of teachers will participate in at least three professional development sessions directly tied to T-TESS Dimension 2.1 by May 2026. Walkthrough and observation data will show an increase in evidence of clear learning objectives and student engagement strategies across classrooms. The percentage of teachers rated "Accomplished" or higher on Dimension 2.1 will increase from 21% to 26% by June 2026. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 2: Reed Middle School staff turnover has caused a reduction in the number of years of experience for the instructional staff that has the most substantial impact on student achievement. **Root Cause**: Reed Middle School has not adequately provided a consistent plan for instructional training and peer mentorship that adequately impacts teacher growth and development.

Priority 3: Personnel and Professional Development

Goal 2: The percentage of teachers holding a valid Texas Certification will increase from 85% to 100% by 2028.

Evaluation Data Sources: HR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Establish a campus-based support and accountability system to assist uncertified teachers in progressing through their certification programs. The principal and mentor teachers will provide guidance, encouragement, and structured check-ins for uncertified staff. Certification progress will be tracked each grading period to ensure timely completion of testing, coursework, and program requirements. **Strategy's Expected Result/Impact:** 100% of uncertified teachers will have an individualized certification plan on file by the end of the first semester Quarterly progress meetings will be held to document milestones such as test registration, coursework completion, and program advancement. At least 75% of uncertified teachers will complete or advance to the final phase of their certification program by the end of the 2027-28 school year. Increased teacher certification rates will improve instructional capacity and contribute to the campus reaching 88% certified staff by 2028. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Demographics 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 2: Reed Middle School staff turnover has caused a reduction in the number of years of experience for the instructional staff that has the most substantial impact on student achievement. **Root Cause**: Reed Middle School has not adequately provided a consistent plan for instructional training and peer mentorship that adequately impacts teacher growth and development.

Priority 3: Personnel and Professional Development

Goal 3: By June 2028, the campus will increase the number of teachers earning a Teacher Incentive Allotment (TIA) designation by building teacher capacity through high-quality professional development, targeted coaching, and data-driven instructional practices, resulting in at least 10% of campus teachers earning a TIA distinction.

Evaluation Data Sources: Edugence

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

Strategy 1: Implement a comprehensive teacher development system that combines job-embedded professional learning, targeted coaching cycles, and frequent data reviews to strengthen instructional practices and student outcomes aligned to TIA performance measures.

Strategy's Expected Result/Impact: By systematically building teacher capacity, the campus will increase the number of teachers eligible for and earning TIA distinctions. Teachers will demonstrate improved instructional effectiveness, higher student growth outcomes, and stronger T-TESS ratings, resulting in at least 10% of teachers earning a TIA designation by June 2028. This will also promote higher staff retention, professional growth, and overall student achievement.

Staff Responsible for Monitoring: Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The campus will establish a professional learning calendar aligned to TIA performance criteria and student growth measures. Teachers will participate in coaching cycles that include classroom observations, feedback conferences, and model lessons. PLCs will analyze student data biweekly to identify instructional gaps and monitor progress toward growth goals. Administrators will conduct calibrated T-TESS evaluations to ensure consistency in teacher feedback and alignment to TIA expectations. Progress will be reviewed each semester to identify teachers on track for TIA designation and provide additional targeted support as needed.	Administrators	August - May	

Problem Statements: Demographics 2

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Demographics

Problem Statement 2: Reed Middle School staff turnover has caused a reduction in the number of years of experience for the instructional staff that has the most substantial impact on student achievement. **Root Cause**: Reed Middle School has not adequately provided a consistent plan for instructional training and peer mentorship that adequately impacts teacher growth and development.

Priority 3: Personnel and Professional Development

Goal 4: The retention rate of "certified teachers" will increase from 79% to 82% by 2028.

Evaluation Data Sources: SBEC, Edugence, Master Schedule

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

Strategy 1: Establish a teacher certification support system that provides mentoring, exam preparation resources, and ongoing monitoring of certification status to ensure all teachers are fully credentialed and in compliance with state requirements.

Strategy's Expected Result/Impact: By implementing this support system, the campus will reduce the number of uncertified teachers and ensure that at least 88% of teachers hold a valid Texas certification by June 2028. Teachers will benefit from improved preparation for certification exams, timely renewal reminders, and mentoring support, which will lead to higher teacher retention, greater instructional stability, and compliance with state and district expectations.

Staff Responsible for Monitoring: Administrators, Counselors

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The principal and assistant principals will track teacher certification status and renewal timelines. Quarterly audits will be conducted to identify teachers in need of certification testing, additional coursework, or renewal support. Targeted test preparation sessions and study resources will be offered, and uncertified teachers will be paired with certified mentors for guidance. Staff will receive timely reminders and one-on-one support to complete renewal requirements, and all documentation will be submitted to HR to ensure district and TEA compliance.	Administrators		

Problem Statements: Demographics 2

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Demographics

Problem Statement 2: Reed Middle School staff turnover has caused a reduction in the number of years of experience for the instructional staff that has the most substantial impact on student achievement. **Root Cause**: Reed Middle School has not adequately provided a consistent plan for instructional training and peer mentorship that adequately impacts teacher growth and development.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 1: The amount of funds spent on "instructional expenditures (Function 11)" will increase from 52.74% to 60% by 2028.

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: The campus principal will conduct monthly reviews of Function Code 11 budget expenditures to ensure that funds are strategically aligned to support classroom instruction.

100% of instructional expenditures will be verified for compliance and effectiveness in promoting student learning.

Increased alignment of fiscal decisions with campus instructional priorities will result in more efficient use of resources, directly supporting improved teaching and learning outcomes.

Documentation of monthly reviews and adjustments will reflect data-informed financial management that maximizes instructional impact.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1		Administrators		

Problem Statements: School Processes & Programs 1

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Campus has failed to execute priorties of resources to ensure results for student achievement. **Root Cause**: The fiscal ability to maintain fiscal responsibility have been suppressed by needs in other areas that were bot effective.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: The district will improve the School FIRST rating from an A-90 to A-94 by 2028.

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:** The principal will conduct two annual trainings for staff focused on purchasing protocols, budget procedures, and fiscal compliance expectations. 100% of staff with budget responsibilities will demonstrate understanding of district and state financial compliance requirements as measured by training attendance and post-training documentation. Improved staff awareness will result in zero audit findings related to campus purchasing or budget management. Consistent fiscal compliance and accurate expenditure tracking will contribute to the district's School FIRST rating increasing from A-90 to A-94 by 2028. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Campus has failed to execute priorties of resources to ensure results for student achievement. **Root Cause**: The fiscal ability to maintain fiscal responsibility have been suppressed by needs in other areas that were bot effective.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: The district will reduce payroll expenditures by 5% from 85.36% to 80.36% by 2028.

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:** The principal will collaborate with Human Resources during campus leveling and the district budgeting process to ensure staffing allocations align with student enrollment, instructional priorities, and fiscal responsibility. Staffing adjustments and vacancy management will reflect data-informed decisions that balance student needs with budget efficiency. Annual campus expenditure reports will show progress toward the district goal of reducing payroll expenditures by 5%, decreasing from 85.36% to 80.36% by 2028. Strategic staffing decisions will support equitable class sizes, maintain instructional quality, and contribute to improved fiscal efficiency across the district. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Campus has failed to execute priorties of resources to ensure results for student achievement. **Root Cause**: The fiscal ability to maintain fiscal responsibility have been suppressed by needs in other areas that were bot effective.