Fort Worth Independent School District

048 William James Middle School

2026-2027 Campus Improvement Plan

Accountability Rating: F



Board Approval Date: November 10, 2026

Mission Statement

One School with One Voice with a Singleness of Purpose, Focusing on Teaching and Learning.

Vision

Our vision is to develop a GREAT (Growth, Relationships, Excellence, Action and Teamwork) mentality among all students and staff, as we prepare our students for success in college and career readiness and all future endeavors.

Value Statement

We at William James Middle School maintain the following core beliefs:

1. Faith

We will stand-by our students no matter what

2. Education

Our students deserve learning experiences that strengthen literacy and develops both critical thinking and problem solving skills.

3. Patience

We give second chances, are slow to anger and quick to forgive both students and colleagues.

4. Dependablility

We are present and focused on the work at hand.

5. Communication

We send email and phone calls to stay connected and we will have a clear understanding of staff and families

6. Relationships

We develop relationships with our students that are real, transparent and based on a growth mindset.

7. Hardwork

We continue to work until the project is finished

8. Loyalty

We go above and beyond to help our students

9. Dedication

Everything we do is done in the best interest of the students we serve

11. Family

We are nurturing and caring, always giving unconditional love

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

	Campus	District	State
Attendance Rate (2023-24)	**90.9%**	92.8%	93.6%
Mobility Rate (2023-24)	**22.1%**	22.5%	16.4%
Enrollment by Race/Ethnicity			
African American	**11.1%**	18.6%	12.8%
Hispanic	**81.3%**	66.2%	53.5%
White	**5.6%**	11.3%	24.4%
American Indian	**0.0%**	0.1%	0.3%
Asian	**1.1%**	1.7%	5.6%
Pacific Islander	**0.0%**	0.0%	0.2%
Two or More Races	**0.8%**	2.1%	3.3%
Enrollment by Student Group			
Economically Disadvantaged	**94.9%**	83.1%	60.5%
Special Education	**11.3%**	14.1%	15.3%
Emergent Bilingual/EL	**66.5%**	42.1%	24.3%

Demographics Strengths

William James has a high concentration of **Hispanic (81.3%)** and **Emergent Bilingual/EL students (66.5%)**, which significantly outperforms both the district (42.1%) and the state (24.3%).

Campus **mobility rate (22.1%) is lower than the district average (22.5%)**.

Special Education enrollment (11.3%) is lower and more streamlined than both the district (14.1%) and the state (15.3%).

With **94.9% Economically Disadvantaged students**, your campus represents a high-density, high-need community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus attendance rate of 90.9% is 1.9% lower than the district average (92.8%) and 2.7% lower than the state average (93.6%).
Root Cause: The campus lacks a standardized, tiered attendance monitoring system that proactively engages families and intervenes before students accumulate chronic absences.

Problem Statement 2 (Prioritized): The campus student mobility rate of 22.1% is 5.7% higher than the state average (16.4%), meaning nearly 1 in 4 students enters or leaves the campus during the school year.
Root Cause: Lack of a fast-tracked, structured onboarding and universal screening system for late-enrolling students, which delays their immediate placement into targeted Tier 2 and Tier 3 academic interventions.

Student Learning

Student Learning Summary

Grade 8 STAAR Reading	**70.1%**	**34.0%**	**5.2%**
Grade 7 STAAR Reading	44.3%	23.0%	11.5%
Grade 6 STAAR Reading	44.5%	23.0%	11.5%
Grade 8 STAAR Mathematics	42.4%	15.7%	7.0%
Grade 7 STAAR Mathematics	12.3%	0.9%	0%
Grade 6 STAAR Mathematics	29.4%	3.2%	0%
Grade 8 Science	44.3%	16.2%	7.8%
Grade 8 Social Studies	46.9%	0%	0%
Emergent Bilingual Students (Grade 8 Reading)	63.2%	31.6%	0%
Special Education Students (Combined Tested Areas)	Below 20%	Minimal Performance	Minimal Performance

Reading continues to be the strongest content area across the campus, with Grade 8 students demonstrating the highest levels of achievement. Mathematics remains the primary area for growth, particularly in Grades 6 and 7. Emergent Bilingual students are showing stronger outcomes in reading than in mathematics and science, while Special Education students continue to require targeted instructional support and intervention. Campus instructional initiatives focused on writing, aggressive monitoring, PLC internalization, and implementation of the Cowtown 12 are intended to accelerate student achievement and increase performance at the Meets and Masters levels.

Student Learning Strengths

William James Middle School continues to demonstrate its strongest academic performance in Reading Language Arts, particularly at Grade 8. Grade 8 students achieved 70.1% Approaches Grade Level and 34.0% Meets Grade Level, reflecting the highest performance rates among all tested subjects and grade levels. Grade 6 and Grade 7 students also demonstrated success in reading, with both grade levels attaining approximately 23.0% Meets Grade Level and 11.5% Masters Grade Level, indicating a foundation for continued literacy growth.

Emergent Bilingual students demonstrated notable strengths in Grade 8 Reading, with 63.2% achieving Approaches Grade Level and 31.6% achieving Meets Grade Level, suggesting that literacy supports, academic language development, and targeted interventions are producing positive outcomes for this student group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student performance on STAAR Reading, Science, and Social Studies remains below campus goals, with low percentages of students achieving Meets and Masters performance levels. Students struggle to communicate understanding through evidence-based written responses across content areas.
Root Cause: Writing instruction is not consistently embedded across all content areas, and students have limited opportunities to regularly practice, receive feedback on, and revise short and extended constructed responses aligned to STAAR expectations. Teachers need continued support in implementing content-specific writing strategies, rubric-aligned scoring, and exemplar-based instruction.

Problem Statement 2: Emergent Bilingual students are not demonstrating expected growth in English language proficiency, resulting in limited progress toward annual TELPAS growth expectations and impacting performance across academic content areas.
Root Cause: Students are not consistently engaged in structured opportunities to develop and apply academic language through speaking, listening, reading, and writing across all content areas. Instructional practices do not consistently incorporate language objectives, academic discourse, and linguistic accommodations necessary to accelerate language acquisition.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

- **District-Aligned Tier 1 Frameworks:** Implementation of FWISD instructional frameworks across core contents (RLA, Math, Science, Social Studies) leveraging Texas Essential Knowledge and Skills (TEKS) blueprints. [1]
- **Gold Seal Dual Language Program:** Structured FWISD Dual Language pathway designed to build bilingualism, biliteracy, and high academic achievement for our dense Emergent Bilingual population (66.5% of enrollment). [1]
- **Tiered Interventions (MTSS):** Daily dedicated intervention windows utilizing data-driven tools like NWEA MAP Growth to target individualized skill gaps in reading and mathematics.

Professional Development

- **Professional Learning Communities (PLCs):** Weekly, built-in PLC collaborative sessions structured around the four critical PLC questions to unpack data, align TEKS pacing, and plan common formative assessments.
- **T-TESS Focused Growth:** Campus-wide professional development mapped to Texas Teacher Evaluation and Support System (T-TESS) domains, with specific instructional cycles emphasizing scaffolding for English Learners and active student engagement. [1]
- **Language Acquisition Training:** Targeted training in Cowtown 12 and ESL strategies to equip 100% of core teachers with academic language development tools.

Leadership & Decision-Making Processes

- **Campus Advisory Council (CAC) / SBDM:** A shared decision-making body comprising administrators, teachers, parents, and community members that meets regularly to evaluate the CIP, budget allocations, and school operations.
- **Instructional Leadership Team (ILT):** Weekly administrative and coach alignment meetings to review classroom walkthrough trends, track interim assessment milestones, and calibrate feedback.
- **Data-Driven Action Planning:** Routine data monitoring meetings following MAP (Fall, MOY, EOY) and STAAR interim testing to rapidly pivot resources and intervention schedules.

Communication

- **Parent and Family Engagement:** Multilingual communications distributed via Parent Portal, school website, and direct messaging channels to ensure access for our high Hispanic demographic (81.3%).
- **Title I Family Nights:** Regular campus events focused on academic literacy, math strategy nights, and STAAR preparation to build strong home-to-school partnerships.
- **Staff Calibration:** Weekly staff newsletters and calibrated morning huddles to keep instructional goals transparent and unified.

Organization, Context, Scheduling, & Support Services

- **Strategic Bell Scheduling:** Optimized schedule prioritizing uninterrupted blocks for Tier 1 instruction alongside built-in advisory/ intervention periods to address student mobility factors.
- **Comprehensive Counseling & Mental Health:** Full-time school counselors providing Tier 1 guidance curriculum, crisis intervention, and coordination with community partners to support our Economically Disadvantaged students (94.9%).
- **Wraparound Services:** Collaboration with community entities to supply basic needs support, clothing closets, and family resources to combat socioeconomic barriers and improve the attendance rate.

Extracurricular/Cocurricular Opportunities

- **Middle School Athletics:** Inclusive sports programs (such as football, basketball, track, volleyball, soccer) through FWISD Athletics that promote school pride, discipline, and campus attendance.
- **Fine Arts Pathways:** Band, choir, and art programs that enrich student expression and provide creative outlets during the school day.
- **Campus Interest Clubs:** Active student organizations (such as Running Club or campus-specific mentoring circles) designed to build positive peer relationships and lower behavioral referrals.

Technology Integration/Plan

- **1:1 Device Initiative:** Universal student access to campus technology, ensuring every student has an operational device for daily digital learning.
- **Blended Learning Platforms:** Strategic use of FWISD-approved software platforms to differentiate instruction, provide real-time performance tracking, and support language development for Emergent Bilinguals.
- **Digital Literacy & Safety:** Integrated instruction on digital citizenship incorporated through the library media center and advisory periods.

School Processes & Programs Strengths

High-Performance Advanced Academic Pathways (Curriculum & Instruction)

- **The Strength:** WJMS demonstrates exceptional academic acceleration in high school credit courses taken at the middle school level. State evaluation data reveals that **advanced End-of-Course (EOC) passing rates are a massive bright spot**, with **Biology proficiency (~72%)** and **English I Reading (~64%)** significantly outperforming district baselines.

Specialized Language Programs & Choice Infrastructure (School Choice/Programs)

- **The Strength:** The campus features a structured FWISD Gold Seal Choice Program centered on **College Readiness** alongside its robust **Dual Language Pathway.**

Highly Calibrated Special Education Frameworks (Support Services)

- **The Strength:** The campus Special Education program ranks in the **36th percentile statewide**, significantly outperforming the school's general baseline performance trends and making it an institutional bright spot.

Cohesive JCC & Extra-Curricular Program Structures (School Context & Culture)

- **The Strength:** WJMS hosts a highly active Junior Cadet Corps (JCC) program alongside robust Middle School Athletics schedules.

Centralized Regional Alignment (Leadership & Organization)

- **The Strength:** As a dedicated 6-8 campus anchoring the **Polytechnic High School Feeder Pyramid**, your leadership processes benefit from tight structural integration with neighboring elementary schools (such as D. McRae and T.A. Sims).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While high school credit courses (EOC Biology and English I) demonstrate high proficiency rates, general education performance on STAAR and MAP remains low, creating a wide achievement gap between advanced tracks and general education tiers.
Root Cause: School processes have traditionally prioritized instructional planning and resource allocation toward advanced tracks, leaving general education Tier 1 classrooms without the same level of rigorous pacing, daily enrichment, and calibrated instructional coaching.

Problem Statement 2: Despite housing an established Gold Seal Dual Language program, academic growth metrics for the broader Emergent Bilingual/EL population (66.5% of enrollment) are inconsistent across core math and reading content areas.
Root Cause: School-wide professional development processes have not effectively cross-trained general education content teachers in sheltered instruction (SIOP) routines;

consequently, language acquisition strategies are isolated within the Dual Language department rather than integrated into all Tier 1 core classrooms.

Problem Statement 3: The master schedule and student support processes do not dynamically adapt to the campus's high mobility rate (22.1%), resulting in instructional delays and learning gaps when students enroll mid-year.
Root Cause: The campus lacks a standardized, fast-tracked academic onboarding process to immediately administer universal screeners, interpret previous data, and adjust scheduling vectors to place high-mobility students into Tier 2/3 intervention blocks on day one.

Problem Statement 4: Campus co-curricular pillars (such as JCC, Fine Arts, and Athletics) are highly successful but have not been systemically leveraged to reverse the campus's low overall attendance rate of 90.9%.
Root Cause: School communication and operational processes fail to use a unified database that connects co-curricular eligibility to early-warning attendance data, preventing coaches and sponsors from intervening with chronically absent students before they lose program eligibility or fall behind academically.

Perceptions

Perceptions Summary

William James Middle School is in a period of significant transition following reconstitution, with a majority of teachers and all campus administrators new to the campus during the 2026-2027 school year. Despite these changes, staff perceptions indicate a shared commitment to establishing consistent instructional practices through the implementation of the FWISD Cowtown 12 framework. Teachers and leaders are working to develop common expectations for rigorous instruction, student engagement, academic discourse, and writing across all content areas. Through professional learning, PLC collaboration, and coaching cycles, staff are building a common understanding of effective instructional practices and creating systems that support high-quality Tier I instruction.

Campus leadership has prioritized coherence and consistency by aligning professional development, PLC work, classroom observations, and feedback cycles to the Cowtown 12 instructional indicators. As a result, classrooms are demonstrating increasing implementation of lesson internalization, checks for understanding, aggressive monitoring, academic language development, and student discourse. Staff members recognize the importance of these systems in establishing a strong instructional culture and improving outcomes for all students, particularly Emergent Bilingual students and other student groups requiring targeted support.

The following perceptions statements summarize the community current perceptions.

- **Perception Statement 1 (Culture/Community):** Stakeholders strongly value the campus's cultural identity, Dual Language heritage, and co-curricular programs (JCC/Athletics), which foster high student affinity.
- **Perception Statement 2 (Academic Trust):** Parent and community confidence is negatively impacted by historical accountability ratings, requiring transparent communication around the new Elevate Network strategies and interim MAP growth tracking.
- **Perception Statement 3 (Support Systems):** Staff and students require stronger onboarding and behavioral-academic safety nets to stabilize the impact of high mobility and attendance dips.

Perceptions Strengths

Strong Cultural Trust and Community Legacy (Parent & Community Perceptions)

- **The Perception Strength:** Families perceive WJMS as a deeply rooted, culturally affirming community hub rather than just a neighborhood school. The **Gold Seal Dual Language pathway** is highly respected and perceived by parents as a premier asset that honors their linguistic heritage and prepares students for a bilingual economy.

High Student Affinity for Co-Curricular Mentorship (Student Perceptions)

- **The Perception Strength:** Students report an exceptionally strong sense of pride, identity, and belonging tied to the campus's **Junior Cadet Corps (JCC), Fine Arts, and Athletic programs**. Students perceive coaches, directors, and JCC instructors not just as educators, but as vital mentors and protective figures.

Staff Unity and Collective Responsibility (Staff Perceptions)

- **The Perception Strength:** Despite navigating high-needs demographics (94.9% Eco-Dis), campus climate trends show that teachers share a resilient, unified sense of mission. Because of WJMS's historical role in the community and its integration into FWISD support frameworks, teachers perceive their colleagues as a supportive "family" and express high collective efficacy regarding their ability to impact student lives.

Welcoming and Accessible Environment (Universal Perceptions)

- **The Perception Strength:** Parents and community visitors consistently perceive the front office and school environment as warm, welcoming, and linguistically accessible. Multilingual signage, bilingual office staff, and culturally responsive communication create a safe environment where non-English speaking families feel confident advocate for their children.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Stakeholder surveys indicate a strong perception of a bifurcated school culture, where parents and students believe academic rigor, high expectations, and premier resources are disproportionately concentrated in the Gold Seal Dual Language and advanced EOC tracks, while general education classrooms are perceived as less challenging.
Root Cause: Campus celebrations, student recognition, and academic showcases have historically highlighted advanced tracks and high school credit achievements, inadvertently leaving general education achievements invisible and creating an unintended cultural divide.

Problem Statement 2: Despite high trust in co-curricular programs, parent and community confidence in the school's general academic preparation remains low due to historical state accountability ratings, impacting long-term student retention and feeding neighborhood anxieties.
Root Cause: The campus has lacked a transparent, localized, and multilingual community communication plan that regularly shares positive growth metrics--such as real-time NWEA MAP progress--directly with families, leaving state-level labels as the sole narrative of school quality.

Problem Statement 3: Students perceive extracurricular activities (Athletics, JCC, Fine Arts) as their primary anchor for campus belonging, but they do not perceive their daily Tier 1 general core classes as having that same high relevance or connection to their future goals.
Root Cause: Core content teachers and elective/co-curricular leaders operate in instructional silos, failing to deliberately design cross-curricular connections that weave the high-engagement, goal-oriented culture of sports and JCC directly into core academic classrooms.

Problem Statement 4: While staff morale and collective mission are strong, climate data reveals an underlying perception of vulnerability to professional burnout and initiative fatigue due to the high emotional and operational demands of navigating rapid turnaround frameworks.
Root Cause: * Campus leadership systems have heavily prioritized technical data compliance and intensive coaching feedback without a matching, formalized staff wellness and recognition framework designed to systematically celebrate the micro-wins of teachers working under extreme pressure.

Priority Problem Statements

Problem Statement 1: The campus student mobility rate of 22.1% is 5.7% higher than the state average (16.4%), meaning nearly 1 in 4 students enters or leaves the campus during the school year.

Root Cause 1: Lack of a fast-tracked, structured onboarding and universal screening system for late-enrolling students, which delays their immediate placement into targeted Tier 2 and Tier 3 academic interventions.

Problem Statement 1 Areas: Demographics

Problem Statement 2: While high school credit courses (EOC Biology and English I) demonstrate high proficiency rates, general education performance on STAAR and MAP remains low, creating a wide achievement gap between advanced tracks and general education tiers.

Root Cause 2: School processes have traditionally prioritized instructional planning and resource allocation toward advanced tracks, leaving general education Tier 1 classrooms without the same level of rigorous pacing, daily enrichment, and calibrated instructional coaching.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Student performance on STAAR Reading, Science, and Social Studies remains below campus goals, with low percentages of students achieving Meets and Masters performance levels. Students struggle to communicate understanding through evidence-based written responses across content areas.

Root Cause 3: Writing instruction is not consistently embedded across all content areas, and students have limited opportunities to regularly practice, receive feedback on, and revise short and extended constructed responses aligned to STAAR expectations. Teachers need continued support in implementing content-specific writing strategies, rubric-aligned scoring, and exemplar-based instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Stakeholder surveys indicate a strong perception of a bifurcated school culture, where parents and students believe academic rigor, high expectations, and premier resources are disproportionately concentrated in the Gold Seal Dual Language and advanced EOC tracks, while general education classrooms are perceived as less challenging.

Root Cause 4: Campus celebrations, student recognition, and academic showcases have historically highlighted advanced tracks and high school credit achievements, inadvertently leaving general education achievements invisible and creating an unintended cultural divide.

Problem Statement 4 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
- Effective Schools Framework 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
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- T-TESS data
- Classroom and school walkthrough data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase student achievement to 90% approaches, 64% meets and 24% Masters in Domain 1 of STAAR assessment by May 2026.

Performance Objective 1: Increase Domain 1 on STAAR from 48 to 60 raw score by May 2027.

Evaluation Data Sources: STAAR

Strategy 1: Intentional demo lesson internalization and practice of the Explicit model during PLC's. Daily lesson objective explicitly matches the rigor of the state standard (TEKS). Before internalization, instructors must physically complete the daily exit ticket themselves to identify the heavy cognitive lifting required.

Strategy's Expected Result/Impact: Planning Stage Evidence (The PLC Artifacts):100% Exemplar Pre-Completion Rate. Documented Scripting Revisions: Revisions made after the demo lesson practice. Classroom Execution Evidence (The Walkthrough Data), Student Outcome Evidence (The Data Turnaround) Accelerated Tier 1 Passing Rates

Staff Responsible for Monitoring: All teachers and Instructional Leadership Team

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	-Provide writing professional development to all teachers -Establish and communicate writing expectations -Post writing expectations -Monitor and analyze student writing on a weekly basis -Respond to student writing needs with a maintained sense of urgency.	ILT Teachers Learning Facilitator	August 2026 - June 2027	

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

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The instructional leadership team will internalize the Jane Schaffer writing method and establish goals, expectations and strategies. This will allow a comprehensive leadership team approach when coaching teachers. **Intended Audience:** Instructional Leadership Team **Provider / Presenter / Person Responsible:** Instructional Leadership Team Members **Date(s) / Timeframe:** August 2026- June 2027 **Collaborating Departments:** Literacy Department **Delivery Method:** ILT meetings and Coaching Sessions			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: All teachers will receive professional development on the Jane Schaffer writing method and how to use the strategies to ensure a singular message on the expectations of writing. The vision will be apparent to all through permanent anchor charts in all classrooms for both ECR (extended constructed response) and SCR (short constructed response). **Intended Audience:** ELA teachers and students **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** August 2026- June 2027 **Collaborating Departments:** Literacy Department **Delivery Method:** In-Person Meetings			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Embed ongoing professional learning on the FWISD Cowtown 12 with a focus on Questions and Tasks, Academic Language, and Responding with a weekly focus on writing across all content areas. **Intended Audience:** Teachers and students **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** July 2026 -June 2027 **Collaborating Departments:** Literacy Department **Delivery Method:** In-Person/Virtual Professional Learning **Funding Sources:** Elevate Learning Facilitator - Title I (211) - 211-13-6119-502-048-30-048-101000 - $58,000, Fringe - Title I (211) - 211-XX-614X-502-048-30-048-101000 - $10,440, General Supplies - Title I (211) - 211-11-6399-502-048-30-048-101000 - $21,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Planning Stage Evidence (The PLC Artifacts):100% Exemplar Pre-Completion Rate. Documented Scripting Revisions: Revisions made after the demo lesson practice. Classroom Execution Evidence (The Walkthrough Data), Student Outcome Evidence (The Data Turnaround) Accelerated Tier 1 Passing Rates

Strategy's Expected Result/Impact: Live Classroom Walkthroughs.85%+ of students receive live pen-coding feedback against exemplars during class. Daily Exit Ticket Audits 100% of collected artifacts show complete R.A.C.E. compliance with 0% left blank. District Interim Benchmarks 75% reduction in "Zero-Scores" on STAAR Short Constructed Response (SCR) fields.

Staff Responsible for Monitoring: Instructional Leadership Team, Teachers, and Learning Facilitators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	-Provide writing professional development to all teachers -Establish and communicate writing expectations -Post writing expectations -Monitor and analyze student writing on a weekly basis -Respond to student writing needs with a maintained sense of urgency.	ILT, Teachers, Learning Facilitator	August 2026 - June 2027	

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

Problem Statements: Student Learning 1 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The instructional leadership team will establish the PLC protocol to include the professional learning of teaching writing, reviewing student writing samples, creating teacher exemplars, and tracking trends per teacher to monitor achievement and develop targeted interventions. **Intended Audience:** All teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** July 2026 -June 2027 **Collaborating Departments:** Instructional leadership team of teachers **Delivery Method:** In- person professional development faculty meetings **Funding Sources:** Instructional Supplies - Title I (211) - 211-11-6399-502-048-30-048-101000 - $15,000			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Each student will track their current writing levels and their EOY writing goals. Students will be aware of the writing skills needed to reach their specific goal. Frequent in-class practice opportunities will be provided daily in order to close gaps and reach intended writing goals. **Intended Audience:** Teachers and students **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** August 2026- June 2027 **Collaborating Departments:** Literacy Department **Delivery Method:** In- Person PLC's and Data Meetings			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 3: Campus-Wide Aggressive Monitoring with Exemplar Sheets. Train all teachers to actively circulate the room during independent work using a clipboard containing the "exemplar" student answer sheet. Teachers must pre-determine a specific code (e.g., dotting a paper for a calculation error) to give immediate, silent feedback to students at their desks.

Strategy's Expected Result/Impact: Live Admin Walkthroughs. 100% of core teachers circulating with a clipboard, pre-completed exemplar, & codes. Increase mastery due to live, in-lesson corrections. Internal data aligns with district goals (Surprise-free data). Increase students pushed out to mastery Lab to show improvement for the first teach.

Staff Responsible for Monitoring: Instructional Leadership Team, Teachers, and Learning Facilitators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	-Provide writing professional development to all teachers -Establish and communicate writing expectations -Post writing expectations -Monitor and analyze student writing on a weekly basis -Respond to student writing needs with a maintained sense of urgency.	ILT, Teachers, Learning Facilitator	August 2026- June 2027	

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- 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

Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Professional development workshops will be provided to entire faculty to establish the schoolwide expectations of literacy and writing in every class every week. The workshops will be STAAR aligned and use the district's HQIM materials. **Intended Audience:** all **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** all year **Collaborating Departments:** ILT **Delivery Method:** workshops and faculty meetings **Funding Sources:** supplies and materials, extra duty pay for professionals and teachers - Title I (211) - 211-11-6399-502-048-30-048-101000 - $5,000			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: The instructional leadership will promote and sustain a data -driven culture by establishing a PLC protocol to include the professional learning of reviewing and scoring student writing samples, creating teacher exemplars, and tracking students' trends per teacher to monitor achievement and develop targeted interventions. **Intended Audience:** all stakeholders **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** all year **Collaborating Departments:** RLA **Delivery Method:** face-to-face			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The campus student mobility rate of 22.1% is 5.7% higher than the state average (16.4%), meaning nearly 1 in 4 students enters or leaves the campus during the school year. **Root Cause**: Lack of a fast-tracked, structured onboarding and universal screening system for late-enrolling students, which delays their immediate placement into targeted Tier 2 and Tier 3 academic interventions.

Student Learning
Problem Statement 1: Student performance on STAAR Reading, Science, and Social Studies remains below campus goals, with low percentages of students achieving Meets and Masters performance levels. Students struggle to communicate understanding through evidence-based written responses across content areas. **Root Cause**: Writing instruction is not consistently embedded across all content areas, and students have limited opportunities to regularly practice, receive feedback on, and revise short and extended constructed responses aligned to STAAR expectations. Teachers need continued support in implementing content-specific writing strategies, rubric-aligned scoring, and exemplar-based instruction.

Perceptions

Problem Statement 1: Stakeholder surveys indicate a strong perception of a bifurcated school culture, where parents and students believe academic rigor, high expectations, and premier resources are disproportionately concentrated in the Gold Seal Dual Language and advanced EOC tracks, while general education classrooms are perceived as less challenging. **Root Cause**: Campus celebrations, student recognition, and academic showcases have historically highlighted advanced tracks and high school credit achievements, inadvertently leaving general education achievements invisible and creating an unintended cultural divide.

Goal 2: Increase student Achievement in MAP to 60% of students meeting grade level by MOY an 80% EOY, 2027

Performance Objective 1: Increase the percentage of all students meeting or exceeding their grade-level proficiency benchmarks on the NWEA MAP assessment to 60% by the Middle of Year (MOY) windows and to 80% by the End of Year (EOY) 2027 administration.

Evaluation Data Sources: Benchmark Assessments and Weekly STAAR Analysis

Strategy 1: The Mastery Lab. Ensure that high-performing students are actively challenged. Students at meets and masters dedicated to STAAR Extended Constructed Response (ECR) writing labs, open-ended multi-step math problem solving, and logic-based error analysis.

Strategy's Expected Result/Impact: Rigor Portfolio Audits. 100% of student logs demonstrate multi-step mathematical proofs and ECRs. District Interim Benchmarks 15%-20% increase in the campus "Meets" and "Masters" student population cohort.

Staff Responsible for Monitoring: All teachers and Instructional Leadership Team

Title I:
2.51
- **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

Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide ILT members with professional development for the development of writing strategies, science of writing, and the creation of exemplars for each content. This will allow a comprehensive leadership team approach when coaching teachers. **Intended Audience:** ILT **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** all year **Collaborating Departments:** all **Delivery Method:** face-to-face			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: The master schedule-Intervention time. Students are dynamically re-grouped every two weeks based on the exact state standards (TEKS) missed

on bi-weekly mini-assessments. 41 minutes daily.

Strategy's Expected Result/Impact: Schedule Audits. 100% of student rosters fluidly re-mapped and deployed based on TEKS. 70%+ of targeted students prove mastery on the specific missing standard within 2 weeks as monitored through daily exit tickets.

Staff Responsible for Monitoring: Admin Team and All Teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Data Analysis Weekly During PLC	Admin and Teachers	Weekly	

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 3: Scripted, High-Dosage in the classroom reteach after exit ticket. Students who did not master. Homeroom teachers, resident teachers and specialized interventionists with highly structured, pre-vetted, "scripted" intervention kits that target specific unmastered standards.

Strategy's Expected Result/Impact: Same-Day Re-Check Tickets 80%+ of targeted students successfully prove mastery before the period ends. Daily Classroom Walkthroughs, 100% of core rooms using pre-vetted, scripted TEKS kits.

Staff Responsible for Monitoring: ILT
Teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Daily DOL Check LEAD Observations	ILT Teachers	Daily	

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Connect high school to career and college, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Goal 3: Improve Teacher Capacity by having 100% of teachers in Developing High and 60% at Proficient by May, 2026

Performance Objective 1: Improve instructional quality across the campus by ensuring 100% of teachers achieve a rating of Developing High and at least 60% of teachers achieve a rating of Proficient or higher on the end-of-year appraisal rubric by May 2026.

High Priority

HB3 Goal

Evaluation Data Sources: SPOT Observation Rubric
Cowtown 12 Playbook

Strategy 1: In-the-Moment Coaching. Implement real-time, live coaching protocols using a "Side-by-Side" coaching model or ear whisper during core Tier 1 instruction.

Strategy's Expected Result/Impact: Coaching logs confirm that 100% of core Tier 1 classrooms receive at least two documented "In-the-Moment" coaching touches per week. Campus climate data shows stabilized teacher retention.

Staff Responsible for Monitoring: Campus administrators and Teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1		Enrollment Team, School Counselor, and Campus Administrators	August 2026 - June 2027	

Title I:
2.51, 2.52, 2.53
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Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Members of the leadership team and school counselor will identify measurable goals and track the focused priority of increasing the number of students enrolled in electives and athletic courses. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** School Counselor, Campus Administrators, and Program Manager Assistant **Date(s) / Timeframe:** August 2026-June 2027 **Collaborating Departments:** JROTC, Fine Arts, and Athletic Departments **Delivery Method:** In-Person/ Virtual Meetings			

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: "See It, Name It, Do It" Feedback Loop. Administrators conduct frequent 10-minute spot observations. Within 24 hours, they hold a 15-minute 1-on-1 feedback session with the teacher providing with bite size high leverage feedback.

Strategy's Expected Result/Impact: Administration Execution, 100% of core teachers receive a spot observation and 1-on-1 every week. Teacher Execution Fidelity, 85%+ of teachers successfully master and deploy their classroom micro-step the same day or within 24 hours the latest.

Staff Responsible for Monitoring: Admin and Teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule coaching conversation after observation is conducted Schedule follow up observation to see the implementation of the action step Review proficiency levels with teacher every after each observation	Administrators	Weekly or by-weekly depending on teachers by tiers	

Title I:
2.51, 2.53
- **TEA Priorities:**
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- **ESF Levers:**
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Strategy 3: Data-Driven "Turnaround PD". Embed data driven action clinics into all campus PD. Hands-on, interactive planning lab where teachers script out the exact reteach models, practice the scripted intervention kits, and review the pre-completed exemplar sheets they will use the following day.

Strategy's Expected Result/Impact: Professional Development artifacts, 100% of core teachers exit PD with rehearsed scripts and exemplars. 80%+ of targeted students successfully prove mastery on their re-check

Staff Responsible for Monitoring: Administrators and teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional Development Rehearsal of explicit models of lessons Scripting lesson plans	Administrators and teachers	Weekly	

Title I:
2.51, 2.53
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: While high school credit courses (EOC Biology and English I) demonstrate high proficiency rates, general education performance on STAAR and MAP remains low, creating a wide achievement gap between advanced tracks and general education tiers. **Root Cause**: School processes have traditionally prioritized instructional planning and resource allocation toward advanced tracks, leaving general education Tier 1 classrooms without the same level of rigorous pacing, daily enrichment, and calibrated instructional coaching.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	3	Elevate Learning Facilitator	Elevate Campus | Learning Facilitator (13-6119)	211-13-6119-502-048-30-048-101000	$58,000.00
1	1	1	3	Fringe	Fringe	211-XX-614X-502-048-30-048-101000	$10,440.00
1	1	1	3	General Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-048-30-048-101000	$21,000.00
1	1	2	1	Instructional Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-048-30-048-101000	$15,000.00
1	1	3	1	supplies and materials, extra duty pay for professionals and teachers	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-048-30-048-101000	$5,000.00
						Sub-Total	$109,440.00
						Budgeted Fund Source Amount	$124,925.00
						+/- Difference	$15,485.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
							$0.00
						Sub-Total	$0.00
						Budgeted Fund Source Amount	$3,123.00
						+/- Difference	$3,123.00
						Grand Total Budgeted	$128,048.00
						Grand Total Spent	$109,440.00
						+/- Difference	$18,608.00