Fort Worth Independent School District

054 Morningside Middle School

2026-2027 Campus Improvement Plan

Board Approval Date: November 10, 2026

Mission Statement

The mission of Morningside Middle School is to prepare and empower all students to be lifelong learners and productive citizens in a global society.

Vision

Continuous Improvement to Develop Young Men and Women

Value Statement

Morningside Middle School believes in promoting an environment that embodies the core values of teamwork, communication, care, responsibility, honesty, respect, positively and responsibility.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 6
School Processes & Programs 8
Perceptions 10
Priority Problem Statements 12
Comprehensive Needs Assessment Data Documentation 14
Goals 16
Goal 1: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from 38% to 50%. 16
Goal 2: Reduce the number of schools that are rated F from 11.3% to 0%. (125 schools total - 11 F-rated schools to Zero F-rated schools) 20
Goal 3: Increase student participation rates for Fine Arts, JROTC, and Athletics 29
Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 23% to 20%. 32
Campus Funding Summary 38

Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

On May 15, 1952, a bond issued was passed by a vote of 11-1. This building program enabled Morningside Junior High School to be built. The bid on the original building was $634,685. The architect for Morningside Junior High School was Wyatt C. Hendrick. Morningside Junior High officially opened in September of 1956. The principal was Herbert A. Wilson (1956-1961). In 1961 K. W. McMillan (1961-1970) assumed the principalship. In the fall of 1970, Robert McDaniel (1970-1985) became the principal of the school. During the 1970-71 school year, the east annex was added to the main building. In 1973, the school was changed to a sixth grade school and remained that way until 1983 when it became Morningside Middle School to accommodate sixth through eighth graders. In 1985, Odessa Ravin (1985-1997) became the fourth principal and first female to assume the principalship.

For the 2026-2027 school year Morningside Middle school enrollment is 396 students in grades 6th- 8th. Many of our students come from multi-generational families who speak a variety of languages including but not limited to: English, Spanish, Swahili, and Burmese. We have several invested partners which help support our campus efforts including: Mt. Olive Baptist Church, Morningside Middle School Alumni, Parent Shield, and TCU.

Students are double-blocked in Reading and Math classes while Social Studies, Science, and electives see their students every other day. The average teacher- student ratio is 1:28 for a core content class and 1:20 for an elective class. Average Attendance Rate for students in 2025-2026 was 90.5% with a chronic absenteeism rate of 31% which is higher than the district. Discipline rates for the 2025-2026 showed large percentages of African American and Special Education students receiving out of school suspensions which also impacted attendance rates and student achievement. Morningside Middle School provides regular programming, gifted and talented, honors/accelerated, and special education classes. The school, also, provided extra curricular activities for students beyond the school day including: Boys to Men mentoring group, student leaders in training, student council, basketball, football, volleyball, track, soccer, tutoring and several school clubs and organizations. There is no after school program for the 2026-2027 school year, but staff open the school 45 minutes before school starts and the campus remains open 45 minutes after school ends to accompany parents who need to drop off or pick up their children at an earlier or later time.

MMS enrollment breakdown: Hispanic: 55% African American: 35% Other: 10%, Emergent Bilingual: 45%, Special Education: 21%, and Economic Disadvantaged: 98%. 98% of families average household income falls below the federal poverty level. Statistics also show that about 50 percent of residents did not finish high school. The 98% Economically Disadvantaged rate is higher than the district of 82%.

For the 2026-2027 school year the Campus was reconstituted with all new staff and turned into an ACE campus (Accelerating Campus Excellence) following the ACE school turn around model. For the 26-27 school year Morningside is an F-rated campus for the 4th year in a row. For the 2026-2027 school year our district created four distinct regions within the district. Morningside MS is part of the ELEVATE region which includes the highest need campuses in the district. Due to the reconstitution 98% of the staff for the 2026-2027 school year are new to the campus.

Demographics Strengths

Under the ACE school turnaround model 50% of the core teachers hired have TIA (teacher incentive allotment) designations and all teachers have a minimum of 2 years of experience. 80% of the teachers hired for the 2026-2027 school year are considered experienced veteran teachers with over 10+ years of teaching experience. All teachers are fully certified with the exception of one JCC (Junior Cadet Corp) teacher who is in an alternative education program pursuing her certification. Additional positions were added under the

ACE school turnaround model including, resident teachers who have college degrees and are enrolled in alternative education programs, and learning facilitators who oversee the grade level mastery labs for students achieving mastery on their daily common assessments to continue showing growth.

For the 26-27 school year all students were immersed into regular English Language Arts classrooms and the previous language center was dissolved. The campus has several community partners including a Tarrant Area Food Bank partnership that houses a food pantry on campus. The campus has over nine different countries represented. 60% of the families in the community and school are 3rd generation students. MMS has over seven different languages represented. MMS has a strong alumni presence that hold a reunion every year on campus. The campus staff is also very diverse and has a wide range of experience along with TIA designations.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education students comprise 21% of campus enrollment and are being disciplined disproportionately (36%) (ISS and OSS) from their peers
Root Cause: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching and other proactive and reactive social- emotional and behavioral skill building skills as well as de-escalation techniques

Problem Statement 2 (Prioritized): The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%
Root Cause: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. Increased parental involvement and partnership between school , student and family.

Problem Statement 3 (Prioritized): Morningside Middle School has 35% African American enrollment but African American comprise of 60% of OSS.
Root Cause: Students are showing signs of having greater needs for assistance with their reoccurring discipline issues and students and teachers are in need of de-escalation and social- emotional care strategies.

Problem Statement 4 (Prioritized): Emergent bilinguals make up 45% of the school's population, and their progress measures on curriculum assessments and state assessments lag behind the district in every tested content area by 10%-30%
Root Cause: Teachers require professional development on linguistic accommodations, language acquisition strategies, and proficiency language descriptors to support learning for all students.

Student Learning

Student Learning Summary

Morningside is currently considered a low performing campus with an F-rating for the past four years (U4). For the 2025-2026 school year Morningside MS STAAR scores overall were a 54, which resulted in an F-rating from the state. The domain 1 student academic achievement score was a 49. The domain 2a score for academic growth was a 54. The domain 2b score for relative performance was a 52. The domain 3 closing the gap score was a 53. Three of the five domains (overall, domain 2b, and 3) were decreases from the 2024-2025 school year and two remained the same.

Math scores on the 2025-2026 STAAR overall were 30% approaches, 10% meets, and 1% masters. Sixth grade Math scores were 38% approaches, 10% meets, and 0% masters. Seventh grade math scores were 15% approaches, 1% meets, and 0% masters. Eighth grade scores were 34% approaches, 18% meets, and 3% masters. While sixth and seventh grade made small gains eighth grade decreased at the approaches level in all subgroups of students.

Reading scores on the 2025-2026 STAAR overall were 45% approaches, 21% meets, and 8% masters. Sixth grade Reading scores were 45% approaches, 23% meets, and 10% masters. Seventh grade Reading scores were 43% approaches, 20% meets, and 6% masters. Eighth grade Reading scores were 47% approaches, 19% meets, and 9% masters. Reading showed a decrease of 4% overall from the 2024-2025 school year with declines in the economically disadvantaged, Emergent bilingual, and African American subgroups.

Social Studies scores on the 2025-2026 STAAR overall were 20% approaches, 8% meets, and 3% masters. This was a 10% decrease in approaches, 2% decrease in meets, and 1% decrease in masters from the previous school year. The economically disadvantaged, Emergent bilingual, African American, and Hispanic subgroups all declined from the previous school year.

Science scores on the 2025-2026 STAAR overall were 30% approaches, 14% meets, and 3% masters. The approaches level decreased 10% from the previous school year with slight 1-2% increases in meets and masters. With the exception of Special Education all subgroups decreased from the previous school year. With the exception of the Hispanic subgroup all subgroups showed double digit decreases. There was a slight increase of 1 and 2% at the meets and masters level overall.

End of Course STAAR scores in both Algebra 1 and Biology showed incredible gains. Algebra I STAAR scores were 89% approaches, 44% meets, and 19% masters. All double digit increases from the 2024-2025 school year. Biology STAAR scores were 100% approaches, 89% meets, and 39% masters with both meets and masters showing double digit increases.

Although there was an increase from an overall score of 48 to 57 from the 2022/2023 school year to the 2024/2025 school year with an increase in Domain 3 (closing the Gap) from 36 to 67 the campus fell back to a 49 in Domain 1 student achievement for the 25-26 school year. Overall the campus rating was a 54 for the 2025-2026 school year with an overall Domain 1 score of 49%, Domain 2A-54%, Domain 2B-52%, and Domain 3-53%. While MAP scores showed 48-60% growth across Math, Science, and Reading, STAAR and TELPAS scores remained flat with only 8 students reclassifying.

Student Learning Strengths

Morningside students who are scheduled to receive support services are scheduled to receive all services including Special Education, Dyslexia, 504, and EB services. Campus uses multiple data points and sources to assess student data such as I-Ready, NWEA MAP data, demonstration of learning, district quarterly assessments, district benchmarks and campus common assessments.

Student learning strengths showed growth in end of the year MAP scores overall from beginning of the year to the end of the year. Reading MAP scores showed 68% growth, Science showed 59% growth, and Math showed 46% growth. The end of course high school level courses showed tremendous gains at all levels with End of Course STAAR scores in both Algebra 1 and Biology. Algebra I STAAR scores were 89% approaches, 44% meets, and 19% masters. Students grew 18% at the approaches level, 27% at the meets level, and 13% at the masters level in Algebra. Biology STAAR scores were 100% approaches, 89% meets, and 39% masters with both meets and masters showing double digit increases of 24% at

the approaches level and 21% at the meets level. Sixth and seventh grade Reading scores showed slight increases of two to three percent. Sixth grade Math increased 6% at the meets level while 7th grade math increased 9% at the approaches level.

The majority of students showed growth on MAP in Reading and Science. Advanced classes on campus included accelerated 6th grade science, accelerated 6th grade math, Algebra I (7th & 8th Grade), Advanced RLA (6th-8th), Advanced Math (6th-8th), Advanced Social Students (6th-8th), 7th Grade Advanced Science, Geometry and Biology. For the 1st 6 weeks assessment of the 26-27 school year scores are up 10-25% across ELA, Math, Science, and Social Studies compared to the 1st 6 weeks assessment from the 25-26 school year. On the 2nd Six Weeks district assessment in the 2026-2027 school year Math, Science, and Social Studies showed increases from the previous six weeks.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR scores, district benchmarks, and six weeks assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor of the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instruction
Root Cause: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM

Problem Statement 2 (Prioritized): 6th-8th grade students in math and reading are performing below the district at the Meets level on district and state assessments.
Root Cause: Teachers need support understanding and internalizing the depth of the state standards and the district curriculum and developing / adjusting TEKS aligned lessons and reteach opportunities that is based upon the data.

Problem Statement 3 (Prioritized): 6-8 grade students under-performed their district peers in meeting or exceeding their expected growth as well as in achievement on the MAP Math and Reading assessment.
Root Cause: Teachers need support understanding the depth of the state standards, district curriculum, and the vertical alignment of math and reading TEKS to be able to select appropriately scaffolds and/or enrichment instructional materials to create effective lessons to to grow students' math and reading proficiency.

School Processes & Programs

School Processes & Programs Summary

Morningside Middle follows the Elevate culture practices as part of our campus Behavior Management System as well as a campus created PBIS (positive behavior incentive system) in conjunction with Class Dojo to award students points for good behavior, attendance, and grades. Students of the Six Weeks and Teacher and Faculty of the month are recognized to celebrate students and staff for growth and achievement via pep rallies, gift cards, baskets, and snacks/treats. . A culture committee comprised of teachers, campus leadership and support staff meet bi-weekly to plan different celebratory events. Teachers meet every Thursday after school from 4:45-6:00 p.m. to engage in professional learning and rehearse high leverage lessons using the district Cowtown 12 indicators. Professional Learning Communities meet daily for 45 minutes to internalize lessons, create exemplars, scaffolds, and thinking steps to support student learning, as well as analyzing student work, DOL data, and six week assessment data.

Student Support Team / MTSS comprised of grade level teacher leads, campus leadership and support staff meet monthly to review students with high absences, discipline, and grades. Morningside Middle has active parent - school relationships.

Many students participate in extracurricular activities such as band and sports. Our football team won the Eastern region with an 8-0 record. We will now play for the district city championship. This highlights the top middle school program in the district. For the 26-27 school year MMS teachers and staff open the school at 8:15 a.m. and keep it open until 5:15 p.m. to provide an additional support to parents since there is not an after school program. Tutorials are offered before and after school on an as needed basis. Students engage in academic learning in the auditorium before school working on our intervention platforms I-Ready and Zearn from 8:15-8:45 a.m, daily. In addition, an intervention period (advisory) is built into the daily schedule for 42 minutes, as well as a 30 minute reteach daily in all 90 minute core classes. A community pantry, Viking Market, in partnership with Tarrant County Food Bank and FWISD Parent Partnership provides fresh foods and items to our surrounding community. For campus leadership, the Instructional Leadership Team consists of the principal and 3 assistant principals. Each grade level has a grade level leader and each department has a teacher who operates as the department chair.

School Processes & Programs Strengths

All core content teachers have a 45 minute PLC time daily that is built into the bell schedule. Staff and student culture and school spirit is celebrated as a campus strength. Weekly celebratory posts are made to social media platforms and shared via the district platform ParentSquare. A weekly newsletter is send to all parents, students, and staff highlighting the campus instructional goals, progress, and celebrations. Staff feel as though they have strong instructional support through instructional coaching, daily PLCs, feedback from the Instructional Leadership Team weekly, as well as weekly collaborative walks, and Thursday rehearsal demonstration days after school. Communication to staff and families occurs via newsletters, activity calendars, call outs, and social media posts. The Counselors and Social Workers (Community in Schools and Intervention Specialist) support students on the campus and at home support is provided via Mobile Health Care Unit Resource Portable and our campus Food Pantry, in partnership with Tarrant Area Food Bank. Three Learning facilitators were hired for the 26-27 school year to support students who are achieving mastery continue to grow and stretch at higher rigor levels while the Reading and Math teachers conduct reteach lessons with students not achieving mastery. Three resident teachers were added to staff for the 26-27 SY. Resident teachers are degreed employees who are simultaneously enrolled in alternative education programs working towards their certification to become a teacher. Resident teachers step in and teach anytime a teacher is absent from school. A copy clerk was also added to support teachers with making copies for the 2026-2027 school year to take that additional work off of teachers, and allow them to focus on instructional planning and delivery of high quality instruction daily to students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%.
Root Cause: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events.
054 Morningside Middle School Increased parental involvement and partnership between school , student and fami

Problem Statement 2 (Prioritized): District benchmarks and quarterly assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instructio
Root Cause: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM. Campus administration engages in the observation and feedback process with fidelity.

Problem Statement 3 (Prioritized): MMS has a high campus discipline referral rate directly attributable to attendance levels, students' achievement levels, apathy, and acting out.
Root Cause: Teachers need training in multiple areas including creating a high-performance culture, building relational capacity, de-escalation skills, and classroom management.

Perceptions

Perceptions Summary

Parent participation activities includes Open House, Monthly Food Pantry Opening, Holiday Band Festival, Academic Rallies, awards assemblies, parent conferences, SBDM meetings, and other community events. Participation averages between 25-200 parents/family members at these events. Community Partnerships: Our campus' partners include Parent Shield, TCU, FWPD, T3, Tarrant Area Food Bank, Boys2Men program, Morningside MS Alumni, Mount Olive Baptist Church as well as campus staff which support our campus in several different areas including providing the opportunity for our students to attend educational trips, provide food and resources for students and families. For the 2026-2027 school year parents and community partners as well as district leadership have been very complementary of the total transformation Morningside Middle School has undergone from the Spring 2026 to the Fall of 2026.

Morningside Middle School faculty, staff and community stakeholders developed the campus vision and mission where they identified the goals of students and teachers of Morningside Middle. Survey sent at the beginning of the year to staff for input and to examine staff values for incorporating into school goals and vision. Campus Culture survey sent to staff at the end of the year for feedback. Campus Culture/Sunshine committee meets monthly to discuss how to promote a positive school culture utilizing the surveys as a data point. The SBDM committee meets each month to discuss campus progress, upcoming events, and budget. Morningside Middle implemented a monthly calendar with incentives for teachers and student to remind all stakeholders that we care about them as well as have students of the month and teacher and faculty of the months. Mastery Labs are provided with incentives each six weeks for the students who achieve the most visits. Attendance incentives are done each six weeks in efforts to promote the importance of coming to school and striving for academic excellence in the classroom. MMS posts regularly to social media sites such as Facebook and Instagram to communicate events and showcase campus achievements. Community members and parents are members of the SBDM (Site Based Decision Making) committee and LPAC committees. We have two campus teachers who also serve on the district employee response committee (DERC). They bring any concerns from staff to the campus principal and any district needs or concerns to the DERC members during monthly meetings.

MMS has had many visitors on campus for the 2026-2027 school year including the Texas Education Agency Deputy Commissioner, School Action Program in conjunction with Texas Tech, as well as the Superintendent, Deputy Superintendent, Chiefs of Schools and Executive Directors. All notice the strives the campus has made in implementation of the school turnaround model and the focus on high quality bell to bell instruction daily. Students have adjusted to the changes well and continue to show great gains academically and behaviorally.

Perceptions Strengths

Students and staff feel valued. With a new staff we are working hard to create a strong and collaborative campus climate and culture. Staff are experiences and many core teachers have TIA (teacher incentive allotment designations). We are an ACE campus which operates on an Additional Day School Year calendar. (212 days) A higher salary was offered for the 26-27 SY ranging from $88,000-100,000 for teaching positions. Strong staff attendance with usually 70% of staff having perfect attendance each six weeks. Student attendance consistently stayed above 87% each 6 weeks. Engaging activities and dress up days planned and communicated with families to increase student and staff engagement. Community activities included community involvement (Open House, Fall festival, etc..) Community members volunteer through mentorship programs such as Boys2Men. Our campus engages in social emotional learning and development utilizing staff such as teachers, administrators, two counselors, Community In School program specialist and an Intervention Specialist.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Special Education students comprise 21% of campus enrollment and are being disciplined disproportionately (36%) (ISS and OSS) from their peers.
Root Cause: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching and other proactive and reactive social- emotional and behavioral skill building skills as well as de-escalation techniques.

Problem Statement 2 (Prioritized): The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%.
Root Cause: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. Increased parental involvement and partnership between school , student and family.

Problem Statement 3: African American students comprise 35% of campus enrollment but are 58% of campus discipline referrals.
Root Cause: Students are showing signs of having greater needs for assistance with their reoccurring discipline issues and students and teachers are in need of de-escalation and social- emotional care strategies.

Priority Problem Statements

Problem Statement 1: The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%

Root Cause 1: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. Increased parental involvement and partnership between school , student and family.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 6th-8th grade students in math and reading are performing below the district at the Meets level on district and state assessments.

Root Cause 2: Teachers need support understanding and internalizing the depth of the state standards and the district curriculum and developing / adjusting TEKS aligned lessons and reteach opportunities that is based upon the data.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: District benchmarks and quarterly assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instructio

Root Cause 3: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM. Campus administration engages in the observation and feedback process with fidelity.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%.

Root Cause 4: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. Increased parental involvement and partnership between school , student and family.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Special Education students comprise 21% of campus enrollment and are being disciplined disproportionately (36%) (ISS and OSS) from their peers

Root Cause 5: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching and other proactive and reactive social- emotional and behavioral skill building skills as well as de-escalation techniques

Problem Statement 5 Areas: Demographics

Problem Statement 6: Morningside Middle School has 35% African American enrollment but African American comprise of 60% of OSS.

Root Cause 6: Students are showing signs of having greater needs for assistance with their reoccurring discipline issues and students and teachers are in need of de-escalation and social- emotional care strategies.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Emergent bilinguals make up 45% of the school's population, and their progress measures on curriculum assessments and state assessments lag behind the district in every tested content area by 10%-30%

Root Cause 7: Teachers require professional development on linguistic accommodations, language acquisition strategies, and proficiency language descriptors to support learning for all students.

Problem Statement 7 Areas: Demographics

Problem Statement 8: STAAR scores, district benchmarks, and six weeks assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor of the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instruction

Root Cause 8: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 6-8 grade students under-performed their district peers in meeting or exceeding their expected growth as well as in achievement on the MAP Math and Reading assessment.

Root Cause 9: Teachers need support understanding the depth of the state standards, district curriculum, and the vertical alignment of math and reading TEKS to be able to select appropriately scaffolds and/or enrichment instructional materials to create effective lessons to to grow students' math and reading proficiency.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%.

Root Cause 10: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. 054 Morningside Middle School Increased parental involvement and partnership between school , student and fami

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: MMS has a high campus discipline referral rate directly attributable to attendance levels, students' achievement levels, apathy, and acting out.

Root Cause 11: Teachers need training in multiple areas including creating a high-performance culture, building relational capacity, de-escalation skills, and classroom management.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Special Education students comprise 21% of campus enrollment and are being disciplined disproportionately (36%) (ISS and OSS) from their peers.

Root Cause 12: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching and other proactive and reactive social- emotional and behavioral skill building skills as well as de-escalation techniques.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS
- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends
- Mobility/stability rate, including longitudinal data

Employee Data

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

Parent/Community Data

- Parent engagement rate
- Parent and community partnership data
- Parent activity evaluations and feedback data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Action research results
- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Focus Group(s) data

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from 38% to 50%.

Performance Objective 1: Decrease the percentage of 6th - 8th grade students that score '0' on extended constructed responses (ECR) on their relevant grade level STAAR assessment from 62% to 20% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, benchmarks, six week assessments, daily DOLs

Strategy 1: Strengthen the instructional model by implementing the district's Cowtown 12 instructional model with emphasis on the daily DOL-to-Reteach cycle by requiring teachers to analyze DOL results immediately, form targeted LEAD groups, and deliver focused reteach small group instruction daily that is aligned to the objective to accelerate mastery for all students.

Strategy's Expected Result/Impact: By reteaching daily and reassessing daily the percent mastery, teachers will close gaps and clear up misconceptions in the moment, while tracking progress of all students.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Formative Reviews		
Action Step 1: Monitor fidelity through SPOTs by checking alignment between the LO, DOL, and reteach plan during daily walkthroughs.	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Strengthen Tier 1 instruction by using PLCs for collaborative lesson internalization and rehearsal, ensuring teachers practice key lesson components and receive real-time feedback from admin before first teach.	Formative		
	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Elevate student engagement to 100% by embedding consistent Multiple Response Strategies, daily writing, and purposeful annotation into every ELAR lesson to deepen comprehension and increase the rigor needed for students to reach Meets.

Strategy's Expected Result/Impact: By engaging all students in writing daily, providing structured feedback from teachers, and using SCR/ECR STAAR aligned rubrics students will move up a minimum of 1 point on their SCR/ECR.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Formative Reviews		
Action Step 1: Plan and execute a minimum of 3 Multiple Response Strategies during each block of the ELAR lesson, embedded in their slide deck, and verified through SPOT observations.	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
	Formative		
Action Step 2: Embed daily writing and purposeful annotation by requiring students to annotate the text multiple times (key ideas, vocabulary, evidence) and produce justified written responses connected to their annotations in every ELAR lesson.	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 3: Progress monitor ELA data on daily DOLs, six weeks assessments, and benchmarks by grade level, by teacher, and by student to identify additional areas of support needed for teachers through professional development and 1-on-1 coaching and feedback.

Strategy's Expected Result/Impact: Tracking data on a more frequent basis identifies growth areas where additional training and support needs to be provided.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Formative Reviews		
	Formative		
Action Step 1: Review, analyze, and create targeted groups for reteach, as well as action plans, based off the daily DOLs, six weeks assessments, and benchmarks.	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
	Formative		
Action Step 2: Conduct 1 on 1 face to face coaching sessions with teachers based off their DOL data, six weeks assessment data, and benchmark data.	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: STAAR scores, district benchmarks, and six weeks assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor of the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instruction **Root Cause**: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM
Problem Statement 2: 6th-8th grade students in math and reading are performing below the district at the Meets level on district and state assessments. **Root Cause**: Teachers need support understanding and internalizing the depth of the state standards and the district curriculum and developing / adjusting TEKS aligned lessons and reteach opportunities that is based upon the data.
Problem Statement 3: 6-8 grade students under-performed their district peers in meeting or exceeding their expected growth as well as in achievement on the MAP Math and Reading assessment. **Root Cause**: Teachers need support understanding the depth of the state standards, district curriculum, and the vertical alignment of math and reading TEKS to be able to select appropriately scaffolds and/or enrichment instructional materials to create effective lessons to to grow students' math and reading proficiency.

Goal 2: Reduce the number of schools that are rated F from 11.3% to 0%. (125 schools total - 11 F-rated schools to Zero F-rated schools)

Performance Objective 1: Increase the percentage of 6th through 8th grade students that score meets grade level or above on the English STAAR assessment from 20% in June 2026 to 60% by June 2027.
Increase the performance of Special Education and Emergent Bilingual student groups from 18% meets on June 2026 English STAAR assessment to 60% meets on the English STAAR assessment by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments, Six Week Assessments, STAAR

Strategy 1: Implement the Cowtown 12 indicators campus-wide to strengthen instruction with daily DOL-to-Reteach cycle requiring teachers to analyze DOL results immediately to identify the misconception, form targeted LEAD groups, and deliver focused reteach lessons aligned to the demonstration of learning statement to accelerate mastery for all students; while adding advanced lessons and extension activities for students scoring at mastery to continue to increase student achievement for all students.

Strategy's Expected Result/Impact: By reteaching daily and reassessing daily the percent mastery, teachers will be able to close gaps and clear up misconceptions in the moment, while tracking progress of all students. Students at mastery will continue to receive additional rigorous advanced tasks to complete.

Staff Responsible for Monitoring: Teachers and Admin

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Monitor fidelity through SPOTs by checking alignment between the LO, DOL, and reteach plan during daily walkthroughs.			

Action Step 2 Details	Formative Reviews		
Action Step 2: Strengthen Tier 1 instruction by using PLCs for collaborative lesson internalization and rehearsal, ensuring teachers practice key lesson components and receive real-time feedback from admin before first teach.	Formative		
	Nov	Jan	Mar

Action Step 3 Details	Formative Reviews		
Action Step 3: Learning Facilitators will actively monitor and support students during LEAD block to ensure all students are engaged, persist through tasks completion, and produce high-quality work aligned to the objective. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Learning Facilitators **Date(s) / Timeframe:** August 2026-June 2027 **Collaborating Departments:** ELA and MATH Departments **Delivery Method:** In Person **Funding Sources:** Learning Facilitator to support students during Mastery Labs - Title I (211) - 211-13-6119-502-054-30-054-101000 - $64,000	Formative		
	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Elevate student engagement by embedding consistent Multiple Response Strategies, daily writing, and purposeful annotation into every ELAR lesson to deepen comprehension and increase the rigor needed for students to reach Meets.

Strategy's Expected Result/Impact: By engaging all students in writing daily, providing structured feedback from teachers, and using SCR/ECR STAAR aligned rubrics students will move up a minimum of 1 point on their SCR/ECR.

Staff Responsible for Monitoring: Teachers and Admin

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Plan and execute a minimum of 3-5 Multiple Response Strategies during each block of the ELAR lesson, embedded in their slide deck, and verified through SPOT observations. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Daily throughout the 2026-2027 school year. **Collaborating Departments:** All **Delivery Method:** Face to face during classroom instruction.			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Embed daily writing and purposeful annotation by requiring students to annotate the text multiple times (key ideas, vocabulary, evidence) and produce justified written responses connected to their annotations in every ELAR lesson. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Daily throughout the 2026-2027 school year. **Collaborating Departments:** ALL **Delivery Method:** Face to face			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 3: Progress monitor ELA data on daily DOLs, six weeks assessments, and benchmarks by grade level, by teacher, and by student to identify additional areas of support needed for teachers through professional development and 1-on-1 coaching and feedback.

Strategy's Expected Result/Impact: Tracking data on a more frequent basis identifies growth areas where additional training and support needs to be provided.

Staff Responsible for Monitoring: Teachers and Admin

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Review, analyze, and create targeted groups for reteach, as well as action plans, based off the daily DOLs, six weeks assessments, and benchmarks. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators and Teachers **Date(s) / Timeframe:** Daily, weekly, monthly, and quarterly. **Collaborating Departments:** All core departments **Delivery Method:** Face to face during demonstration days after school 4:45-6:00 p.m. and in core content PLCs.	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Conduct 1 on 1 face to face coaching sessions with teachers based off their DOL data, six weeks assessment data, and benchmark data. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** Daily during PLCs. Weekly during on the spot coaching and 1 on 1 coaching conferences as well as demonstration/rehearsal days after school. **Collaborating Departments:** All teachers **Delivery Method:** Whole group, small group, and 1 to 1	Formative		
	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: STAAR scores, district benchmarks, and six weeks assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor of the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instruction **Root Cause**: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM
Problem Statement 2: 6th-8th grade students in math and reading are performing below the district at the Meets level on district and state assessments. **Root Cause**: Teachers need support understanding and internalizing the depth of the state standards and the district curriculum and developing / adjusting TEKS aligned lessons and reteach opportunities that is based upon the data.
Problem Statement 3: 6-8 grade students under-performed their district peers in meeting or exceeding their expected growth as well as in achievement on the MAP Math and Reading assessment. **Root Cause**: Teachers need support understanding the depth of the state standards, district curriculum, and the vertical alignment of math and reading TEKS to be able to select appropriately scaffolds and/or enrichment instructional materials to create effective lessons to to grow students' math and reading proficiency.

School Processes & Programs

Problem Statement 2: District benchmarks and quarterly assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instructio **Root Cause**: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM. Campus administration engages in the observation and feedback process with fidelity.

Goal 2: Reduce the number of schools that are rated F from 11.3% to 0%. (125 schools total - 11 F-rated schools to Zero F-rated schools)

Performance Objective 2: Increase the percentage of 6th through 8th grade students that score meets grade level or above on the Math STAAR assessment from 10% on the 2026 Math STAAR assessment to 60% by the June 2027 Math STAAR assessment.
Increase the performance of Special Education and Emergent Bilingual students that score meets grade level or above from 2% on the 2026 Math STAAR assessment to 30% on the Math STAAR by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments, Six Week Assessments, STAAR

Strategy 1: Strengthen the daily DOL-to-Reteach cycle by requiring teachers to analyze DOL results immediately, form targeted LEAD groups, and deliver focused reteach small group instruction daily that is aligned to the objective to accelerate mastery for all students.

Strategy's Expected Result/Impact: By reteaching daily and reassessing daily the percent mastery, teachers will be able to close gaps and clear up misconceptions in the moment, while tracking progress of all students.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Monitor fidelity through SPOTs by checking alignment between the LO, DOL, and reteach plan during daily walkthroughs. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** Daily during spot observations and PLC meetings **Collaborating Departments:** ALL **Delivery Method:** Whole group, small group, and individually.	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Strengthen Tier 1 instruction by using PLCs for collaborative lesson internalization and rehearsal, ensuring teachers practice key lesson components and receive real-time feedback from admin before first teach. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers and Administrators **Date(s) / Timeframe:** Daily during PLCs/Weekly during Demo rehearsals **Collaborating Departments:** All **Delivery Method:** Face to face- whole group, small group by departments, and 1 on 1 with teachers.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Elevate student engagement by embedding consistent Multiple Response Strategies, daily writing, and purposeful annotation into every MATH lesson to deepen comprehension and increase the rigor needed for students to reach Meets.

Strategy's Expected Result/Impact: By engaging all students in writing daily, providing structured feedback from teachers, and using SCR/ECR STAAR aligned rubrics students will move up a minimum of 1 point on their SCR/ECR.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Plan and execute a minimum of 3-5 Multiple Response Strategies during each block of the MATH lesson, embedded in their slide deck, and verified through SPOT observations. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers and Administrators **Date(s) / Timeframe:** Daily in classrooms **Collaborating Departments:** All **Delivery Method:** Face to face during instruction			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Embed daily writing and purposeful annotation by requiring students to annotate the text multiple times (key ideas, vocabulary, evidence) and produce justified written responses connected to their annotations in every MATH lesson. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers and Administrators **Date(s) / Timeframe:** Daily throughout the 2026-2027 school year. **Collaborating Departments:** All **Delivery Method:** Face to face			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 3: Progress monitor MATH data on daily DOLs, six weeks assessments, and benchmarks by grade level, by teacher, and by student to identify additional areas of support needed for teachers through professional development and 1-on-1 coaching and feedback.

Strategy's Expected Result/Impact: Tracking data on a more frequent basis identifies growth areas where additional training and support needs to be provided.

Staff Responsible for Monitoring: Teachers and Administrators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Review, analyze, and create targeted groups for reteach, as well as action plans, based off the daily DOLs, six weeks assessments, and benchmarks. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers and Administrators **Date(s) / Timeframe:** Daily, weekly, and each six weeks throughout the school year. **Collaborating Departments:** Core (Reading, Math, Social Studies, and Science) **Delivery Method:** Face to face			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Conduct 1 on 1 face to face coaching sessions with teachers based off their DOL data, six weeks assessment data, and benchmark data. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** Daily on the spot coaching conversations, 1 on 1 during coaching conferences, and during weekly PLC meetings. **Collaborating Departments:** All **Delivery Method:** Face to face			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: STAAR scores, district benchmarks, and six weeks assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor of the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instruction **Root Cause**: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM
Problem Statement 2: 6th-8th grade students in math and reading are performing below the district at the Meets level on district and state assessments. **Root Cause**: Teachers need support understanding and internalizing the depth of the state standards and the district curriculum and developing / adjusting TEKS aligned lessons and reteach opportunities that is based upon the data.
Problem Statement 3: 6-8 grade students under-performed their district peers in meeting or exceeding their expected growth as well as in achievement on the MAP Math and Reading assessment. **Root Cause**: Teachers need support understanding the depth of the state standards, district curriculum, and the vertical alignment of math and reading TEKS to be able to select appropriately scaffolds and/or enrichment instructional materials to create effective lessons to to grow students' math and reading proficiency.
School Processes & Programs
Problem Statement 2: District benchmarks and quarterly assessment data indicates the need to improve lesson internalization and alignment of the learning objective to rigor the TEKS and student expectations through focusing on lesson planning elements such as high leverage TEKS, formative assessments and data-driven, curriculum based lesson plans and instructio **Root Cause**: The need for daily use of high-quality rigorous instructional materials aligned to instructional planning calendars and quarterly and formative assessments and engagement in the internalization process of the HQIM. Campus administration engages in the observation and feedback process with fidelity.

Goal 3: Increase student participation rates for Fine Arts, JROTC, and Athletics

Performance Objective 1: Increase the percentage of students enrolled in Fine Arts courses from 37% to 60% by June 2027.
Increase the percentage of students enrolled in JROTC courses from 8% to 25% by June 2027.
Increase the percentage of students enrolled in Athletics courses from 6% to 40% by June 2027.
Increase the number and percentage of African American students, Emergent Bilinguals, and Special Education students participating in Fine Arts, JROTC, and Athletics courses on our campus from 8% to 40% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: FOCUS/Master Schedule 25-26 enrollment #s
AWARE
STAAR

Strategy 1: Provide culturally responsiveness professional development training, accommodations training, and language acquisition strategies for teachers that allows them to adapt their teaching methods to incorporate the diverse perspectives of different students, creating a more inclusive and engaging environment that fosters a sense of belonging and improves academic outcomes.

Strategy's Expected Result/Impact: Students will receive the cultural awareness and instructional supports necessary to improve student interest, engagement and overall learning outcomes.

Staff Responsible for Monitoring: ALL

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 1, 2, 3, 4 - School Processes & Programs 1, 3 - Perceptions 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The campus will form a Culture Committee consisting of teachers and students, while including students periodically, to continue to develop PBIS (positive behavior intervention system) on campus. This system will promote positive expectations, behaviors, and supports as well as rewards/incentives for good attendance, behavior, and grades based on the feedback of the committee. **Intended Audience:** Campus Staff and Students **Provider / Presenter / Person Responsible:** ILT Teachers **Date(s) / Timeframe:** 26-27 SY **Collaborating Departments:** All **Delivery Method:** Meetings, Professional Development			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: English Language Development teacher will push in to core classes providing support to Emergent Bilingual students as well as conducting pull-outs of Emergent Bilingual students to conduct data conferences on their TELPAS scores and rating as well as practicing on the testing platform and setting goals for TELPAS. In addition, the ELD specialist will push into PLCs to create scaffolded supports and assist teachers with intentional planning for Emergent Bilingual students. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** ELD Specialist, Administrators **Date(s) / Timeframe:** All school year **Collaborating Departments:** All **Delivery Method:** Daily in classrooms. Weekly schedule provided from the ELD specialist to campus administrators based on TELPAS levels and current progress data on DOLs and six week assessments.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Special Education students comprise 21% of campus enrollment and are being disciplined disproportionately (36%) (ISS and OSS) from their peers **Root Cause**: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching and other proactive and reactive social- emotional and behavioral skill building skills as well as de-escalation techniques
Problem Statement 2: The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3% **Root Cause**: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. Increased parental involvement and partnership between school , student and family.
Problem Statement 3: Morningside Middle School has 35% African American enrollment but African American comprise of 60% of OSS. **Root Cause**: Students are showing signs of having greater needs for assistance with their reoccurring discipline issues and students and teachers are in need of de-escalation and social- emotional care strategies.

Demographics

Problem Statement 4: Emergent bilinguals make up 45% of the school's population, and their progress measures on curriculum assessments and state assessments lag behind the district in every tested content area by 10%-30% **Root Cause**: Teachers require professional development on linguistic accommodations, language acquisition strategies, and proficiency language descriptors to support learning for all students.

School Processes & Programs

Problem Statement 1: The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%. **Root Cause**: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. 054 Morningside Middle School Increased parental involvement and partnership between school , student and fami

Problem Statement 3: MMS has a high campus discipline referral rate directly attributable to attendance levels, students' achievement levels, apathy, and acting out. **Root Cause**: Teachers need training in multiple areas including creating a high-performance culture, building relational capacity, de-escalation skills, and classroom management.

Perceptions

Problem Statement 1: Special Education students comprise 21% of campus enrollment and are being disciplined disproportionately (36%) (ISS and OSS) from their peers. **Root Cause**: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching and other proactive and reactive social- emotional and behavioral skill building skills as well as de-escalation techniques.

Problem Statement 2: The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%. **Root Cause**: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. Increased parental involvement and partnership between school , student and family.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 23% to 20%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 31% during the 2025-2026 school year to 15% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Daily, weekly, and monthly attendance tracking in FOCUS. Attendance SART meetings each six week with chronically absent students and parents.

Strategy 1: Use structured attendance monitoring and early family partnership to intervene quickly when students show emerging attendance risks. Teachers and administrators will track daily attendance trends, conduct positive family outreach after the third absence, and hold solution-focused attendance conferences to identify barriers and co-create plans. This system will reduce chronic absenteeism and decrease Branching Minds documentation by resolving root causes (transportation, routines, motivation, or belonging) before they escalate.

Strategy's Expected Result/Impact: Implementing structured attendance monitoring and early family partnership will ensure teachers and administrators respond to emerging attendance risks before they escalate. As staff track daily trends, complete positive outreach after the third absence, and hold solution-focused attendance conferences to identify and remove barriers, students will experience stronger belonging, improved routines, and increased motivation to attend school consistently. This proactive system will reduce chronic absenteeism and decrease Branching Minds documentation by addressing root causes (transportation, family routines, motivation, or connection) early and effectively.

Staff Responsible for Monitoring: Teachers, Attendance Clerk, Administrators, MTSS/Student Support Teams

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 2, 3 - School Processes & Programs 1, 3 - Perceptions 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers and administrators will use structured attendance monitoring to review daily attendance trends and complete positive family outreach immediately after the third absence to identify early barriers and reinforce attendance expectations. **Intended Audience:** All stakeholders **Provider / Presenter / Person Responsible:** ILT, Attendance Clerk, Admin, Teachers **Date(s) / Timeframe:** All school year **Collaborating Departments:** All **Delivery Method:** Electronically, in-person, meetings, conferences			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: For students with repeated absences, staff (MTSS/Student Support Teams) will conduct solution-focused SART attendance conferences to identify root causes (transportation, routines, motivation, or belonging) and co-create actionable plans that prevent escalation and reduce the need for Branching Minds documentation. **Intended Audience:** Chronic Absentee students and parents **Provider / Presenter / Person Responsible:** ILT, Student Support Team/MTSS Team, Stay in School Coordinator **Date(s) / Timeframe:** Each Six Weeks **Collaborating Departments:** All **Delivery Method:** Face-to-face			

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Host campuswide family engagement nights that builds trust, connection, and shared ownership by hosting consistent, high-impact school events that celebrate students, strengthen relationships, and equip families with tools to support learning at home. Through welcoming environments, multilingual communication, and intentional partnership routines, families will feel valued and invested in the school community, leading to increased buy-in, stronger home school alignment, and decreased absenteeism.

Strategy's Expected Result/Impact: By hosting family engagement events and intentional partnership routines will strengthen trust, connection, and shared ownership between families and the school. As families participate in joyful, culturally responsive events that celebrate students and provide tools for supporting learning and attendance at home, they will feel more welcomed, valued, and invested in the school community. This increased buy-in will lead to stronger home-school alignment, improved daily attendance habits, and a reduction in absenteeism--especially for students who have historically been marginalized or disengaged. Strengthened family relationships will also decrease the need for Branching Minds documentation by addressing barriers early through partnership rather than reactive intervention.

Staff Responsible for Monitoring: ILT, Counselors, Admin

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**

Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 1, 2, 3, 4 - School Processes & Programs 1, 3 - Perceptions 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The school will host six week family engagement events that are joyful, student-centered, and culturally responsive (e.g., Family Math/Reading Nights, Attendance Celebrations, Student Showcases, Coffee with the Principal). Each event will include opportunities for families to connect with staff, celebrate student success, and learn simple strategies to support attendance and learning at home. Events will be bilingual and intentionally welcoming to increase participation and build trust. **Intended Audience:** Parents and Students **Provider / Presenter / Person Responsible:** Admin, Teachers, Counselors **Date(s) / Timeframe:** All school year **Collaborating Departments:** All **Delivery Method:** Meetings/Events **Funding Sources:** Snacks, drinks, paper plates, napkins, flyers, technology, microphones, posters, markers, paper, pens, etc. - Family Engagement (211) - 211-61-6399-503-054-30-054-101000 - $770			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers and administrators will use a consistent family partnership communication system that includes multilingual reminders, personal invitations, and follow-up messages before and after events. Staff will track family participation, celebrate attendance wins publicly, and conduct positive outreach to families of students with emerging attendance concerns. This system will strengthen relationships, increase family buy-in, and reduce absenteeism by ensuring families feel connected, informed, and valued. **Intended Audience:** Families **Provider / Presenter / Person Responsible:** All staff **Date(s) / Timeframe:** All school year **Collaborating Departments:** All **Delivery Method:** Every face to face interaction we have with families. Meetings, Conferences, Celebrations			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: The school will allocate funds to provide snacks and general supplies for all six-week family engagement events to create a welcoming, motivating environment for families. Offering refreshments, take-home materials, and simple resources will increase parent participation, strengthen relationships, and build trust--leading to higher family buy-in and improved student attendance. **Intended Audience:** Parents, Students, Staff **Provider / Presenter / Person Responsible:** Admin, ILT, Counselors, Teachers **Date(s) / Timeframe:** All school year **Collaborating Departments:** All **Delivery Method:** Meetings, Open House, Face-to-face **Funding Sources:** Snacks, drinks, flyers, materials, attendance incentives - Family Engagement (211) - 211-61-6399-503-054-30-054-101000 - $771			

No Progress Accomplished Continue/Modify Discontinue

Strategy 3: ILT meetings weekly that include attendance and discipline agenda items and data tracking. The ILT will develop a rubric/flow chart of interventions (checklist) and conduct Student Support Team Meetings each six weeks to ensure all possible interventions are completed prior to discretionary suspensions of a student.

Strategy's Expected Result/Impact: Decrease in # of students receiving out of school suspensions that impacts attendance.

Staff Responsible for Monitoring: ILT, Admin, Counselors, Intervention Specialist, Social Worker

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 1, 2, 3, 4 - School Processes & Programs 1, 3 - Perceptions 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The checklist will include both campus-based interventions along with community resources. Campus based resources will include counselors, interventionists, behavioral coach, peer mediation, restorative circles, MTSS/SST mtgs, parent/teacher conferences, after school detention, after school meetings, and ISS. Community-based resources will include Family Resource Center Referrals, MHMR referrals, police intervention, etc. Resources included are snacks for meetings, circles, tutoring, and incentives. **Intended Audience:** All stakeholders **Provider / Presenter / Person Responsible:** ILT, Admin Team, MTSS/SST Team **Date(s) / Timeframe:** All school year **Collaborating Departments:** All **Delivery Method:** Meetings **Funding Sources:** Supplies need could be (but not limited to): snacks, drinks, pencils, paper, journals, technology, dry erase markers, posters, chart paper, erasers, pencil sharpeners, headphones, and books. - Family Engagement (211) - 211-61-6399-503-054-30-054-101000 - $541			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Special Education students comprise 21% of campus enrollment and are being disciplined disproportionately (36%) (ISS and OSS) from their peers **Root Cause**: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching and other proactive and reactive social- emotional and behavioral skill building skills as well as de-escalation techniques

Problem Statement 2: The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3% **Root Cause**: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. Increased parental involvement and partnership between school , student and family.

Problem Statement 3: Morningside Middle School has 35% African American enrollment but African American comprise of 60% of OSS. **Root Cause**: Students are showing signs of having greater needs for assistance with their reoccurring discipline issues and students and teachers are in need of de-escalation and social- emotional care strategies.

Problem Statement 4: Emergent bilinguals make up 45% of the school's population, and their progress measures on curriculum assessments and state assessments lag behind the district in every tested content area by 10%-30% **Root Cause**: Teachers require professional development on linguistic accommodations, language acquisition strategies, and proficiency language descriptors to support learning for all students.

School Processes & Programs

Problem Statement 1: The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%. **Root Cause**: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. 054 Morningside Middle School Increased parental involvement and partnership between school , student and fami

Problem Statement 3: MMS has a high campus discipline referral rate directly attributable to attendance levels, students' achievement levels, apathy, and acting out. **Root Cause**: Teachers need training in multiple areas including creating a high-performance culture, building relational capacity, de-escalation skills, and classroom management.

Perceptions

Problem Statement 1: Special Education students comprise 21% of campus enrollment and are being disciplined disproportionately (36%) (ISS and OSS) from their peers. **Root Cause**: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching and other proactive and reactive social- emotional and behavioral skill building skills as well as de-escalation techniques.

Problem Statement 2: The campus chronically absent average (31%) is higher than the district average and higher than previous year by 3%. **Root Cause**: Attendance committee needs more specificity including clear roles, agendas, responsibilities, goals, and dates for consistent meetings and for parent information events. Increased parental involvement and partnership between school , student and family.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
2	1	1	3	Learning Facilitator to support students during Mastery Labs	Elevate Campus | Learning Facilitator (13-6119)	211-13-6119-502-054-30-054-101000	$64,000.00
						Sub-Total	$64,000.00
						Budgeted Fund Source Amount	$83,261.00
						+/- Difference	$19,261.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	2	1	Snacks, drinks, paper plates, napkins, flyers, technology, microphones, posters, markers, paper, pens, etc.	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-054-30-054-101000	$770.00
4	1	2	3	Snacks, drinks, flyers, materials, attendance incentives	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-054-30-054-101000	$771.00
4	1	3	1	Supplies need could be (but not limited to): snacks, drinks, pencils, paper, journals, technology, dry erase markers, posters, chart paper, erasers, pencil sharpeners, headphones, and books.	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-054-30-054-101000	$541.00
						Sub-Total	$2,082.00
						Budgeted Fund Source Amount	$2,082.00
						+/- Difference	$0.00
						Grand Total Budgeted	$85,343.00
						Grand Total Spent	$66,082.00
						+/- Difference	$19,261.00