Fort Worth Independent School District

051 Meacham Middle School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

Mission Statement

We are a model neighborhood middle school dedicated to students soaring in academics, extracurriculars and community leadership.

Vision

We are a model neighborhood middle school dedicated to students soaring in academics, extracurriculars and community leadership.

Value Statement

Our core EAGLE values guide our decisions and interactions each and every day.

Excellence

Action

Growth-mindset

Leadership

Empathy

These values support our student motto, where Mighty Meacham Eagles soar, lead and learn more.

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Meacham Middle School serves a diverse school community that includes students, staff, and families representing multiple racial and ethnic groups, language backgrounds, and program areas such as special education, emergent bilingual, and economically disadvantaged students. Demographic patterns include a predominantly Hispanic student population, with smaller groups of African American, White, and other subgroups represented across grade levels. Attendance data for Semester 1 shows an overall rate of 92.84%, with variations across groups, including lower attendance for 8th graders (92.06%) and White students (89.03%). Discipline data indicates that 109 students received referrals, but 197 duplicate referrals were issued, showing that a smaller group of students accounts for a large portion of incidents. These repeated disciplinary absences result in lost instructional time and may disproportionately impact specific student groups.

Demographics Strengths

- The campus serves a diverse student population, allowing for targeted supports across demographic groups.
- Most student groups maintain attendance rates above 92%, including EB students (93.52%) and African American students (96.61%).
- Enrollment across grade levels remains stable, supporting consistent programming and staffing.
- Discipline data is disaggregated by subgroup, enabling the campus to identify patterns and address disproportionality.
- Staff consistently document referrals and OSS events, supporting data-driven decision-making.
- The campus offers multiple programs and services (EB, SPED, ED, extracurriculars) that support a wide range of student needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Discipline data shows that a small group of students is generating a large number of incidents, with 109 students receiving referrals but 197 duplicate referrals issued, resulting in repeated loss of instructional time for these students and potential disproportional impact across demographic groups.
Root Cause: Teachers have not received consistent training in behavior management and de-escalation strategies, leading to uneven responses to escalating behaviors and repeated referrals for the same students.

Problem Statement 2 (Prioritized): Attendance rates vary across demographic groups, with White students demonstrating the lowest Semester 1 attendance at 89.03%, compared to the overall campus rate of 92.84%. These disparities indicate that some student groups may not be receiving the same level of attendance support and monitoring, which can contribute to uneven access to instructional time.

Root Cause: The campus does not have targeted attendance monitoring and intervention systems that address the specific needs of demographic groups with lower attendance rates.

Problem Statement 3: Discipline data shows a high number of repeat referrals, with 197 duplicate referrals generated by a smaller group of students, indicating inconsistent implementation of schoolwide behavior systems.
Root Cause: Teachers have not received consistent training in behavior management and de-escalation, resulting in uneven implementation of the schoolwide discipline system.

Problem Statement 4 (Prioritized): Attendance systems are not implemented consistently across the campus, resulting in lower attendance rates for specific groups, including 8th graders (92.06%) and White students (89.03%), which impacts the overall attendance rate of 92.84%.
Root Cause: The campus does not have consistent systems to monitor, celebrate, and intervene on attendance, leading to uneven support across grade levels and student groups.

Student Learning

Student Learning Summary

Student learning data from Semester 1 shows significant variation in achievement and growth across grade levels and content areas. December benchmark results indicate that performance is lowest in 7th grade Math and 8th grade RLA. In Math 7, only 27% of students scored Approaches, 7% Meets, and 1% Masters, with an average score of 34%. In RLA 8, 48% scored Approaches, 11% Meets, and 1% Masters, with an average score of 37%. MAP Growth data shows improvement in projected growth for both Math (54% meeting growth) and Reading (55% meeting growth), but gradelevel norm performance remains low, with only 39% of students meeting Math norms and 36% meeting Reading norms. Subgroup data reveals consistent patterns: EB, SPED, and African American students meet gradelevel norms at lower rates than their peers, and chronic absentee students show lower achievement across assessments. These patterns indicate gaps in gradelevel mastery, uneven instructional alignment, and the need for stronger daily STAARaligned practice.

Student Learning Strengths

- MAP Growth data shows strong improvement from BOY to MOY, with 54% of students meeting projected growth in Math and 55% in Reading.
- All grade levels demonstrated increases in average RIT scores from BOY to MOY across Math, Reading, and Science.
- 8th grade Math and Algebra I students show strong achievement, with 82% Approaches and 58% Meets in 8th grade Math and 94% Approaches and 61% Meets in Algebra I.
- Several student groups (Hispanic, ED, EB) show consistent growth gains even when gradelevel mastery remains low.
- Teacherlevel data shows pockets of strong performance that can be leveraged for peer modeling and coaching.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student performance on the December benchmarks is significantly below grade-level expectations in key tested areas, particularly in Math 7 and RLA 8. In Math 7, only 27% of students scored Approaches, 7% Meets, and 1% Masters with an average score of 34%. In RLA 8, only 48% scored Approaches, 11% Meets, and 1% Masters with an average score of 37%. These results indicate substantial gaps in grade-l
Root Cause: Daily instruction is not consistently aligned to STAAR rigor, including limited use of STAAR-formatted tasks, insufficient opportunities for students to practice grade-level reading and problem-solving, and inconsistent implementation of high-quality instructional materials.

Problem Statement 2: MAP MOY data shows that while 54% of students met projected growth in Math and 55% met projected growth in Reading, only 39% met grade-level norms in Math and 36% in Reading. Subgroups such as SPED, EB, and African American students meet grade-level norms at significantly lower rates, indicating persistent gaps in foundational skills and uneven progress toward grade-level expectations.
Root Cause: Teachers have not received consistent support in differentiating instruction and addressing unfinished learning, resulting in uneven scaffolding, limited small-group intervention, and inconsistent use of MAP data to target skill gaps.

School Processes & Programs

School Processes & Programs Summary

Meacham Middle School implements a variety of programs and processes that support curriculum and instruction, professional development, leadership and decisionmaking, communication, scheduling, support services, and technology integration. Semester 1 attendance data shows that the overall attendance rate for all students is 92.84%, slightly below the campus goal of 93%. Attendance is uneven across groups, with 8th graders (92.06%) and White students (89.03%) demonstrating the lowest rates, indicating inconsistent implementation of attendance monitoring and support systems. Discipline data shows a high number of repeat referrals, with 197 duplicate referrals generated by a smaller group of students, suggesting that schoolwide behavior expectations and de-escalation practices are not implemented consistently across classrooms.

School Processes & Programs Strengths

- Overall attendance for all students (92.84%) is close to the campus goal of 93%.
- Most grade levels and student groups maintain attendance rates above 92%.
- Discipline data is collected and reviewed regularly, allowing the campus to identify patterns in repeat referrals.
- The campus has established behavior expectations and referral procedures that provide a foundation for consistent implementation.
- Staff consistently document incidents, supporting data-driven decisions for behavior interventions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Attendance systems are not implemented consistently across the campus, resulting in lower attendance rates for specific groups, including 8th graders (92.06%) and White students (89.03%), which impacts the overall attendance rate of 92.84%.
Root Cause: The campus does not have consistent systems to monitor, celebrate, and intervene on attendance, leading to uneven support across grade levels and student groups.

Problem Statement 2: Discipline data shows a high number of repeat referrals, with 197 duplicate referrals generated by a smaller group of students, indicating inconsistent implementation of schoolwide behavior systems.
Root Cause: Teachers have not received consistent training in behavior management and de-escalation, resulting in uneven implementation of the schoolwide discipline system.

Problem Statement 3: Parent perception data shows inconsistent communication, with many parents strongly agreeing communication is effective while a notable group strongly disagrees.
Root Cause: The campus does not have a consistent, year-long communication calendar or standardized communication system for families.

Problem Statement 4: Communication systems are not implemented consistently across the campus, resulting in varied experiences among staff, students, and families.
Root Cause: Expectations for communication were not clearly established and reinforced at the beginning of the year.

Problem Statement 5: Communication systems are not implemented consistently across the campus, resulting in varied experiences among staff, students, and families.
Root Cause: Expectations for communication were not clearly established and reinforced at the beginning of the year.

Perceptions

Perceptions Summary

Perception data across students, staff, and parents reflects a generally positive school climate characterized by strong feelings of safety, belonging, and clarity of expectations. Students report high levels of safety (76%) and belonging (77%), and most (91%) indicate they clearly understand the school's behavior expectations. Staff perceptions mirror this strength, with 100% reporting they feel safe on campus and 83% agreeing that communication from administration is clear and timely. Parents also express confidence in the school environment, with 73% feeling welcomed on campus and the same percentage believing their child feels safe and has a sense of belonging at Meacham. Across all groups, communication is viewed positively, though parent agreement (64%) is lower than staff perceptions, indicating a need for increased consistency and clarity in family communication systems. Staff and students both identify areas related to behavior systems as opportunities for improvement. While 83% of staff believe discipline is handled consistently, only 67% feel behavior expectations are implemented consistently across classrooms. Students echo this concern, with only 61% agreeing that adults treat students fairly and 67% reporting that classrooms are calm and focused enough for learning. These patterns suggest that strengthening consistency in behavior implementation and classroom learning conditions should be a priority.

Overall, the combined perception data highlights strong relationships, a safe and welcoming environment, and clear expectations, while also identifying the need for more consistent communication with families and more uniform implementation of behavior and classroom management systems across the campus.

Perceptions Strengths

Staff Strengths

- Staff generally agree that communication is positive and improving, even if not yet consistent.
- Staff report strong relationships with students, contributing to a positive campus climate.
- Staff feel supported by campus leadership, which helps maintain a collaborative work environment.

Parent Strengths

- Many parents strongly agree that school communication is clear and timely.
- Parents report feeling welcomed when they visit the campus, indicating strong familyschool relationships.
- Parents express confidence in the school's direction and feel informed about their child's progress.

Student Strengths

- Students report feeling connected to at least one adult on campus, supporting a sense of belonging.

- Students indicate that teachers care about their success and provide support when needed.
- Students generally understand behavior expectations and feel adults treat them fairly.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent perception data shows inconsistent communication, with many parents strongly agreeing communication is effective while a notable group strongly disagrees.
Root Cause: The campus does not have a consistent, year-long communication calendar or standardized communication system for families.

Problem Statement 2: Communication systems are not implemented consistently across the campus, resulting in varied experiences among staff, students, and families.
Root Cause: Expectations for communication were not clearly established and reinforced at the beginning of the year.

Problem Statement 3: Communication systems are not implemented consistently across the campus, resulting in varied experiences among staff, students, and families.
Root Cause: Expectations for communication were not clearly established and reinforced at the beginning of the year.

Problem Statement 4: Discipline data shows a high number of repeat referrals, with 197 duplicate referrals generated by a smaller group of students, indicating inconsistent implementation of schoolwide behavior systems.
Root Cause: Teachers have not received consistent training in behavior management and de-escalation, resulting in uneven implementation of the schoolwide discipline system.

Problem Statement 5 (Prioritized): Attendance systems are not implemented consistently across the campus, resulting in lower attendance rates for specific groups, including 8th graders (92.06%) and White students (89.03%), which impacts the overall attendance rate of 92.84%.
Root Cause: The campus does not have consistent systems to monitor, celebrate, and intervene on attendance, leading to uneven support across grade levels and student groups.

Priority Problem Statements

Problem Statement 1: Student performance on the December benchmarks is significantly below grade-level expectations in key tested areas, particularly in Math 7 and RLA 8. In Math 7, only 27% of students scored Approaches, 7% Meets, and 1% Masters with an average score of 34%. In RLA 8, only 48% scored Approaches, 11% Meets, and 1% Masters with an average score of 37%. These results indicate substantial gaps in grade-l

Root Cause 1: Daily instruction is not consistently aligned to STAAR rigor, including limited use of STAAR-formatted tasks, insufficient opportunities for students to practice grade-level reading and problem-solving, and inconsistent implementation of high-quality instructional materials.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Discipline data shows that a small group of students is generating a large number of incidents, with 109 students receiving referrals but 197 duplicate referrals issued, resulting in repeated loss of instructional time for these students and potential disproportional impact across demographic groups.

Root Cause 2: Teachers have not received consistent training in behavior management and de-escalation strategies, leading to uneven responses to escalating behaviors and repeated referrals for the same students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Attendance rates vary across demographic groups, with White students demonstrating the lowest Semester 1 attendance at 89.03%, compared to the overall campus rate of 92.84%. These disparities indicate that some student groups may not be receiving the same level of attendance support and monitoring, which can contribute to uneven access to instructional time.

Root Cause 3: The campus does not have targeted attendance monitoring and intervention systems that address the specific needs of demographic groups with lower attendance rates.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Attendance systems are not implemented consistently across the campus, resulting in lower attendance rates for specific groups, including 8th graders (92.06%) and White students (89.03%), which impacts the overall attendance rate of 92.84%.

Root Cause 4: The campus does not have consistent systems to monitor, celebrate, and intervene on attendance, leading to uneven support across grade levels and student groups.

Problem Statement 4 Areas: Demographics - School Processes & Programs - 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS
- Intervention data
- Other
    - MAP Growth Assessment DATA (Math, Reading, Science MOY)

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
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback
- Parent and community partnership data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Technology and resource allocation data
- Scope and Sequence; Pacing Guides; and Other Focus Documents

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 87% to 98%.

Performance Objective 1: Decrease the percentage of 6th - 8th grade students that score '0' on extended constructed responses (ECR) on their relevant grade level assessment from 44% to 34% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results, Benchmark results

Strategy 1: Strengthen student proficiency in extended constructed responses by implementing targeted writing instruction, consistent practice cycles, and data-driven teacher calibration.

Strategy's Expected Result/Impact: Implementing this strategy will directly address CNA-identified gaps in grade-level writing rigor, low ECR performance, and inconsistent alignment to STAAR expectations. Strengthening ECR instruction will:

Increase the percentage of students scoring Meets on ELAR benchmarks by improving their ability to write clear claims, select relevant evidence, and provide accurate commentary.

Reduce the percentage of students scoring "0" on ECRs by ensuring all students receive scaffolded, consistent writing practice aligned to STAAR rubrics.

Improve teacher scoring reliability through calibration, resulting in more accurate identification of student needs and more targeted reteach cycles.

Increase performance for African American students and other marginalized groups, who were identified in the CNA as performing below grade-level norms.

Build student writing stamina and confidence through repeated, structured practice cycles.

Staff Responsible for Monitoring: ILT, ELAR teachers

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
Action Step 1: ELAR PLCs will meet weekly to analyze prior ECR data, identify student gaps, and collaboratively design a timeline of scaffolded ECR practice. **Intended Audience:** ELAR Teachers **Provider / Presenter / Person Responsible:** ELAR Teachers **Date(s) / Timeframe:** Weekly **Collaborating Departments:** ILT **Delivery Method:** PLC	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Teachers will provide targeted small-group intervention for students scoring "0" or "1" on ECRs. **Intended Audience:** students, ELAR teachers **Provider / Presenter / Person Responsible:** ELAR teachers **Date(s) / Timeframe:** Weekly **Collaborating Departments:** ILT, SPED **Delivery Method:** Small groups **Funding Sources:** Teacher Assistant - Title I (211) - 211-11-6129-502-051-30-051-101000 - $26,894, Supplies - Title I (211) - 211-11-6399-502-051-30-051-101000 - $5,321, Teacher's Assistant - Title I (211) - 211-XX-614X-502-051-30-051-101000 - $4,841	Formative		
	Nov	Jan	Mar

Action Step 3 Details	Formative Reviews		
Action Step 3: Teachers will participate in structured instructional rounds each six weeks to observe colleagues delivering high-quality ECR instruction **Intended Audience:** ELAR Teachers **Provider / Presenter / Person Responsible:** Department chair **Date(s) / Timeframe:** Once a six weeks **Collaborating Departments:** ILT **Delivery Method:** In-person PLC **Funding Sources:** Subs to cover observing exemplar teachers for best practices with ILT - Title I (211) - 211-11-6112-502-051-30-051-101000 - $4,100, Fringe - Title I (211) - 211-XX-614X-502-051-30-051-101000 - $738	Formative		
	Nov	Jan	Mar

Action Step 4 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 4: Science and Social Studies teachers will incorporate one short constructed response twice per six weeks using the campus ECR writing frame. Teachers will submit samples during PLCs for feedback and alignment. **Intended Audience:** Science and Social Studies teachers **Provider / Presenter / Person Responsible:** Department chairs **Date(s) / Timeframe:** Twice a six weeks **Collaborating Departments:** ILT, ELAR **Delivery Method:** In-person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student performance on the December benchmarks is significantly below grade-level expectations in key tested areas, particularly in Math 7 and RLA 8. In Math 7, only 27% of students scored Approaches, 7% Meets, and 1% Masters with an average score of 34%. In RLA 8, only 48% scored Approaches, 11% Meets, and 1% Masters with an average score of 37%. These results indicate substantial gaps in grade-l **Root Cause**: Daily instruction is not consistently aligned to STAAR rigor, including limited use of STAAR-formatted tasks, insufficient opportunities for students to practice grade-level reading and problem-solving, and inconsistent implementation of high-quality instructional materials.

Goal 2: Reduce the number of schools that are rated F.

Performance Objective 1: Increase the percentage of 6th through 8th grade students that score meets grade level or above on ELAR benchmark assessments from 38% to 50% by June 2027.
Increase the performance of students receiving special education services or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 10% to 12% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments

Strategy 1:
Utilize our existing double-block structure by enhancing Tier 1 instruction with rigorous, grade-level aligned tasks and providing responsive, data-driven Tier 2 interventions to ensure more students meet or exceed grade level on district benchmarks.

Strategy's Expected Result/Impact: Increase the percentage of students reaching Meets and Masters on benchmarks and STAAR.

Improve alignment to STAAR-formatted tasks and grade-level rigor.

Reduce the gap between overall performance and subgroup performance (EB, SPED, African American).

Staff Responsible for Monitoring: ELAR department chair, administration

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide PLC time for data analysis and reteach planning based on benchmark and DOL results.	Department Chair/ Administration	Daily, August-May	

Title I:
2.51
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, 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		
Action Step 1: Teachers will incorporate weekly ECR writing tasks into ELAR instruction. **Intended Audience:** All students **Provider / Presenter / Person Responsible:** ELAR teachers **Date(s) / Timeframe:** August 2026- May 2027 **Collaborating Departments:** ELAR department/ Administration/ILT **Delivery Method:** in-person	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: PLC data meetings focused on Meets/Masters. Grade-level ELAR PLCs will hold structured data meetings after each benchmark to identify students below Meets, plan reteach, and adjust small-group instruction. **Intended Audience:** ELAR Teachers **Provider / Presenter / Person Responsible:** Department Chair, Administrator **Date(s) / Timeframe:** Weekly **Collaborating Departments:** ILT **Delivery Method:** PLC **Funding Sources:** General Supplies - Title I (211) - 211-11-6399-502-051-30-051-101000 - $17,053	Formative		
	Nov	Jan	Mar

Action Step 3 Details	Formative Reviews		
Action Step 3: Teachers will provide targeted Tier 2 intervention during the second block for students below Meets, with a focus on comprehension gaps, vocabulary, and writing skills. SPED and marginalized students will receive additional scaffolds aligned to their needs. **Intended Audience:** students, ELAR teachers **Provider / Presenter / Person Responsible:** ELAR teachers **Date(s) / Timeframe:** daily **Collaborating Departments:** ILT **Delivery Method:** Small group **Funding Sources:** General Supplies - Title I (211) - 211-11-6399-502-051-30-051-101000 - $13,380	Formative		
	Nov	Jan	Mar

Action Step 4 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 4: Teachers will implement a structured 30-minute intervention block focused on accelerating reading comprehension and writing proficiency for students performing below Meets on ELAR benchmarks. **Intended Audience:** Students, ELAR teachers **Provider / Presenter / Person Responsible:** ELAR teachers **Date(s) / Timeframe:** Daily **Collaborating Departments:** ILT **Delivery Method:** Small group			

Action Step 5 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 5: Tier 3 accelerated instruction sessions will be implemented to close reading comprehension and writing gaps for students performing below Approaches on ELAR 2026 STAAR **Intended Audience:** Students, ELAR teachers **Provider / Presenter / Person Responsible:** ELAR teachers **Date(s) / Timeframe:** once a week **Collaborating Departments:** ILT **Delivery Method:** Small group **Funding Sources:** Extra duty for teachers - Title I (211) - 211-11-6116-502-051-30-051-101000 - $4,500, Extra duty for teachers - Title I (211) - 211-XX-614X-502-051-30-051-101000 - $810			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student performance on the December benchmarks is significantly below grade-level expectations in key tested areas, particularly in Math 7 and RLA 8. In Math 7, only 27% of students scored Approaches, 7% Meets, and 1% Masters with an average score of 34%. In RLA 8, only 48% scored Approaches, 11% Meets, and 1% Masters with an average score of 37%. These results indicate substantial gaps in grade-l **Root Cause**: Daily instruction is not consistently aligned to STAAR rigor, including limited use of STAAR-formatted tasks, insufficient opportunities for students to practice grade-level reading and problem-solving, and inconsistent implementation of high-quality instructional materials.

Goal 2: Reduce the number of schools that are rated F.

Performance Objective 2: Increase the percentage of 6th through 8th grade students that score meets grade level or above on Math benchmark assessments from 36% to 50% by June 2027.
Increase the performance of students receiving special education services or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 9% to 12% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1:
Utilize our existing double-block structure by enhancing Tier 1 instruction with rigorous, grade-level aligned tasks and providing responsive, data-driven Tier 2 interventions to ensure more students meet or exceed grade level on district benchmarks.

Strategy's Expected Result/Impact: Increase the percentage of students reaching Meets and Masters on benchmarks and STAAR.

Improve alignment to STAAR-formatted tasks and grade-level rigor.

Reduce the gap between overall performance and subgroup performance (EB, SPED, African American).

Staff Responsible for Monitoring: Department chair, ILT

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
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		
Action Step 1: Tier 3 accelerated instruction sessions will be implemented to close math comprehension and computational gaps for students performing below Approaches on Math 2026 STAAR	Formative		
	Nov	Jan	Mar
Intended Audience: Students, Math teachers **Provider / Presenter / Person Responsible:** Math teachers **Date(s) / Timeframe:** Once a week **Collaborating Departments:** ILT **Delivery Method:** Small group **Funding Sources:** Extra duty for teachers - Title I (211) - 211-11-6116-502-051-30-051-101000 - $4,500, Extra duty for teachers - Title I (211) - 211-XX-614X-502-051-30-051-101000 - $810			

Action Step 2 Details	Formative Reviews		
Action Step 2: Teachers will implement a structured 30-minute intervention block focused on students performing below Meets on ELAR benchmarks.	Formative		
	Nov	Jan	Mar
Intended Audience: Students, Math teachers **Provider / Presenter / Person Responsible:** Math teachers **Date(s) / Timeframe:** Daily **Collaborating Departments:** ILT **Delivery Method:** Small group			

Action Step 3 Details	Formative Reviews		
Action Step 3: PLC data meetings focused on Meets/Masters. Grade-level Math PLCs will hold structured data meetings after each benchmark to identify students below Meets, plan reteach, and adjust small-group instruction.	Formative		
	Nov	Jan	Mar
Intended Audience: Math teachers **Provider / Presenter / Person Responsible:** Department chair **Date(s) / Timeframe:** Weekly **Collaborating Departments:** ILT **Delivery Method:** PLC **Funding Sources:** General Supplies - Title I (211) - 211-11-6399-502-051-30-051-101000 - $17,053			

Action Step 4 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 4: Teachers will provide targeted Tier 2 intervention during the second block for students below Meets, with a focus on comprehension gaps. SPED and marginalized students will receive additional scaffolds aligned to their needs and updated calculating tools will be integrated into daily Math instruction to strengthen students' conceptual understanding, procedural fluency, and readiness for STAAR and Algebra I. **Intended Audience:** Students, Math teachers **Provider / Presenter / Person Responsible:** Math teachers **Date(s) / Timeframe:** Daily **Collaborating Departments:** ILT **Delivery Method:** Small group **Funding Sources:** General Supplies - Title I (211) - 211-11-6399-502-051-30-051-101000 - $15,000, Calculating Devices - Title I (211) - 211-11-6399-502-051-30-051-101000 - $20,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Student performance on the December benchmarks is significantly below grade-level expectations in key tested areas, particularly in Math 7 and RLA 8. In Math 7, only 27% of students scored Approaches, 7% Meets, and 1% Masters with an average score of 34%. In RLA 8, only 48% scored Approaches, 11% Meets, and 1% Masters with an average score of 37%. These results indicate substantial gaps in grade-l **Root Cause**: Daily instruction is not consistently aligned to STAAR rigor, including limited use of STAAR-formatted tasks, insufficient opportunities for students to practice grade-level reading and problem-solving, and inconsistent implementation of high-quality instructional materials.

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 68% to 70% by June 2027.
Increase the percentage of students enrolled in JROTC courses from 23% to 25% by June 2027.
Increase the percentage of students enrolled in Athletics courses from 8% to 10% by June 2027.
Increase the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 4% to 5% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Focus schedules

Strategy 1: Strengthen recruitment and scheduling systems to increase student participation in Fine Arts, JROTC, and Athletics.

Strategy's Expected Result/Impact: Implementing stronger recruitment and scheduling systems will:

Increase student awareness of available programs

Ensure counselors proactively schedule students into Fine Arts, JROTC, and Athletics

Reduce scheduling barriers that prevent students from enrolling

Increase participation for all students, including those historically underrepresented

Improve alignment between student interests and course placement

Staff Responsible for Monitoring: Administration, counselors

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop a campus-wide recruitment plan for Fine Arts, JROTC, and Athletics.	Fine Arts department chair	August-May	

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Fine Arts, JROTC, and Athletics departments will host recruitment showcases during the twice a year. **Intended Audience:** 5th grade students, 6-7 grade students **Provider / Presenter / Person Responsible:** Fine Arts department chair, JROTC Instructor, Coaches, Counselors **Date(s) / Timeframe:** December, February, May **Collaborating Departments:** Counseling, Administration, Parent Engagement **Delivery Method:** in-person **Funding Sources:** Parent Engagement - Family Engagement (211) - 211-61-6399-503-051-30-051-101000 - $1,063	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Program leaders will visit feeder elementary schools to promote Fine Arts, JROTC, and Athletics opportunities. **Intended Audience:** 5th grade students at feeder schools **Provider / Presenter / Person Responsible:** Counselors, Fine Arts department chair **Date(s) / Timeframe:** May 2027 **Collaborating Departments:** Feeder Principals, Counseling, Parent Engagement **Delivery Method:** in-person visits	Formative		
	Nov	Jan	Mar

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Attendance rates vary across demographic groups, with White students demonstrating the lowest Semester 1 attendance at 89.03%, compared to the overall campus rate of 92.84%. These disparities indicate that some student groups may not be receiving the same level of attendance support and monitoring, which can contribute to uneven access to instructional time. **Root Cause**: The campus does not have targeted attendance monitoring and intervention systems that address the specific needs of demographic groups with lower attendance rates.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 25% to 15%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 20% to 15% by June 2027.
Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 20% to 15% by June 2027.

Strategy 1: Improve attendance monitoring and intervention systems to reduce chronic absenteeism by implementing daily/weekly attendance monitoring routines.

Strategy's Expected Result/Impact: Implementing a consistent Tier 1 attendance system will result in:

Earlier identification of students at risk of chronic absenteeism

Reduced number of students crossing the 10% absence threshold

Increased daily attendance rates across all student groups

Improved attendance outcomes for marginalized groups (SPED, EB, racial subgroups)

Stronger alignment between classroom teachers, attendance staff, and administrators

Staff Responsible for Monitoring: Assistant principal/office assistant/Interventionist

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish a campus-wide attendance monitoring protocol that includes daily teacher submission, weekly review, and subgroup analysis.	AP	July-August	

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1, 2, 4 - School Processes & Programs 1 - Perceptions 5

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement daily attendance monitoring routines and strengthen communication with families to reduce disparities in attendance across demographics. **Intended Audience:** Teachers/Office Assistants/Administrators **Provider / Presenter / Person Responsible:** Teachers/Office Assistants/Administrators **Date(s) / Timeframe:** August-May **Collaborating Departments:** Administrator **Delivery Method:** in-person **Funding Sources:** Parent Engagement Events - Family Engagement (211) - 211-61-6399-503-051-30-051-101000 - $2,500, Family Night - Title I (211) - 211-61-6499-503-051-30-051-101000 - $3,000			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers will submit accurate attendance every period and follow campus attendance protocols. The attendance clerk will run a daily Focus report to identify teachers who have not submitted attendance by the required time. Any missing attendance will be corrected immediately, and repeated issues will be addressed through coaching and documentation. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Office assistant/Assistant prinicpal **Date(s) / Timeframe:** Daily, August 2026-May 2027 **Collaborating Departments:** Attendance administrator **Delivery Method:** Focus reports, email reminders			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: The Attendance Team will review bi-weekly absence patterns and initiate early interventions. The Attendance Team will review weekly absence reports to identify students with 2-3 absences in a month. For each student flagged, the team will initiate early intervention steps, including a interventionist and administrator check-in, a parent notification within 24 hours, and documentation of the attendance plan. **Intended Audience:** Students with emerging attendance concerns **Provider / Presenter / Person Responsible:** Office assistant/interventionist/ attendance administrator **Date(s) / Timeframe:** weekly/bi-weekly, August 2026-May 2027 **Collaborating Departments:** Counseling, administration **Delivery Method:** Focus reports, parent communication, documentation logs			

Action Step 4 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 4: Implement monthly attendance incentives to reinforce positive attendance behaviors .The campus will recognize students with perfect attendance and most improved attendance each month through incentives. Grade-level competitions will be held each six weeks to increase student motivation. **Intended Audience:** All students **Provider / Presenter / Person Responsible:** Administration, Family Engagement Specialist, Interventionist, Office Assistants **Date(s) / Timeframe:** Once every 6 weeks, September 2026-May 2026 **Collaborating Departments:** Attendance committee **Delivery Method:** in-person **Funding Sources:** Student/Family Engagement - Title I (211) - 211-61-6499-503-051-30-051-101000 - $3,000, Ceremonies - Title I (211) - 211-11-6399-502-051-30-051-101000 - $1,500			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Discipline data shows that a small group of students is generating a large number of incidents, with 109 students receiving referrals but 197 duplicate referrals issued, resulting in repeated loss of instructional time for these students and potential disproportional impact across demographic groups. **Root Cause**: Teachers have not received consistent training in behavior management and de-escalation strategies, leading to uneven responses to escalating behaviors and repeated referrals for the same students.

Problem Statement 2: Attendance rates vary across demographic groups, with White students demonstrating the lowest Semester 1 attendance at 89.03%, compared to the overall campus rate of 92.84%. These disparities indicate that some student groups may not be receiving the same level of attendance support and monitoring, which can contribute to uneven access to instructional time. **Root Cause**: The campus does not have targeted attendance monitoring and intervention systems that address the specific needs of demographic groups with lower attendance rates.

Problem Statement 4: Attendance systems are not implemented consistently across the campus, resulting in lower attendance rates for specific groups, including 8th graders (92.06%) and White students (89.03%), which impacts the overall attendance rate of 92.84%. **Root Cause**: The campus does not have consistent systems to monitor, celebrate, and intervene on attendance, leading to uneven support across grade levels and student groups.

School Processes & Programs

Problem Statement 1: Attendance systems are not implemented consistently across the campus, resulting in lower attendance rates for specific groups, including 8th graders (92.06%) and White students (89.03%), which impacts the overall attendance rate of 92.84%. **Root Cause**: The campus does not have consistent systems to monitor, celebrate, and intervene on attendance, leading to uneven support across grade levels and student groups.

Perceptions

Problem Statement 5: Attendance systems are not implemented consistently across the campus, resulting in lower attendance rates for specific groups, including 8th graders (92.06%) and White students (89.03%), which impacts the overall attendance rate of 92.84%. **Root Cause**: The campus does not have consistent systems to monitor, celebrate, and intervene on attendance, leading to uneven support across grade levels and student groups.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	2	Teacher Assistant	Instruction |Title I Teacher Assistant (11-6129)	211-11-6129-502-051-30-051-101000	$26,894.00
1	1	1	2	Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-051-30-051-101000	$5,321.00
1	1	1	2	Teacher's Assistant	Fringe	211-XX-614X-502-051-30-051-101000	$4,841.00
1	1	1	3	Fringe	Fringe	211-XX-614X-502-051-30-051-101000	$738.00
1	1	1	3	Subs to cover observing exemplar teachers for best practices with ILT	Instruction | Subs - Professional (11-6112)	211-11-6112-502-051-30-051-101000	$4,100.00
2	1	1	2	General Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-051-30-051-101000	$17,053.00
2	1	1	3	General Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-051-30-051-101000	$13,380.00
2	1	1	5	Extra duty for teachers	Fringe	211-XX-614X-502-051-30-051-101000	$810.00
2	1	1	5	Extra duty for teachers	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-051-30-051-101000	$4,500.00
2	2	1	1	Extra duty for teachers	Fringe	211-XX-614X-502-051-30-051-101000	$810.00
2	2	1	1	Extra duty for teachers	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-051-30-051-101000	$4,500.00
2	2	1	3	General Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-051-30-051-101000	$17,053.00
2	2	1	4	General Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-051-30-051-101000	$15,000.00
2	2	1	4	Calculating Devices	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-051-30-051-101000	$20,000.00

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Family Night	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-051-30-051-101000	$3,000.00
4	1	1	4	Student/Family Engagement	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-051-30-051-101000	$3,000.00
4	1	1	4	Ceremonies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-051-30-051-101000	$1,500.00
						Sub-Total	$142,500.00
						Budgeted Fund Source Amount	$142,500.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	1	1	1	Parent Engagement	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-051-30-051-101000	$1,063.00
4	1	1	1	Parent Engagement Events	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-051-30-051-101000	$2,500.00
						Sub-Total	$3,563.00
						Budgeted Fund Source Amount	$3,563.00
						+/- Difference	$0.00
						Grand Total Budgeted	$146,063.00
						Grand Total Spent	$146,063.00
						+/- Difference	$0.00