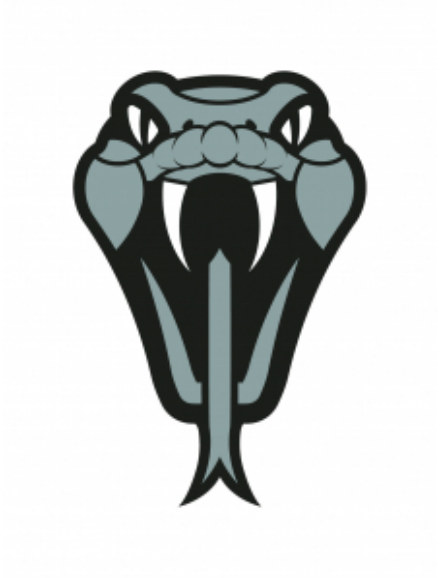
San Marcos CISD

Owen Goodnight Middle School

2026-2027 Campus Improvement Plan

Accountability Rating: D



Mission Statement

Owen Goodnight Middle School Mission Statement is "Empowering Students Achieve!

Vision

We believe that the most promising strategy for achieving the mission of Goodnight Middle School is to develop our capacity to function that fosters leadership opportunities for our students and teachers and encourages life-long learning. We envision a school in which:

Students come first.

1. Staff members will unite to achieve a common purpose and clear goals;
2. Staff members will effectively communicate the school's expectations, goals and progress to all stakeholders;
3. Staff members will monitor each student's progress and continuously seek and implement promising strategies for improving student achievement;
4. Staff members will model exemplary social, ethical, and educational values and demonstrate a personal commitment to the academic success and general well-being of all students;
5. Students will demonstrate appropriate social behaviors in all school settings, to include academic, extra-curricular, and off-campus functions;
6. Students will share the responsibility for their own academic success and gain an awareness for how that success will open doors beyond high school;
7. Families are active, engaged, and welcomed partners in their child's education, who give valued input and participate in making important decisions about our academic and enrichment programs;
8. Community organizations partner with us to promote family engagement and the well-being and success of our students.
9. Our school climate will be evident by trust, cooperation, and pride as staff members work to improve student achievement through collaborative teams.

Value Statement

Culture - We create a positive, empowered, and student-centered experience to help every member of our campus grow in a diverse society.

Community - We work together to empower students to be campus, community and global citizens.

Student Performance- We hold high expectations for students and provide support in reaching their greatest potential.

Whole Child Focused - We provide a welcoming environment to develop the heart, mind, and body of each student through diverse learning opportunities.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Goodnight Middle School serves approximately 891 students and is supported by 78 staff members. Our student body is 83% Hispanic, 12% White, 2% Black, 2% Two or more races, and less than 1% Asian. Additionally, 81% of our scholars are economically disadvantaged, and 22% are Emergent Bilingual learners. In special education, 28% of students receive services through Individualized Education Programs (IEPs), while another 6% are served under Section 504. Finally, students with intervention indicators make up 13.7% of our total population.

Located in the city of San Marcos—where the median household income is $39,000 and the poverty rate stands at 32.1%—our school reflects the broader community's socioeconomic challenges. In 2026, our campus received a "D" (69) rating on the state accountability system.

We are part of a single high school district with two middle schools feeding into it. Positioned between Austin and San Antonio, our school is surrounded by several small districts in the heart of Central Texas. Goodnight Middle School serves students from both Hays and Guadalupe counties. The Greater San Marcos area has a long history of generational poverty, which continues to influence the needs and strengths of our school community.

Demographics Strengths

Goodnight Middle School serves approximately 891 students with the support of 78 staff members. Our student body is 83% Hispanic, 12% White, 2% Black, 2% Two or more races, and less than 1% Asian. Additionally, 81% of our scholars are economically disadvantaged, 22% are Emergent Bilingual learners, 28% receive special education services through IEPs, and 6% are served under Section 504. This diversity enriches our school environment, fostering a culture of inclusivity and mutual respect among students and staff alike.

The significant number of students from economically disadvantaged backgrounds—81%—presents both challenges and opportunities for our school. We are committed to providing equitable access to quality education and resources through solid grade-level instruction along with targeted programs that address their unique needs and help bridge the gap to academic success.

Our Emergent Bilingual learners, who make up 22% of our student population, bring dynamic linguistic and cultural assets to our campus. We deeply value and honor students' first language (L1) as a foundation for academic success and proudly incorporate culturally relevant instructional materials that reflect their identities and experiences. This presents an exciting opportunity to cultivate a multilingual environment that values and enhances language acquisition. Our dedicated staff works diligently to implement research-based strategies and resources to support these students in achieving language proficiency and academic excellence.

Additionally, 28% of our students receive special education services through IEPs, with an additional 6% served under Section 504. This underscores our commitment to providing personalized and inclusive education for all learners. Our staff is trained to deliver specialized instruction and support, ensuring that every student has the opportunity to thrive and reach their full potential. Our Gifted and Talented (GT) students make up 17.51% of our population and enrich our learning community through their creativity, advanced thinking, and leadership.

Located between the bustling cities of Austin and San Antonio, Goodnight Middle School benefits from its strategic position in central Texas. Our campus serves students from both Hays and Guadalupe counties, allowing us to draw from a wide range of experiences and perspectives. Despite the challenges posed by the

area's historical context of generational poverty, we are dedicated to breaking the cycle through education and empowerment.

As a one-high-school district with two feeder middle schools, we play a crucial role in preparing students for their future academic and career endeavors. Our students' performance and growth directly impact our high school's College, Career, and Military Readiness (CCMR) outcomes, as well as other key accountability metrics such as graduation rates, dropout prevention, and advanced course enrollment. By building strong foundational skills and fostering a culture of career and college readiness early on, we ensure our scholars are well-positioned to meet and exceed these critical benchmarks, ultimately setting them up for long-term success beyond graduation.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 38% of economically disadvantaged 8th graders meet grade-level expectations on STAAR RLA, and these students comprise 81% (over 720) of our 891 scholars--making this a critical challenge that demands systematic, immediate attention.
Root Cause: Inconsistent identification and prioritization of essential RLA TEKS, limited use of common formative assessments to monitor student progress, and insufficient differentiation during Tier 1 instruction have failed to close the achievement gap for economically disadvantaged students across core content areas.

Problem Statement 2: Only 11% of 7th grade students meet grade-level expectations on STAAR Math--a challenge that spans all demographics but is notably worse for students receiving Special Education services and Emergent Bilingual learners, signaling an urgent need for improved Tier 1 instruction and targeted interventions.
Root Cause: Inconsistent identification of essential math standards, limited alignment between core instruction and intervention supports, and insufficient use of small-group, data-driven personalized learning have prevented students from mastering foundational math skills necessary for STAAR success

Problem Statement 3: Only 30% of students receiving Special Education Services are scoring at or above the Approaches level on STAAR RLA, indicating that specialized instruction and supports are not yet adequately closing the achievement gap for this population.
Root Cause: Inconsistent delivery of specialized instruction aligned to grade-level standards and insufficient use of student data to monitor progress and adjust instructional strategies have hindered academic growth for students with IEPs.

Problem Statement 4: Only 38% of Emergent Bilingual students in all grades are reaching the Approaches or above grade level standard on STAAR RLA, indicating that current Tier 1 instruction and targeted language supports have not been sufficiently effective in developing the academic language and reading skills necessary for grade-level proficiency.
Root Cause: Inconsistent implementation of language acquisition strategies across core content areas, limited vertical alignment of CBLI strategies, and insufficient use of TELPAS and formative language data to guide instructional decisions have hindered Emergent Bilingual students' progress toward grade-level reading proficiency.

Problem Statement 5: Emergent Bilingual students are not acquiring English proficiency at a rate that allows them to reclassify as Former Emergent Bilinguals. While our campus earned 3 of 4 accountability points and met its short-term growth goal, over 60% of our EB students are long-term EBs who have remained in the program for six or more years. Although gains were made, 10% (19 students) meeting TELPAS composite score.
Root Cause: Limited systematic implementation of research-based language acquisition strategies across all content areas, insufficient use of linguistic accommodations during instruction, and inconsistent monitoring of student language progress have slowed English proficiency development for Emergent Bilingual learners.

Priority Problem Statements

Problem Statement 1: Inconsistency exists across core content areas in the identification of essential standards, development of common learning progressions, and use of common formative assessments to drive instructional decisions, resulting in fragmented Tier 1 instruction and limited student mastery of priority standards.

Root Cause 1: Across core content areas, PLCs need a systematic process for identifying essential standards, defining mastery, and translating assessment data into targeted reteaching and extension activities. Inconsistent administrative support and the absence of fully implemented, sustainable processes have hindered the implementation of data-driven instructional cycles across all content areas.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Results Driven Accountability (RDA)

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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Board Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 1: By April 2027, Goodnight Middle School will increase the consistent implementation of grade-level focused instructional cycles by teachers. This will be a process in which essential standards are identified to guide instruction, common formative assessments provide real-time data on student learning, aggressive monitoring captures understanding during lessons, and data-driven PLCs translate that information into targeted instructional responses for reteaching and advanced application.

High Priority

Evaluation Data Sources: Unit Common Summative Assessments
District Common Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By the end of the first grading period, PLCs will identify essential standards, define mastery, establish common learning targets and success criteria, and develop learning progressions for Tier 1 instruction. The effectiveness of this implementation will be measured by 100% of PLCs submitting their learning progressions to administration in the form of agendas. **Strategy's Expected Result/Impact:** Teachers will demonstrate a shared understanding of essential standards by producing common learning progressions that are visibly posted and actively referenced during instruction. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principals **Title I:** 2.51, 2.53 **- TEA Priorities:** 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: By the start of the second grading period, PLCs will implement a consistent weekly collaborative cycle in which teams plan Tier 1 instruction around essential standards using common learning progressions, utilize PLC-aligned questioning protocols for unit internalization, lesson internalization, and data analysis to guide collaborative discussions, review common formative assessment and student-work data to identify mastery levels, and determine specific instructional responses--including reteaching, intervention, and advanced application. Campus administrators and instructional coaches will monitor PLC implementation throughout each grading period using a common PLC protocol. Fidelity of implementation will be measured by administrators and instructional coaches documenting evidence of data-driven dialogue in at least 90% of PLC observations. **Strategy's Expected Result/Impact:** PLCs will shift from primarily discussing instruction and pacing to routinely examining evidence of student learning and determining targeted instructional responses. Teachers will respond more quickly to learning gaps. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principals Instructional Coach **Title I:** 2.51, 2.53 - **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 - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: By the middle of the first grading period, the Academic Dean will provide professional development for Assistant Principals focused on effectively facilitating and leading PLCs. This training will include understanding components of the campus instructional cycle (essential standards, formative assessment, aggressive monitoring, data-driven PLCs, and instructional response), utilizing PLC-aligned questioning protocols to guide unit internalization, lesson internalization, and data analysis discussions, providing targeted feedback to teachers during PLC meetings using a common observation and feedback protocol, analyzing PLC meeting data to identify trends in teacher practice and student learning, and using the common PLC protocol to monitor implementation fidelity and document evidence of data-driven dialogue. Effectiveness of this strategy will be measured by: (a) 100% of Assistant Principals completing the initial training sessions by the middle of the first grading period, and (b) at least 90% of Assistant Principal-facilitated PLC meetings demonstrating evidence of effective facilitation, as measured by a common PLC facilitation rubric. **Strategy's Expected Result/Impact:** Assistant Principals will develop the knowledge and skills necessary to lead data-driven PLCs that focus on student learning outcomes. They will transition from primarily managing compliance and logistics to actively facilitating collaborative conversations that result in targeted instructional responses. This will lead to more effective PLCs across all content areas. Ultimately, this investment in leadership capacity will accelerate teacher growth, contributing to and student mastery of essential standards. **Staff Responsible for Monitoring:** - Principal - Academic Dean - Assistant Principals (as participants and co-facilitators) **Title I:** 2.51, 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 **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Board Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 2: By Spring 2027, the campus Organizational Health Instrument (OHI) Goal Focus score will increase from 68% to 80%, as measured by the Spring 2027 OHI administration.

High Priority

Evaluation Data Sources: 2026-26 OHI Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By the end of the first grading period, campus leadership will present, post, and review the campus's singular goal of "60% Meets grade level proficiency" for all core and electives courses at faculty meetings, during PLCs, and through all faculty electronic communication. Effectiveness of this strategy will be measured by: (a) Goals will be posted in PLC Room, and (b) Goals will be discussed at 100% of Data-focused PLCs. **Strategy's Expected Result/Impact:** Teachers will have a clear, consistent understanding of the campus learning expectations in core and elective areas. This shared focus and collective commitment will create a unified sense of purpose, increase teacher engagement, and ultimately improve the campus Organizational Health Instrument Focus score. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principals Instructional Coach **Title I:** 2.51, 2.53 **- TEA Priorities:** 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: By the start of the second grading period, teachers will integrate the campus's singular goal of "60% Meets grade level proficiency" for all core and electives courses into 100% of collaborative teacher data reviews during bi-weekly PLC meetings by discussing how common formative assessment data relates to progress toward the goal, celebrating progress toward the campus goal to build momentum and collective efficacy, and revisiting the goals during end-of-grading-period PLC meetings to reflect on progress and set next steps. Effectiveness of this strategy will be measured by 100% of PLC meeting agendas including campus goal review and data connection, as documented by PLC meeting notes. **Strategy's Expected Result/Impact:** Teachers will consistently connect their collaborative data reviews to the campus goal, ensuring that all instructional decisions are aligned with the strategic priorities of the district and campus. This intentional focus will increase teacher engagement, create a shared sense of purpose, and accelerate student progress toward STAAR Reading and Math goals, ultimately improving the campus Organizational Health Instrument Focus score. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principals Instructional Coach **Title I:** 2.51, 2.53 **- TEA Priorities:** 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Board Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 1: * By Spring 2027, the percentage of students achieving Meets Grade Level or above on the STAAR Math will increase from 29% to 39%.

High Priority

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By the start of the first grading period, Math teachers will identify the essential state standards for each unit being planned. Essential standards will be those that are most critical for student success in subsequent grade levels and on the STAAR Math assessment. Teachers will document identified essential standards in unit plans and PLC meeting notes. Effectiveness will be measured by at least 90% of classroom observations demonstrating evidence of learning targets and success criteria being visibly posted and actively referenced during instruction. **Strategy's Expected Result/Impact:** Teachers will have a clear, shared understanding of the most critical standards to prioritize, ensuring that instructional time is focused on the content that matters most for student success. This will result in more targeted Tier 1 instruction and improved student mastery of priority standards. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principal Instructional Coach **Title I:** 2.51, 2.53 - **TEA Priorities:** 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: By the end of the first grading period, Math teachers will dissect each essential standard to ensure they understand what students must know and be able to do to demonstrate mastery. Teachers will document their unpacking of essential standards in unit plans and PLC meeting notes. Effectiveness will be measured by at least 90% of classroom observations demonstrating evidence of learning targets and success criteria being visibly posted and actively referenced during instruction. **Strategy's Expected Result/Impact:** Teachers will develop a deep, collective understanding of the expectations embedded within each essential standard, enabling them to design instruction and assessments that accurately measure student mastery. This will result in more rigorous and aligned Tier 1 instruction that prepares students to meet grade-level expectations on STAAR Math. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principal Instructional Coach **Title I:** 2.51, 2.53 **- TEA Priorities:** 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: By the end of the first grading period, Math teachers will identify in their lesson plans where students will be assessed for mastery throughout each unit by embedding formative assessments aligned to essential standards, using common assessments within PLCs to ensure consistency, and planning instructional adjustments--including reteaching, intervention, and advanced application--based on assessment data. Teachers will document embedded assessments in PLC meeting notes. Effectiveness will be measured by at least 90% of classroom observations demonstrating evidence of formative assessments being used during instruction to check for student understanding; **Strategy's Expected Result/Impact:** Teachers will intentionally plan for frequent, standards-aligned checkpoints that provide real-time data on student learning. This will allow teachers to identify learning gaps early, adjust instruction in the moment, and ensure that students receive timely support before falling behind. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principals Instructional Coach **Title I:** 2.51, 2.53 **- TEA Priorities:** 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4: By the start of the second grading period, Math teachers will analyze student assessment data during weekly PLC meetings to identify students who have and have not demonstrated mastery, disaggregate data by student groups to identify trends and gaps, and use the data to determine specific instructional responses--including reteaching, intervention, and advanced application--with all data analysis and intervention plans documented in PLC meeting notes or data tracking tools.

Effectiveness will be measured by 100% of Math teachers document data analysis and intervention plans in PLC meeting notes or data tracking tools by the start of the second grading period.

Strategy's Expected Result/Impact: Teachers will shift from discussing instruction to routinely examining student learning evidence and determining targeted instructional responses, ensuring students receive timely, data-driven interventions that increase mastery of essential standards and improve STAAR Math performance.

Staff Responsible for Monitoring: Principal
Academic Dean
Assistant Principals
Instructional Coach

Title I:
2.51, 2.53
- TEA Priorities:
Build a foundation of reading and math
- 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
- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: By the start of the second grading period, Math and Intervention teachers will collaborate through planning meetings, data sharing, and bi-weekly progress reviews to align intervention lessons with student needs. They will co-plan lessons that reinforce essential standards and address skill gaps, communicate progress with families, and ensure 100% of interventions are data-driven. Intervention teacher will provide Math teachers with unit-by-unit updates on student progress via formative assessment data to guide instructional decisions. **Strategy's Expected Result/Impact:** Math Intervention lessons will be directly aligned to classroom instruction and student data, ensuring that students receive targeted, coherent support that addresses their specific learning needs. This will close skill gaps more quickly and accelerate student progress toward grade-level mastery. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principals Instructional Coach Intervention Teachers Math Teachers **Title I:** 2.51, 2.53 **- TEA Priorities:** 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Board Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 2: By Spring 2027, the percentage of all students achieving Meets Grade Level or above on the STAAR RLA will increase from 40% to 50%.

High Priority

Evaluation Data Sources: STAAR RLA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By the start of the first grading period, ELA teachers will identify the essential state standards for each unit being planned. Essential standards will be those that are most critical for student success in subsequent grade levels and on the STAAR RLA assessment. Teachers will document identified essential standards in unit plans and PLC meeting notes. Effectiveness will be measured by at least 90% of classroom observations demonstrating evidence of learning targets and success criteria being visibly posted and actively referenced during instruction. **Strategy's Expected Result/Impact:** Teachers will have a clear, shared understanding of the most critical standards to prioritize, ensuring that instructional time is focused on the content that matters most for student success. This will result in more targeted Tier 1 instruction and improved student mastery of priority standards. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principal Instructional Coach **Title I:** 2.51, 2.53 **- TEA Priorities:** 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: By the end of the first grading period, ELA teachers will dissect each essential standard to ensure they understand what students must know and be able to do to demonstrate mastery. Teachers will document their unpacking of essential standards in unit plans and PLC meeting notes. Effectiveness will be measured by at least 90% of classroom observations demonstrating evidence of learning targets and success criteria being visibly posted and actively referenced during instruction. **Strategy's Expected Result/Impact:** Teachers will develop a deep, collective understanding of the expectations embedded within each essential standard, enabling them to design instruction and assessments that accurately measure student mastery. This will result in more rigorous and aligned Tier 1 instruction that prepares students to meet grade-level expectations on STAAR RLA. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principal Instructional Coach **Title I:** 2.51, 2.53 **- TEA Priorities:** 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: By the end of the first grading period, ELA teachers will identify in their lesson plans where students will be assessed for mastery throughout each unit by embedding formative assessments aligned to essential standards, using common assessments within PLCs to ensure consistency, and planning instructional adjustments--including reteaching, intervention, and advanced application--based on assessment data. Teachers will document embedded assessments in PLC meeting notes. Effectiveness will be measured by at least 90% of classroom observations demonstrating evidence of formative assessments being used during instruction to check for student understanding; **Strategy's Expected Result/Impact:** Teachers will intentionally plan for frequent, standards-aligned checkpoints that provide real-time data on student learning. This will allow teachers to identify learning gaps early, adjust instruction in the moment, and ensure that students receive timely support before falling behind. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principals Instructional Coach **Title I:** 2.51, 2.53 **- TEA Priorities:** 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4: By the start of the second grading period, ELA teachers will analyze student assessment data during weekly PLC meetings to identify students who have and have not demonstrated mastery, disaggregate data by student groups to identify trends and gaps, and use the data to determine specific instructional responses--including reteaching, intervention, and advanced application--with all data analysis and intervention plans documented in PLC meeting notes or data tracking tools.

Effectiveness will be measured by 100% of ELA teachers document data analysis and intervention plans in PLC meeting notes or data tracking tools by the start of the second grading period.

Strategy's Expected Result/Impact: Teachers will shift from discussing instruction to routinely examining student learning evidence and determining targeted instructional responses, ensuring students receive timely, data-driven interventions that increase mastery of essential standards and improve STAAR Math performance.

Staff Responsible for Monitoring: Principal
Academic Dean
Assistant Principals
Instructional Coach

Title I:
2.51, 2.53
- TEA Priorities:
Build a foundation of reading and math
- 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
- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: By the start of the second grading period, ELA and Reading Intervention teacher will collaborate through planning meetings, data sharing, and bi-weekly progress reviews to align intervention lessons with student needs. They will co-plan lessons that reinforce essential standards and address skill gaps, communicate progress with families, and ensure 100% of interventions are data-driven. Intervention teacher will provide ELA teachers with unit-by-unit updates on student progress via formative assessment data to guide instructional decisions. **Strategy's Expected Result/Impact:** Reading Intervention lessons will be directly aligned to classroom instruction and student data, ensuring that students receive targeted, coherent support that addresses their specific learning needs. This will close skill gaps more quickly and accelerate student progress toward grade-level mastery. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principals Instructional Coach Reading Intervention Teacher ELA Teachers **Title I:** 2.51, 2.53 **- TEA Priorities:** 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Board Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 3: By June 2027, the percentage of special populations scoring at Meets grade level on STAAR RLA and STAAR Math will increase by 10%.

High Priority

Evaluation Data Sources: STAAR RLA
STAAR Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By the end of the first grading period, teachers will collaborate with case managers and content co-teachers to identify appropriate resources and supplemental aids for each individual student receiving Special Education services, as well as Emergent Bilingual (EB) students requiring linguistic accommodations. This will include reviewing IEPs and language proficiency data to select resources aligned to specific learning needs and grade-level standards, ensuring availability for instruction and assessment, documenting resources in lesson plans and student data folders, and communicating with case managers and ESL specialists to ensure alignment between classroom instruction and student goals. Effectiveness of this strategy will be measured by 100% of students receiving Special Education services and EB students having appropriate resources, aids, and accommodations available and accessible during instruction, as documented through classroom observations. **Strategy's Expected Result/Impact:** Teachers will have a clear understanding of the accommodations, supplemental aids, and EB linguistic supports each student receiving Special Education services and Emergent Bilingual (EB) students require to access grade-level instruction. This will ensure that students have the tools they need to engage meaningfully in Tier 1 instruction and demonstrate their learning on assessments, resulting in increased mastery of essential standards and improved STAAR RLA and Math performance. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principals Special Education Case Managers Content Co-teachers ESL Teacher Instructional Coach **Title I:** 2.51, 2.53 **- TEA Priorities:** 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 4: Academic Experience: High Quality Instructional Materials				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: By the end of the first grading period, teachers will explicitly teach each individual student receiving Special Education services in their classroom how to use their identified resources and supplemental aids by modeling the use of each resource during whole-group and small-group instruction, providing guided practice opportunities for independent use, checking for student understanding of how and when to use each resource and aid, reteaching as needed until students demonstrate proficiency, and documenting student progress toward independent use in student data folders. Effectiveness of this strategy will be measured by: (a) 100% of students receiving Special Education services demonstrating the ability to use their identified resources and supplemental aids, as documented through teacher observation checklists, and (b) at least 80% of students receiving Special Education services using their resources and aids independently during instruction, as documented through classroom observations. **Strategy's Expected Result/Impact:** Teachers will have real-time access to accurate, actionable data on student performance, enabling them to make informed instructional decisions and respond quickly to learning gaps. Students receiving Special Education services will benefit from timely, targeted interventions based on current data, resulting in increased mastery of essential standards and improved STAAR RLA and Math performance. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principals Instructional Coach Special Education Case Managers Content Co-teachers **Title I:** 2.51, 2.53 **- TEA Priorities:** 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: By April 2027, teachers will continually encourage and monitor each individual student receiving Special Education services and Emergent Bilingual (EB) students in their classroom to ensure they are using their resources, supplemental aids, and linguistic supports correctly. This will include providing ongoing verbal prompts and reinforcement during instruction, incorporating resource and aid usage into daily routines and expectations, using positive reinforcement to encourage consistent use, monitoring usage during independent work and assessments, reteaching and providing additional support for students who continue to struggle, and documenting student progress toward the goal of 75% correct usage. Effectiveness will be measured by 75% of students receiving Special Education services and EB students using their resources, aids, and linguistic supports correctly during instruction and assessments by April 2027, as documented through classroom observations and teacher checklists. **Strategy's Expected Result/Impact:** Students receiving Special Education services and Emergent Bilingual (EB) students will consistently and correctly use their resources, supplemental aids, and linguistic supports to access grade-level instruction and demonstrate their learning. This sustained, correct usage will remove barriers to learning, increase student independence, and result in improved mastery of essential standards and higher STAAR RLA and Math performance. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principals Instructional Coach Special Education Case Managers Content Co-teachers ESL Teacher **Title I:** 2.51, 2.53 **- TEA Priorities:** 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4: By the start of the second grading period, teachers will track individual classroom data and update leadership-provided tracking forms after common assessments. This will include using common formative assessments aligned to essential standards, entering student performance data within 48 hours of administration, disaggregating data by student groups--including students receiving Special Education services, Emergent Bilingual (EB) students, and economically disadvantaged students--to identify trends and gaps, utilizing tracking forms during PLC meetings to identify mastery levels, and documenting instructional responses and intervention plans based on data analysis.

Effectiveness of this strategy will be measured by 100% of teachers consistently updating tracking forms after each common assessment, as documented by administrators.

Strategy's Expected Result/Impact: Teachers will have real-time access to accurate, actionable data on student performance, enabling them to make informed instructional decisions and respond quickly to learning gaps. Students receiving Special Education services, Emergent Bilingual (EB) students, and economically disadvantaged students will benefit from timely, targeted interventions based on current data.

Staff Responsible for Monitoring: Principal
Academic Dean
Assistant Principals
Instructional Coach
Teachers
ESL Teacher
Special Education Case Managers

Title I:
2.51, 2.53

- 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

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5: By the middle of the second grading period, students receiving Special Education services and Emergent Bilingual (EB) students will track their individual data in folders and update after common assessments, just like their general education peers. This will include providing students with data folders that include tracking charts for each essential standard or learning target, teaching students how to track their own progress and set personal learning goals, guiding students to reflect on their performance after each common assessment and identify areas for growth, using data folders during student-teacher conferences to discuss progress and set goals, and celebrating student growth and mastery milestones to build motivation and ownership.

Effectiveness will be measured by 100% of students receiving Special Education services and Emergent Bilingual (EB) students maintaining updated student data folders, as verified by teachers.

Strategy's Expected Result/Impact: Students receiving Special Education services will develop ownership of their learning by actively tracking their progress and setting personal goals. This increased agency and self-awareness will motivate students to engage more deeply in instruction, use their resources and aids independently, and take responsibility for their academic growth. As a result, students will demonstrate increased mastery of essential standards and improved STAAR RLA performance.

Staff Responsible for Monitoring: Principal
Academic Dean
Assistant Principals
Instructional Coach
Special Education Case Managers
Teachers
ESL Teacher

Title I:
2.51, 2.53
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- 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
- Targeted Support Strategy - Additional Targeted Support Strategy

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Board Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 1: By June 2027, Goodnight Middle School will increase the campus Average Daily Attendance (ADA) rate from 93.8% to 95% or above, as measured by the end-of-year PEIMS attendance data.

High Priority

Evaluation Data Sources: PEIMS attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By the 3rd week of school, campus staff will implement daily non-punitive attendance outreach and positive messaging to support universal attendance awareness by placing daily non-punitive, personal phone calls to families of students who are absent, providing schoolwide attendance messaging through the Parent SMORE, morning announcements, and social media, and reviewing attendance data regularly at monthly faculty meetings and PLCs. Effectiveness of this strategy will be measured by 100% of daily non-punitive calls being placed to families of absent students, as documented in communication logs. **Strategy's Expected Result/Impact:** Staff will establish a positive, proactive attendance culture by consistently communicating with families and reinforcing the importance of daily attendance. This will result in increased family awareness of attendance expectations, improved student attendance, and a reduction in chronic absenteeism across all grade levels. **Staff Responsible for Monitoring:** Principal Assistant Principals Academic Counselors Parent Liaison Attendance Clerk **Title I:** 2.51, 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 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: By the third week of school, the campus Care Team will conduct weekly attendance reviews and provide targeted family outreach to support students with concerning attendance patterns by conducting weekly Care Team attendance reviews to identify students with concerning attendance patterns (e.g., 3+ absences per grading period), providing family outreach by the Parent Liaison to identify barriers to attendance and connect families to resources, developing individual attendance plans with the counselor and grade-level team, and implementing targeted incentive programs for students with improved attendance. Effectiveness of this strategy will be measured by: (a) 100% of students with 3+ absences receiving Tier 2 outreach and support, as documented by the Parent Liaison, and (b) 100% of Care Team meetings including attendance review and documented intervention plans. **Strategy's Expected Result/Impact:** The Care Team will systematically identify and support students with concerning attendance patterns through proactive, targeted outreach and individualized support plans. This will result in early intervention for at-risk students, increased family engagement in addressing attendance barriers, and a reduction in the number of students progressing from Tier 2 to Tier 3 chronic absenteeism. **Staff Responsible for Monitoring:** Principal Assistant Principals Academic Counselors, CIS Counselor Parent Liaison Attendance Clerk **Title I:** 2.51, 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 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: By the fourth week of school, campus leadership will implement intensive attendance supports for students identified as chronically absent (5+ absences) by conducting monthly leadership checkpoints with campus administration to review chronic absenteeism data, conducting home visits by the Parent Liaison and designated staff to address persistent attendance barriers, referring students and families to community resources (e.g., counseling, health services, transportation assistance), developing individualized attendance intervention plans with specific goals, supports, and progress monitoring, implementing student and family attendance contracts with clear expectations and support systems, and tracking attendance and following up at least bi-weekly to monitor progress. Effectiveness will be measured by: (a) 100% of students identified as chronically absent (5+ absences) receive an individualized attendance intervention plan, as documented in attendance logs and (b) 100% of students with chronic absenteeism receive a home visit or direct family outreach by the Parent Liaison or designated staff, as documented in visit logs. **Strategy's Expected Result/Impact:** Campus leadership and Care Team will provide intensive, individualized support for chronically absent students through home visits, community resource referrals, and structured attendance intervention plans. This will result in reduced chronic absenteeism, increased family engagement in addressing attendance barriers, and improved daily attendance for our most at-risk students. **Staff Responsible for Monitoring:** Principal Assistant Principals Academic Counselors, CIS Counselor Parent Liaison **Title I:** 2.51, 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 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: By the 6th week of school, campus leadership will launch a schoolwide attendance campaign to promote positive attendance culture and celebrate attendance milestones by launching a campus-wide attendance campaign (e.g., "Every Day Counts at Goodnight"), celebrating attendance milestones and providing incentives at each grading period, and implementing campus-wide incentives for classrooms and grade levels with the highest attendance rates. Effectiveness of this strategy will be measured by: (a) 100% of attendance campaign materials distributed and promoted campus wide and (b) Implementation of attendance campaign timeline. **Strategy's Expected Result/Impact:** Campus leadership will create a positive, proactive attendance culture through schoolwide campaigns, milestone celebrations, and classroom incentives. This will result in increased student and family awareness of attendance expectations, improved daily attendance, and a reduction in chronic absenteeism across all grade levels. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselor, Parent Liaison **Title I:** 2.51, 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 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Board Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 2: By Spring 2027, the percentage of Emergent Bilingual students increasing at least one proficiency level on TELPAS will increase by 15%.

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 1: By the start of the second grading period, all core content departments will vertically implement at least one Content-Based Language Instruction (CBLI) strategy per grading period within Tier 1 instruction, aligned to the campus instructional cycle. These strategies may include explicit vocabulary instruction with visual supports, structured oral language activities such as think-pair-share and academic discourse protocols, scaffolded reading and writing tasks that build background knowledge and disciplinary literacy, and formative assessments that measure both content mastery and language growth.

Teachers will receive professional development and coaching from the Academic Dean, Instructional Coach, and ESL teacher on selecting, implementing, and monitoring CBLI strategies, utilizing the Ellevation application purchased by the campus to access strategy supports, track student progress, and differentiate instruction. Effectiveness of this strategy will be measured by:

(a) 100% of core content teachers documenting implementation of at least one CBLI strategy per grading period through lesson plans or PLC meeting notes, and
(b) a continual decrease in the number of EB core class failures each grading period.

Strategy's Expected Result/Impact: Emergent Bilingual students will receive consistent, grade-level access to content instruction while simultaneously developing academic language proficiency. Core content teachers will build capacity to integrate language and content instruction, resulting in increased student engagement, improved academic language production, and higher TELPAS yearly progress rates.

Staff Responsible for Monitoring: Principal
Academic Dean
Assistant Principals
Instructional Coach
Core Teachers
ESL Teacher

Title I:
2.51, 2.53
- **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
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: By the end of the first grading period, Long-Term Emergent Bilingual (LTEB) students will participate in targeted interventions twice per week through Reading Intervention and AVID Excel classes, where teachers will implement SummitK-12 lessons to deliver explicit, systematic instruction in academic vocabulary, reading comprehension strategies, writing development emphasizing academic language and text structures, listening and speaking skills through structured academic discourse, and targeted language practice aligned to TELPAS proficiency levels and individual student needs. Effectiveness of this strategy will be measured by at least 80% of LTEB students demonstrating measurable growth on SummitK-12 language assessments. **Strategy's Expected Result/Impact:** Long-Term Emergent Bilingual students will receive targeted, intensive language support that addresses their specific linguistic needs while maintaining access to grade-level content, resulting in improved linguistic proficiency and increased academic achievement in core content classes. **Staff Responsible for Monitoring:** Principal Academic Dean Reading Intervention Teacher, AVID Excel ESL Teacher Instructional Coach Academic Counselors (for monitoring attendance and student support) **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Board Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 3: By Spring 2027, Goodnight Middle School will reduce disciplinary referrals for disruptive behaviors and non-compliance by 2%.

High Priority

Evaluation Data Sources: PEIMS Referral Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: To foster a safe and supportive learning environment, Goodnight Middle School administration will execute daily rotation and duty schedules, ensuring a consistent leadership presence in the hallways, classrooms, and common areas. Effectiveness will be measure by lower month-over-month tracking of discipline referrals. **Strategy's Expected Result/Impact:** Reinforcement of clear behavioral expectations among students. It will cultivating a safer, more predictable school climate. Consequently, Goodnight Middle School projects a measurable reduction in peer conflicts and formal office discipline referrals. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Even when all students know the behavior expectations, some will still need extra support. Goodnight Middle School will use discipline data--like office referrals and teacher feedback--to find students who are at risk for fighting or student conflicts. These students will receive extra help such as checking in with a trusted adult at the start and end of each day, participating in small group counseling sessions facilitated by the school counselors to develop anger management and conflict resolution skills, practicing real-life conflict scenarios through role-play and guided discussions, and earning praise and rewards when they make good choices. Grade-level teams will meet regularly to look at student progress and change supports if they are not working. By giving extra help early, before small problems become big ones, the school can help students learn better behavior and avoid repeat referrals. Effectiveness of this strategy will be measured by a reduction in repeat referrals among students participating in the intervention **Strategy's Expected Result/Impact:** Students will gain the skills needed to handle conflicts peacefully and avoid fights, resulting in fewer repeat referrals, less time lost to discipline, and a safer, more positive school environment where all students can succeed. **Staff Responsible for Monitoring:** Principal Assistant Principal Academic Dean Academic and SEL Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Owen Goodnight Middle School

Total SCE Funds:
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Personnel for Owen Goodnight Middle School

Name	Position	FTE
Charles Anderson	Interventionist - Math	1
Rachelle Lancaster	Instructional Coach	1
Stormie Foster	Teacher	1
Tracy Harris	Teacher	1
Victoria Hensley	Counselor	1

Title I Personnel

Name	Position	Program	FTE
Gracie Sifuentes	Parent Liaison	Title I	1
Haley DeVos-Roy	Academic Dean of Instruction	Title I	1
Kimberly McCarthy	Interventionist - ELAR	Tile I	1

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Darren Cole-Ochoa	8/10/2026	Twila Guajardo	8/10/2026
Student Welfare: Discipline/Conflict/Violence Management	Walker Cleveland	9/3/2026	Twila Guajardo	9/3/2026