

Missouri City Middle School



2025-2026
Turnaround Plan



Fort Bend Independent School District

Superintendent: Marc Smith, Ed.D.

Board Approval: October 27, 2025

Executive Summary

Missouri City Middle School, part of Fort Bend ISD, has been designated as a Targeted Support and Improvement (TSI) campus and is considered Unacceptable Year 2 for overall academic performance. This designation reflects persistent underperformance among specific student groups and triggers a comprehensive turnaround strategy aimed at elevating student achievement and restoring academic excellence.

The plan centers on strengthening Tier 1 instruction, particularly in mathematics and science, where student performance has lagged significantly. Instructional alignment to TEKS and STAAR rigor, targeted intervention periods informed by MAP data, and embedded literacy strategies across content areas form the backbone of academic improvement efforts. The school's leadership team, in collaboration with district departments, will focus on improving academic growth (Domain 2A) and closing achievement gaps (Domain 3), with the goal of achieving a scaled score of 70 or higher in key accountability domains.

Leadership development is a cornerstone of the plan. Through the Focus on Leading framework, campus administrators will engage in monthly professional learning aligned to themes of influence, impact, and potential. These sessions build leadership capacity through coaching cycles, feedback structures, and systems thinking, ensuring that instructional priorities are executed with clarity and consistency.

Stakeholder engagement began early in the school year, with families and staff contributing feedback via surveys and open house presentations. Key themes included the need for streamlined communication, collaborative instructional practices, and targeted interventions—all of which are reflected in the plan's design.

The campus will initiate Phase 1 of its intervention model on August 12, 2025, with instructional an instructional focus on core subjects—Reading Language Arts (RLA), Math, Science, and Social Studies. Grounded in STAAR performance and MAP assessment data, this phase ensures instruction is responsive to student needs. Building on this foundation, Phase 2 will begin during the second nine weeks of instruction to deepen instructional impact and expand targeted support. This phase employs a two-pronged approach: Tier I Instructional Support, which strengthens core instruction through focused PLT collaboration in Math and Reading and the use of scripted lessons; and Targeted Student Interventions, which deliver tailored support to students performing significantly below national standards, accelerating academic growth and closing achievement gaps.

Curriculum supports across Reading Language Arts, Mathematics, Science, and Social Studies include district-adopted resources, scripted lessons, and adaptive software tools. Tiered interventions (Tier 2 and Tier 3) are embedded within instructional periods and advisory periods, with additional support provided through after-school tutorials and Saturday school sessions. Performance management is driven by a robust data cadence, including weekly formative assessments, MAP growth tracking, and quarterly data debriefs.

Performance goals are clearly defined: increase STAAR proficiency in Reading Language Arts, Mathematics, and Science by at least 10%. Additionally, the campus aims to achieve at least 50th percentile growth on MAP assessments and earn English Learner Progress (ELP) points through targeted supports.

Documenting leadership practices—such as coaching cycles and instructional walk-throughs—demonstrates a commitment to continuous improvement. Strategic district investments in staffing, including instructional coaches for each core content area and SEL, along with partnerships with Region 4 ESC and TEA, establish a strong infrastructure to support and sustain long-term school improvement efforts. Missouri City Middle School's Turnaround Plan reflects a strategic, data-informed, and community-driven approach to school improvement.

With clear goals, aligned supports, and a commitment to excellence, MCMS is poised to make meaningful gains in student achievement and campus culture during the 2025–2026 school year.

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Fort Bend Independent School District

Missouri City Middle School Turnaround Plan 2025-2026

School Improvement Strategy

State Accountability and Federal Identification

Second Consecutive Unacceptable Rating

Year	Overall Accountability Rating
2023	D
2024	F
2025	F

Targeted Support and Improvement (TSI)

	Economically Disadvantaged	EB/EL (Current & Monitored)	Special Education
2023			
2024			
2025	Academic Achievement: Mathematics Academic Growth: RLA Student Success- Student Achievement	Academic Achievement: Mathematics Academic Growth: RLA Student Success- Student Achievement	Academic Achievement: RLA Academic Achievement: Mathematics Student Success- Student Achievement

*The chart above identifies student groups that missed the same academic targets for three consecutive years, resulting in TSI designation.

What is an unacceptable rating?

An unacceptable rating is an annual accountability grade of D or F assigned to public school districts and campuses.

What is TSI?

Targeted Support and Improvement (TSI) is a federal and state designation for campuses with one or more consistently underperforming student groups. A student group is considered consistently underperforming if it misses the same three academic targets for three consecutive years.

Student groups evaluated include:

- Race/Ethnicity: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or more races
- Student Status: Economically Disadvantaged, Special Education, Emergent Bilingual (EB)/English Learners (EL), Continuously Enrolled, Former Special Education

Campus improvements needed in the years 2025-26 and 2026-27 to achieve a C or better:

In 2025–26 and 2026–27, Missouri City MS will focus on Tier 1 instruction and growth in Domain 2A and Domain 3. The long-term goal is for students to achieve a scaled score of 70 or higher in Domain 1 and Domain 2B.

1. Strengthen Tier 1 instruction across all content areas.
 - Implement Tier 1 planning protocols in math and science, ensuring instructional alignment to TEKS and STAAR rigor.
 - Create targeted intervention periods using BOY and MOY MAP data to identify and reteach essential standards.
 - Embed literacy and academic vocabulary strategies into all content areas, especially in science and social studies.
 - Leadership & Support Systems

- Provide weekly executive coaching for the campus leadership team, aligned to the FBISD Instructional Leader Framework.
 - Launch a Turnaround Support Team to assist with data analysis, walk-through implementation, and building a high-expectations culture.
 - Identify aspiring leaders (APs or deans) for additional leadership development to build a stronger bench.
2. Domain 2A (Academic Growth) must improve to at least 70, while all other domains must comply with the 3 Fs and 3 Ds Rules:
 - a. 3 Fs Rule: If three out of four domains—Student Achievement, School Progress Part A (Growth), School Progress Part B (Relative Performance), or Closing the Gaps—score below 60, the overall rating is capped at 59.
 - b. 3 Ds Rule: If three out of four domains score below 70, the overall rating is capped at 69.
 3. Progress Monitoring through district created Formative Assessments and instructional adjustments, as needed.

Stakeholder Engagement

Action	Date
District notifies public:	August 28, 2025
District develops TAP:	August 28, 2025 - September 9, 2025
Stakeholders review TAP:	September 10, 2025
Public notice:	October 6, 2025
Public hearing:	October 27, 2025
Summary of Community Feedback: Stakeholder engagement at Missouri City MS began during Open House, where students and parents were presented with the <i>Campus Planning and Improvement: Stakeholder Input Opportunity</i> PowerPoint presentation and invited to provide feedback via a survey. The survey was later distributed through the parent newsletter, posted on the campus website, and shared with campus staff.	
Key Points from Stakeholder Feedback: 1. Streamlined Communication Staff emphasized the importance of concise and consistent communication across the campus. 2. Collaborative Instructional Practices There was a call for consistent content delivery, collaboration among staff, and targeted interventions to meet student needs.	
Solicitation of Community Feedback	

2025-2026 MCMS Bell Schedules					
REGULAR BELL SCHEDULE					
PD	8th grade	PD	7th grade	PD	6th grade
1 st	8:50-9:50 (60)	1 st	8:50-9:50 (60)	1 st	8:50-9:50 (60)
2 nd	9:55-10:45 (50)	2 nd	9:55-10:45 (50)	2 nd	9:55-10:45 (50)
A LUNCH		3 rd	10:50-11:40 (50)	3 rd	10:50-11:40 (50)
10:50-11:20					
3 rd	11:25-12:15 (50)	B LUNCH		4 th	11:45-12:35 (50)
		11:45-12:15			
4 th	12:20-1:10 (50)	4th	12:20-1:10 (50)	C LUNCH	
				12:40-1:10	
5 th	1:15-2:05 (50)	5 th	1:15-2:05 (50)	5 th	1:15-2:05 (50)
6 th	2:10-3:00 (50)	6 th	2:10-3:00 (50)	6 th	2:10-3:00 (50)
7 th	3:05-3:55 (50) COUGAR TIME 3:55-4:10 (15)	7 th	3:05-3:55 (50) COUGAR TIME 3:55-4:10 (15)	7 th	3:05-3:55 (50) COUGAR TIME 3:55-4:10 (15)

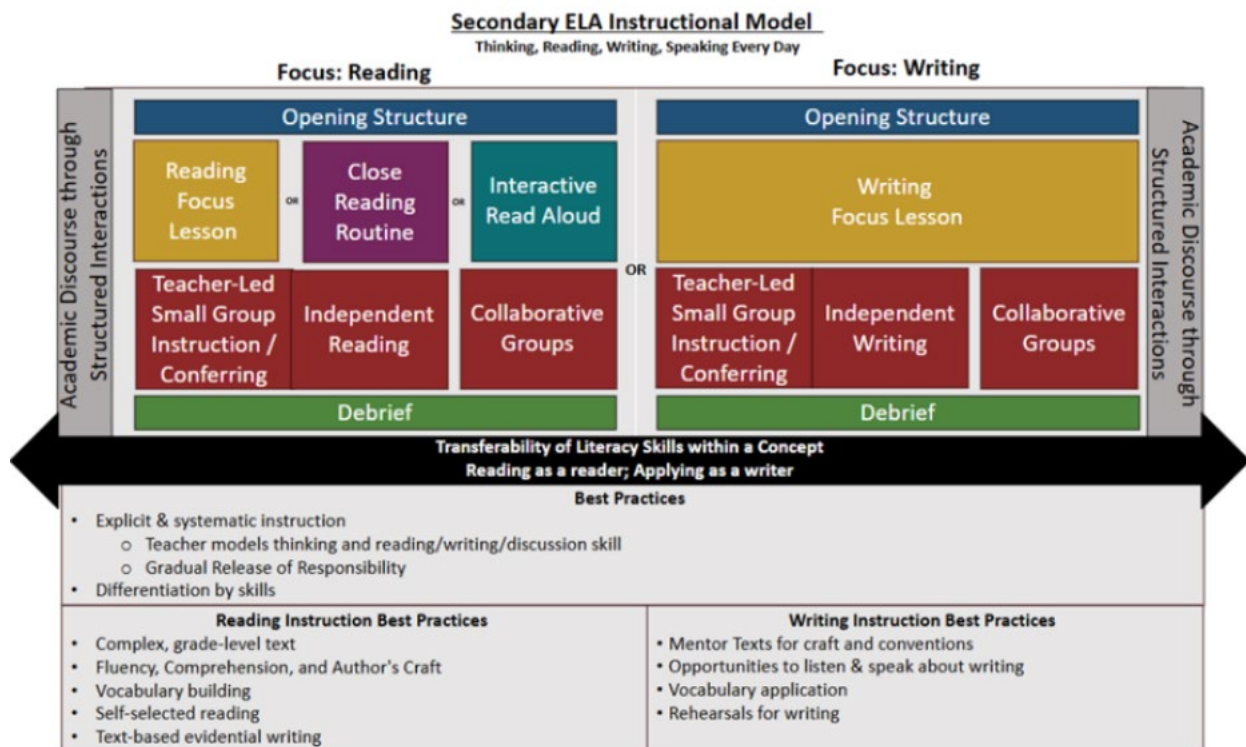
ADVISORY BELL SCHEDULE -- TUESDAY & WEDNESDAY					
PD	8th grade	PD	7th grade	PD	6th grade
1 st	8:50-9:45 (55)	1 st	8:50-9:45 (55)	1 st	8:50-9:50 (55)
2 nd	9:50-10:35 (45)	2 nd	9:50-10:35 (45)	2 nd	9:50-10:35 (45)
ADVISORY	10:40-11:10 (30)	ADVISORY	10:40-11:10 (30)	ADVISORY	10:40-11:10 (30)
A LUNCH		3 rd	11:15-12:00 (45)	3 rd	11:15-12:00 (45)
11:15-11:45					
3 rd	11:50-12:35 (45)	B LUNCH		4 th	12:05-12:50 (45)
		12:05-12:35			
4 th	12:40-1:25 (45)	4th	12:40-1:25 (45)	C LUNCH	
				12:55-1:25	
5 th	1:30-2:15 (45)	5 th	1:30-2:15 (45)	5 th	1:30-2:15 (45)
6 th	2:20-3:05 (45)	6 th	2:20-3:05 (45)	6 th	2:20-3:05 (45)
7 th	3:10-3:55 (45) COUGAR TIME 3:55-4:10 (15)	7 th	3:10-3:55 (45) COUGAR TIME 3:55-4:10 (15)	7 th	3:10-3:55 (45) COUGAR TIME 3:55-4:10 (15)

Together in the Pursuit of Excellence

Curriculum & Instruction Supports

Reading Language Arts

Tier 1 instructional expectations for Reading Language Arts include an instructional model that incorporates reading and writing within a lesson framework the promotes small group instruction to differentiate and support students based on data. NWEA MAP Reading Growth is administered three times a year to identify students in need of instructional supports.



Resources embedded within the curriculum include:

- Sample scripted mini lessons within the unit for Tier 1 instruction
- CommonLit – access to complex grade level text with the ability to adjust Lexile level based on student needs
- Newsela – access to complex grade level text
- Adopted Resource – SAVVAS My Perspectives
- Middle School Classroom Libraries for all MCMS ELA classrooms
- The Reading Strategies Book 2.0 Companion Charts - focus lessons and teacher-led small group instruction supports.
- Patterns of Power Grades 6-8: Inviting Adolescents into the Conventions of Language
- Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies
- Notice and Note: Strategies for Close Reading

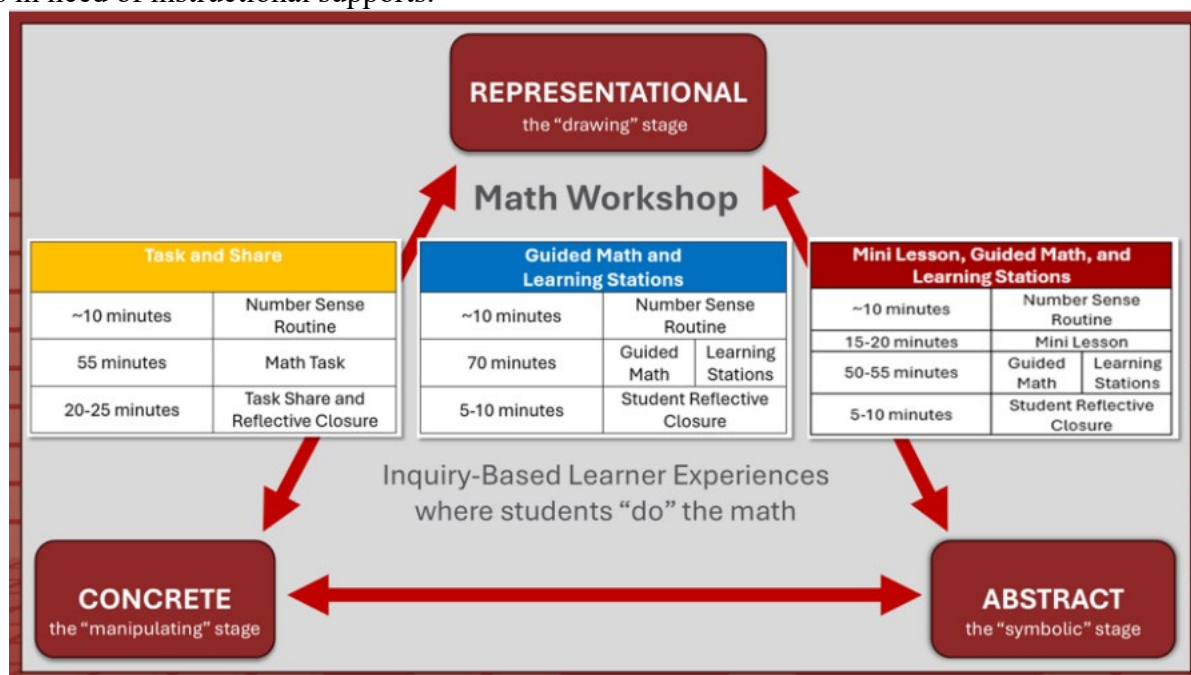
Tiered Intervention (Tier 2 & Tier 3)

Tier 2 intervention occurs during the instructional period for Reading Language Arts during small group instruction. Tier 3 intervention can occur during Literacy Lab or content based advisory. Intervention structures include data analysis and the identification of specific skills to reinforce explicit teaching and small group.

- Curriculum (Tier 2): Lessons and student supports for Tier 2 instruction based on district created assessments for use in small group instruction
- Literacy Lab or Content Advisory Curriculum (Tier 3): Morphology curriculum with daily scripted lessons and supports
- Literacy Lab or Content Advisory Curriculum (Tier 3): Reading Intervention Toolkit - teacher intervention lessons
- Literacy Lab or Content Advisory Curriculum (Tier 3): Learning Ally – TEA resource that provides online access to text with supportive features for reading comprehension for students significantly below grade level

Mathematics

Tier 1 instructional expectations for Mathematics includes an instructional model that incorporates the development of math concepts from a conceptual level using Concrete, Representation, and Abstract approaches to the content. The lesson framework promotes small group instruction to differentiate and support students based on data. NWEA MAP Math Growth is administered three times a year to identify students in need of instructional supports.



Resources embedded within the curriculum include:

- Sample scripted mini lessons within the unit for Tier 1 instruction
- Identified Number Sense routines aligned to units of instruction
- ETA Hands on Standards – scripted lessons with math manipulatives and checks for understanding
- Region 4 Engaging Mathematics – scripted lessons to develop math concepts with checks for understanding
- Guided Math Work Stations – TEKS aligned activities to reinforce learning
- Working with Algebra Tiles – sample lessons to develop concepts using Algebra Tiles
- TI Lessons – conceptual development lessons using the graphing calculators
- Dreambox Math – adaptive computer software to reinforce math skills

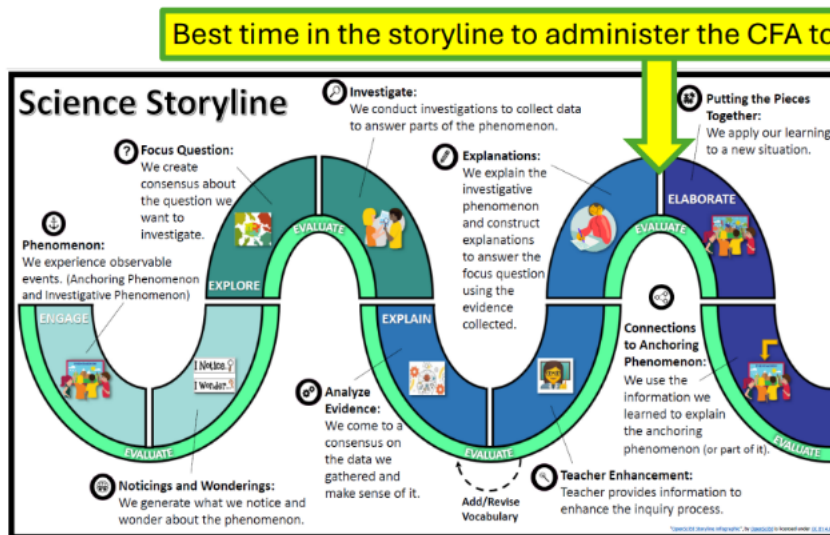
Tiered Intervention (Tier 2 & Tier 3)

Tier 2 intervention occurs during the instructional period for Mathematics during small group instruction. Tier 3 intervention can occur during Math Lab or content based advisory. Intervention structures include data analysis and the identification of specific skills to reinforce explicit teaching and small group.

- Curriculum (Tier 2): Lessons and student supports for Tier 2 instruction aligned to priority standards in each unit
- Math Lab or Content Advisory Curriculum (Tier 3): Hands on Standards for lower grade levels
- Math Lab or Content Advisory Curriculum (Tier 3): Region 4 Closing the Distance
- Math Lab or Content advisory Curriculum (Tier 3): FBISD written curriculum
- Dreambox Math – adaptive computer software to reinforce math skills

Science

Tier 1 instructional expectations for science includes an instructional model that incorporates the development of science concepts using the 5E model. The 5E framework is grounded in phenomenon within the units of instruction. The instructional model indicates small group instruction occurring after a common formative assessment during the “Elaborate” phase of the instructional model. NWEA MAP Science Growth is administered three times a year to identify students in need of instructional supports.



Suggested days are provided in the Suggested Sequence Calendar available in the curriculum.

Administering CFAs on the **suggested days** allows teachers to respond to the data within the concept they are teaching.

Resources embedded within the curriculum include:

- FBISD Curriculum – scripted lesson plans anchored to a defined phenomenon with labs, guiding questions, and formative tasks
- Adopted Resource - SAVVAS

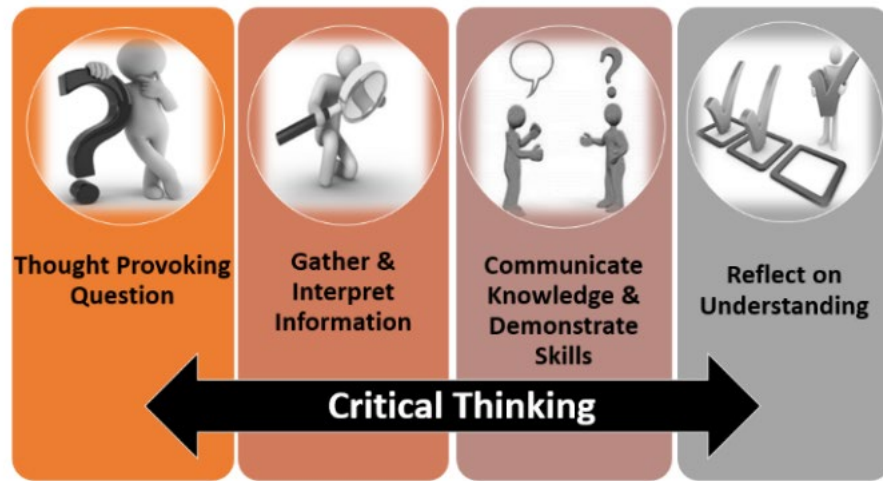
Tiered Intervention (Tier 2 & Tier 3)

Tier 2 intervention occurs during the instructional period for science during small group instruction. Tier 3 intervention can occur during a content based advisory.

- Curriculum (Tier 2): Lessons and student supports for Tier 2 instruction aligned to priority standards in each unit
- EduSmart (Tier 2 & Tier 3): Video modules, interactive simulations and practice opportunities for students aligned to the standards. Includes quizzes for teacher data collection

Social Studies

Tier 1 instructional expectations for Social Studies includes an instructional model that incorporates the development of social studies context while using critical thinking skills. The instructional model requires students to gather and interpret information from various sources to communicate their knowledge and make connections.



Resources embedded within the curriculum include:

- FBISD Curriculum – scripted lesson plans anchored to a defined phenomenon with labs, guiding questions, and formative tasks
- Adopted Resource – McGraw Hill
- Active Classroom – scripted lessons, activities, and assessment questions to check for understanding
- Britannica Online – access to sources of information on historical events
- Newsela – access to non-fiction text to support information gathering for social studies.

Tiered Intervention (Tier 2 & Tier 3)

Tier 2 intervention occurs during the instructional period for Social Studies during small group instruction.

Tier 3 intervention can occur during a content based advisory.

- Curriculum (Tier 2): Lessons and student supports for Tier 2 instruction aligned to priority standards in each unit
- Active Classroom (Tier 2 & Tier 3): scripted lessons, activities, and assessment questions to check for understanding

Phase I: Campus Intervention Model

Strategy	Start Date	Notes	Subject Area
Targeted lessons, based on low-performing STAAR categories, NWEA growth and achievement data, created by instructional coaches and IXL practice	Ongoing	Advisory	ELAR Math Science Social Studies
Grouping students who require acceleration of 30 hours with a teacher who can support the content in which they need the support.	August 12, 2025	Advisory	ELAR Math Science Social Studies
Intervention classes (Literacy and/or Math Lab) that provide foundational reading skills to support the on-level content classes.	August 12, 2025	Students are placed in intervention classes based on STAAR and/or NWEA performance.	ELAR Math
Region IV partnership with emphasis on small group instruction.	November 2025	PD Sessions PLT Support Classroom Support	Math
Intentional incorporation of short answer responses and structured academic discourse across all content areas	Ongoing	PD Session PLT Support	ELAR Math Science Social Studies
Intentional planning and incorporation of support for EB learners in every lesson	Ongoing	PLT Support	ELAR Math Science Social Studies
Intentional planning and incorporation of multiple checks for understanding in every Tier I instruction lesson.	Ongoing	Support provided from Instructional Coaches	ELAR Math Science Social Studies

Performance Management: To ensure fidelity of implementation and evaluate the effectiveness of academic interventions across core content areas, an instructional tracker will be utilized to monitor formative assessments. The Associate Principal and Campus Assessment Coordinator (CAC) will lead this effort, ensuring consistent data collection and analysis.

Bi-weekly data reviews will be conducted, and the tracker will be shared with all campus teachers, instructional leaders, and district personnel. Through Professional Learning Teams (PLTs), the data will be collaboratively analyzed and used to inform timely instructional adjustments that support student growth. The Superintendent and Board of Trustees will be updated quarterly.

Strategic use of academic monitoring to ensure that all students who need Tier II instruction are supported.	Ongoing	Support provided from Instructional Coaches	ELAR Math Science Social Studies
After/Before School Tutorials	September 8, 2025	Extended Learning	ELAR Math Science Social Studies
Saturday School	September 20, 2025 October 25, 2025 November 15, 2025 December 13, 2025	Targeted Intervention based on low-performing TEKS	Math
Saturday School	January 24, 2026 February 21, 2026 March 28, 2026 April 18, 2026 May 16, 2026	Targeted Intervention based on low-performing TEKS	Math ELAR Science Social Studies

Phase I: District Intervention Model

1. Purpose

Each identified campus has been assigned to be supported by a cross-functional Turnaround Support Team from FBISD. This approach ensures that every campus receives comprehensive, coordinated support across leadership, instruction, and student services.

Each campus will receive direct support from the following departments:

- **Department of School Leadership** – Provides direct support to campus leadership teams to strengthen instructional leadership, monitor progress, and guide improvement strategies.
- **Teaching & Learning** – Supports teachers in the areas of curriculum, instruction, assessment alignment, and professional learning to strengthen Tier 1 instruction.
- **Special Education (SPED)** – Ensures students' needs are being met in the Least Restrictive Environment (LRE) and that teachers have the tools and strategies needed for student success.
- **Assessment, Accountability & Compliance (AAC)** – Provides support with data curation and analysis, ensuring timely and accurate information for decision-making.
- **Organizational Development (OD)** – Provides targeted support to all zero-year teachers and instructional apprentices, helping them build capacity and effectiveness in the classroom.

2. Campus Liaison Model

Each identified campus will be supported with a Turnaround Support Team who will be led by a Teaching & Learning Liaison. The Liaison will serve as the primary point of contact between campus administration, and the campus support teams

The Liaison's role is to:

- Communicate regularly with campus administration.
- Coordinate deployment of support team members.
- Monitor follow-up on action steps identified during campus visits.
- Ensure alignment of support to the campus TIP and district instructional priorities.

3. Support Priorities: MAP-to-STAAR alignment, classroom management supports, small group structures.

- Expectations for Campus Support Team Members
- Spend one full workday (7–8 hours) on their assigned D/F-rated campus.
- Actively engage with campus leaders, teachers, and instructional coaches.
- Deliver focused support that addresses campus-specific needs while advancing identified instructional priorities.
- Document observations, supports provided, and next steps in a shared log.
- Debrief with campus leadership.

5. Accountability & Tracking

- Shared Calendar: All visits posted in a central calendar.
- Visit Log: Quick reflection form submitted within 24 hours of each visit.
- Quarterly Report: Compiled feedback shared with Cabinet and campuses.

6. Campus Data Debrief

A Campus Data Debrief will occur at least once per quarter for each identified campus. Participants will include Campus Liaisons, Teaching & Learning staff, as well as campus and district leadership.

Purpose:

- Review campus performance data (STAAR, MAP, common assessments, attendance, discipline trends).
- Identify emerging concerns and areas needing immediate support.
- Align on next steps and ensure follow-up actions are embedded in the campus support plan.

Expected Outcome:

- Shared understanding of progress and challenges.
- Adjustments to support strategies, ensuring alignment with the TIP and district instructional priorities.

7. Campus Data Reporting Cadence

The Department of Assessment, Accountability, and Compliance (AAC) will compile a weekly data report for all identified campuses. These reports will provide a consistent stream of updated information to guide instructional decisions and refine campus instructional priorities

Reports will include:

- District Formative Assessments (DFA)
- MAP Growth results
- Campus-created assessments available in Eduphoria

8. Deployment Activities for Support Team Members

- Participate in PLTs: Join grade-level/content PLTs to help teachers analyze student data, unpack standards, plan interventions, and internalize/rehearse/adjust Tier 1 instruction.
- Observe Classrooms: Conduct non-evaluative walkthroughs focused on instructional strategies, student engagement, and alignment to curriculum; provide real-time coaching feedback.
- Teach / Model Lessons: Demonstrate high-leverage strategies such as small-group instruction, guided math, writing scaffolds, and data wall use; co-teach with teachers.
- Provide Professional Learning On Site: Offer just-in-time PD sessions (30–45 min) on campus-identified needs and campus PD plan; share exemplar lessons and resources aligned to district curriculum.
- Support Leadership Teams: Attend admin. and leadership meetings to review instructional priorities and Targeted Improvement Plan (TIP) progress; provide strategies for monitoring fidelity of interventions and progress monitoring.
- Coach & Mentor Instructional Coaches/Teacher Leaders: Work side by side with ICs, team leaders, and department chairs to build sustainable campus capacity.
- Student-Centered Support: Facilitate small groups or intervention pullouts as models for differentiation; support teachers in scaffolding for SPED, EB, and struggling learners.

9. Additional District Learning Walks

All D/F-rated campuses will continue to receive support through the FBISD Learning Walk model; however, additional support visits will be scheduled to ensure that DSL, Teaching & Learning staff, and campus administration work collaboratively.

Visit Rotation

- Each visit will last two hours on campus.
- Teams will prioritize classroom observations in core areas, leadership/coach check-ins, data reviews, and identifying immediate supports.
- Two campuses will be visited each week.
- The cycle continues until all nine identified campuses have been visited, then begins again to ensure as many touchpoints as possible per semester.

Phase II: Campus and District Intervention Model

Mission Possible ([click here](#))

Purpose: Phase II establishes tightly monitored, daily and weekly systems across leadership, curriculum, intervention, and accountability to ensure consistent progress. Key strategies include structured leadership roles, scripted Recovery Modules for chronic standards, daily small-group interventions for 1416 and Targeted Growth Group students, and rigorous Professional Learning Team (PLT) protocols. Each campus is supported by a designated liaison and a district Core Team that monitors implementation fidelity and removes barriers within two weeks. The Superintendent and Board of Trustees will be updated quarterly. Success is defined by measurable student movement, with clear expectations for lesson planning, data tracking, and subgroup scaffolding. Ultimately, the plan aims to move each campus from a D/F to a C or higher by June 2026 through sustained, system-driven improvement.

Milestones & Performance Management

1. Purpose & Cross-Functional Support
 - Missouri City Middle School will be supported by a cross-functional team from FBISD to strengthen instructional outcomes, leadership capacity, and student achievement. Direct support will be coordinated through:
 - DSL – Weekly executive coaching for campus leadership aligned to the FBISD Instructional Leader Framework.
 - Teaching & Learning – Direct classroom support, modeling lessons, and PLT facilitation, with a targeted focus on math and science Tier 1 planning and cross-content literacy strategies.
 - Special Education (SPED) – Support to ensure students receive services in the Least Restrictive Environment (LRE) and teachers have access to effective instructional strategies and resources.
 - Assessment, Accountability & Compliance (AAC) – Weekly data curation and analysis (DFA, MAP, campus-created assessments in Eduphoria).
 - Organizational Development (OD) – Coaching and mentoring for zero-year teachers and instructional apprentices to accelerate capacity building.
2. Key Academic Priorities
 - Reading Language Arts (RLA)
 - Focus on higher-order comprehension skills (inference, author's purpose, synthesis).
 - Embed STAAR-aligned practice into Tier 1 lessons.
 - Support consistent literacy routines across grade levels.
 - Mathematics
 - Immediate priority due to scores below 40% in 7th & 8th grade.
 - Launch Tier 1 planning protocols with lesson internalization routines.
 - Identify essential standards using MAP and DFA data for reteach/intervention.
 - Implement small-group math intervention periods with frequent progress monitoring.
 - Science (8th Grade)
 - Address below-50% proficiency through increased emphasis on academic vocabulary and inquiry-based labs.
 - Leverage MAP growth strength in science to align to STAAR readiness.
3. Leadership & Systems Support

- Weekly executive coaching for the principal and APs focused on data-driven instruction, high-expectations culture, and observation/feedback cycles.
 - Establish a Turnaround Support Team (DSL, Liaison, T&L content specialists) to assist with:
 - Weekly data reviews.
 - Classroom walk-through calibration.
 - Development of targeted instructional priorities.
 - Build leadership capacity of APs and deans through coaching, modeling data talks, and walk-through debriefs.
4. Monitoring & Data Cadence
- Weekly Data Reports (AAC): DFA, MAP, and campus-created assessments in Eduphoria shared with campus and support team.
 - Weekly Walk-Throughs: Shared “look-fors” focused on math Tier 1 instruction, academic vocabulary, and student engagement.
 - MAP Growth Tracking: BOY → MOY → EOY analysis to monitor impact of interventions.
 - Quarterly Campus Data Debriefs: Campus leadership, DSL, T&L, and Liaison review performance and adjust supports.
5. Deployment Model for T&L Support
- Teaching & Learning team members will provide direct campus support through:
 - Attending weekly PLTs to guide planning, data use, and intervention strategies.
 - Classroom observations with immediate feedback and coaching.
 - Modeling lessons in math, science, and RLA to demonstrate best practices.
 - Delivering just-in-time PD on Tier 1 planning, MAP-to-STAAR alignment, and academic vocabulary strategies.
 - Coaching instructional coaches and department chairs to strengthen internal capacity.
6. Success Metrics
- Success will be measured by:
 - Math STAAR proficiency: Increase from 38–39% to at least 50% by EOY.
 - Science STAAR proficiency: Increase from 46.8% to 55% by EOY.
 - MAP Growth: At least 50th percentile growth in both reading and math by MOY.
 - CCMR Readiness: Increase participation in preparatory programs to earn >0 CCMR points.
 - Leadership Practice: Documented evidence of weekly data reviews, walk-through calibration, and staff coaching cycles.

Support, Capacity Building and Resources

Missouri City Middle School Specialized Staffing		
Job Title	FTE Count	Role Responsibilities
Math Instructional Coach	1	The Math Instructional Coach (Title I) supports math teachers on Title I campuses by building instructional capacity and promoting best practices. Through coaching cycles, PLT facilitation, and content support, the coach helps ensure effective implementation of the written curriculum and fosters student achievement aligned with the district's vision for teaching and learning.
ELAR Instructional Coach	1	The Middle School Literacy Instructional Coach (Title I) supports ELA teachers in implementing effective literacy instruction aligned with the written curriculum. Through coaching cycles, co-teaching, PLT facilitation, and content support, the coach builds instructional capacity and promotes student achievement in alignment with the district's vision for teaching and learning.
Social Studies Instructional Coach	1	The Middle School Social Studies Instructional Coach (Title I) supports teachers in implementing effective instruction aligned with the written curriculum. Through coaching cycles, co-teaching, PLT facilitation, and content support, the coach builds instructional capacity and promotes student achievement in alignment with the district's vision for teaching and learning.
Science Instructional Coach	1	The Middle School Science Instructional Coach (Title I) supports science teachers in implementing effective, standards-based instruction. Through coaching cycles, PLT facilitation, and content support, the coach builds teacher capacity and promotes student achievement in alignment with the district's vision for teaching and learning.
SEL Instructional Coach	1	The SEL Instructional Coach (GR) supports campus staff in integrating Social and Emotional Learning aligned with the Student Ownership of Behavior Framework. Through coaching cycles, modeling, and co-teaching, the coach promotes positive learning environments, restorative practices, and behavior interventions to reduce exclusionary discipline and improve student self-regulation and problem-solving.

Fort Bend ISD continues to invest in leadership development and instructional support to drive campus improvement at *Missouri City MS*. Key initiatives include:

District-Supported Initiatives:

- Leadership Summit: Leading and Managing Systems for Secondary Leaders – District-led professional learning focused on strategic leadership and systems thinking.
- Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP) – District-supported planning tools to guide data-informed decision-making.
- PLTs at Work (Solution Tree) – District-sponsored training to strengthen collaborative practices and improve student achievement.
- Effective Schools Framework (ESF) – Region 4 ESC provided no-cost support to align campus practices with TEA’s school improvement model.
- School Improvement Orientation – TEA-led session to ensure alignment with state expectations.

Region 4 ESC Instructional Support:

- Math Instructional Coaching and Progress Monitoring for Math Acceleration – Title I-funded initiative totaling \$18,744.00, aimed at enhancing math instruction and student growth.
- Texas Instructional Leadership: Observation and Feedback – Provided at no cost through the ESF-Focused Support Grant (2024–2026), paid by the feeder high school to build instructional leadership capacity.

Vendor	Professional Development Plan	Cost	Funding Source
Region 4 ESC	Math Instructional Coaching and Progress Monitoring for Math Acceleration	\$18,744.00	Title I
Region 4 ESC	Texas Instructional Leadership – Observation and Feedback	\$0.00	Paid by feeder High School (ESF-Focused Support Grant 24-26 recipient)
Fort Bend ISD	Focus on Leading: Executing with Excellence Leadership Summit: Leading and Managing Systems for Secondary Leaders Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP)	\$0.00	District
Solution Tree	PLTs at Work	\$0.00	District
Region 4 ESC	Effective Schools Framework (ESF)	\$0.00	Region 4
TEA	SI Orientation	\$0.00	TEA
i-Ready – Math and Reading	i-Ready PD	\$13,800	District

i-Ready Teacher Toolbox	i-Ready PD	\$0.00 (included in pilot)	District
Summit K-12	Summit K-12 PD	\$5,000	District

2025–2026 Focus on Leading Year at-a-Glance

This 2025–2026 Year-at-a-Glance plan outlines a coherent and responsive leadership development framework for campus principals. Grounded in the *Influence, Impact, and Potential* model introduced during the summer’s Leadership Summit, and building on the learning that occurred during *Focus on Leading: Executing with Excellence*, the plan is designed to support sustained growth throughout the school year. Each month builds intentionally on prior learning while addressing the evolving demands of campus leadership. While the Teaching & Learning division sets the instructional vision and expectations, the Department of School Leadership ensures execution through systems monitoring, leadership coaching, and accountability structures. Monthly sessions with principals incorporate implementation check-ins tied to Focus on Learning content, system-level reflection, and leadership growth aligned with district priorities. Targeted department presentations are embedded where operational or compliance updates are most timely, ensuring alignment across initiatives and reinforcing expectations at every level. Monthly sessions for principal supervisors only, led by the Deputy Superintendent of Teaching and Learning, are designed to help principal supervisors debrief on principals’ sessions and receive targeted coaching and support.

AUGUST: Instructional Leadership in Action

Leadership Focus: Reinforcing Systems to Support Instructional Execution

Theme Connection: Influence through Clarity, Impact through Systems, Potential through Coaching

Toybox Tie-In: Army Men (systems thinking) — Represents the deployment of coordinated structures, routines, and resources to execute large-scale goals.

Objectives:

- Execute key instructional systems aligned with Teaching & Learning expectations (walkthroughs, coaching cycles, PLTs).
- Reinforce alignment of people, time, and systems to communicate vision with clarity.
- Monitor collaborative team launch and identify system-level gaps in PLT execution.
- Reconnect to Toybox metaphors as living leadership tools guiding campus work.
- Set foundation for monthly leadership growth check-ins tied to Focus on Learning.

Agenda Topics:

- From Vision to Systems: Operationalizing Instructional Leadership (DSL) — Revisit the summer leadership vision by analyzing how key systems (walkthroughs, coaching cycles, PLTs) have been operationalized. This session uses the Army Men metaphor to guide reflection on whether current structures are actively reinforcing the campus’s instructional priorities.
- PLT System Checks: Launch Reflection & Current State Review (DSL) — Campus leaders assess current collaborative practices and reflect on the systems that enable or hinder successful implementation.

	- Coaching Plans & Feedback Cycles: Leadership Through Support (DSL) — Review and discussion of leader-created walkthrough schedules, coaching timelines, and how feedback loops are being used to support teacher growth. - Toybox Metaphors in Action: Campus Highlights & Roundtable (Principal Spotlights) — Principals highlight how Toybox metaphors are actively shaping leadership moves on campus through real examples of system-building, vision-setting, or mentorship. - Department Spotlight: Accountability—Fall Readiness Reminders (Follow-Up from Accountability Department) — Timely follow-up on earlier Teaching & Learning guidance related to data collection, testing, and compliance. <i>Deliverable:</i> Leadership Launch Reflection Sheet — A one-page reflection submitted post-session that captures key implementation takeaways and action steps related to instructional walkthroughs, PLT progress, leadership metaphor application, and personal growth commitments. Designed to align principal actions with the month’s leadership focus.
SEPTEMBER: Driving Feedback and Instructional Monitoring	<i>Leadership Focus:</i> Leveraging Feedback to Influence Practice <i>Theme Connection:</i> Influence through Observation, Impact through Coaching, Potential through Feedback <i>Toybox Tie-In:</i> Yo-Yo (resilience & responsiveness) — Represents the give-and-take of coaching relationships, where effective leaders deliver feedback with consistency and elasticity. <i>Objectives:</i> - Deepen use of the district's Observation and Feedback structure to develop staff. - Calibrate observation look-fors aligned to instructional priorities. - Monitor PLT progress through ongoing cycles of observation and leader action. - Model leadership flexibility in coaching moments. <i>Agenda Topics:</i> - Executing Observation & Feedback Cycles with Precision (DSL) — Review expectations and calibrate on high-leverage look-fors during classroom walkthroughs. - Yo-Yo Coaching Moves: Leadership that Snaps Back (DSL) — Use the Yo-Yo metaphor to explore the rhythm and intentionality of coaching that builds resilience and trust. - PLT Monitoring Checkpoint: What Are You Seeing? (DSL) — Principals reflect on how observation and PLT evidence is shaping real-time instructional leadership moves. - Department Spotlight: Human Resources – documentation and memo writing. <i>Deliverable:</i> Observation & Coaching Reflection Sheet — A one-page summary capturing current feedback practices, alignment to instructional look-fors, and next steps in PLT and intervention leadership
OCTOBER: Creating Ownership Through Adult Accountability	<i>Leadership Focus:</i> Holding Teams Accountable for Expectations <i>Theme Connection:</i> <i>Impact</i> through Follow-Through, <i>Potential</i> through Clarity <i>Toybox Tie-In:</i> Slinky (vision) — Emphasizing a leader’s ability to stretch expectations consistently across staff, maintaining alignment to goals while adapting in real time. <i>Objectives:</i> - Support leaders in reinforcing expectations through feedback and follow-up. - Use walkthrough trends to refine support for adult performance. - Apply the Accountability Ladder to coach staff and clarify team expectations.

	Agenda Topics: - Accountability Ladder Follow-Up (DSL) — Practical application of the ladder to guide adult coaching and leadership team alignment. - Walkthrough Trend Analysis (DSL) — Review data patterns and align next instructional support actions. - PLT Execution Review (DSL) — Evaluate ongoing collaboration and discuss how to respond to underperformance. - Department Spotlight: School Safety Mid-Fall Review (Student Affairs) — Discipline trends, crisis plans, and drill compliance. Deliverable: Accountability Coaching Sheet — Reflection on accountability moves taken with staff, including next steps to address underperformance and promote shared ownership.
NOVEMBER: Systems for Problem Solving	Leadership Focus: Leading Through Barriers Theme Connection: <i>Influence</i> through Reflection, <i>Potential</i> through Solution Design Toybox Tie-In: Yo-Yo (resilience & responsiveness) — Symbolizing a leader's need to be adaptable and maintain momentum, pulling feedback back into the system for growth rather than letting it dangle. Objectives: - Use root cause analysis tools to address leadership challenges. - Identify systems-level barriers to execution. - Collaborate with peers to build solution-focused leadership habits. Agenda Topics: - Problem of Practice Protocols (DSL) — Principals bring a real leadership challenge to unpack root causes and design systems-level solutions. - Reframing Perspective: Unlocking New Angles (DSL) — Leaders explore how shifting their lens allows for deeper systems thinking and unsticking barriers. - Mid-Semester Systems Review (DSL) — Campus leaders analyze ILT and coaching implementation data to evaluate system effectiveness and determine necessary adjustments. - Department Spotlight: Budgeting, Staffing & Spring Planning (Finance & HR) — TEA updates, hiring projections, planning timelines. Deliverable: Barrier Reflection Sheet — Principals document one system challenge, root causes, and action steps aligned to their leadership priorities.
DECEMBER: Sustaining Leadership Focus Through Reflection	Leadership Focus: Celebrating Growth and Aligning Priorities Theme Connection: <i>Impact</i> through Reflection, <i>Influence</i> through Clarity Toybox Tie-In: Etch A Sketch (reflection & redesign) — Representing how effective leaders pause to examine what is working, shake off what isn't, and redraw their leadership game plan with intention. Objectives: - Reflect on leadership impact over the semester. - Align second semester priorities based on current progress. - Celebrate growth and strategic decision-making. Agenda Topics: - Semester Reflection & Futurecasting (DSL) — Principals anticipate second semester priorities using data, context, and reflection. - Clarity Through Simplification: Priority Management (DSL) — Where do we need to pause, focus, or double down?

	• PLT & Coaching Midyear Review (DSL + T&L) — Are systems built in August still holding up? • Department Spotlight: None — Full session reserved for internal reflection and celebration. <i>Deliverable:</i> Semester Leadership Reflection Sheet — A one-pager focused on lessons learned, system wins, and second semester commitments.
JANUARY: Reigniting Impact Through Actionable Data	<i>Leadership Focus:</i> Aligning Midyear Data to Targeted Leadership Moves <i>Theme Connection:</i> <i>Impact</i> through Data-Driven Action, <i>Potential</i> through Recalibration <i>Toybox Tie-In:</i> Mr. Potato Head (perspective & adaptability) — Symbolizing a leader’s ability to reconfigure their lens, adjust focus, and realign support based on emerging data and shifting needs. <i>Objectives:</i> • Leverage MOY (middle-of-year) data to inform leadership decisions. • Identify shifts needed in coaching, walkthroughs, and PLT support. • Apply new perspective to deepen leadership response. <i>Agenda Topics:</i> • Refocusing Vision: Using Data to Drive Midyear Shifts (DSL) — Leaders engage in reframing exercises to identify how emerging data calls for instructional and leadership recalibration. • MOY Data Review Protocol & Leadership Response Plan (DSL + Accountability) — Leaders use MAP, TELPAS, and internal data to craft campus-specific adjustments. • Using Coaching & ILTs to Drive Midyear Shifts (DSL) — Strategic use of ILTs and APs to close gaps identified in MOY data. • Department Spotlight: Multilingual Support & TELPAS Planning (Multilingual Services) — Updates on language proficiency supports and campus implementation needs. <i>Deliverable:</i> Midyear Leadership Action Sheet — A one-page reflection capturing key MOY takeaways, action steps in instruction and leadership, and changes to coaching or PLT systems.
FEBRUARY: Developing Leadership Potential Through Capacity Building	<i>Leadership Focus:</i> Growing Others to Scale Impact <i>Theme Connection:</i> <i>Potential</i> through Mentorship, <i>Influence</i> through Delegation <i>Toybox Tie-In:</i> Play-Doh (mentorship & development) — Highlighting the leader’s role in molding future leaders by providing guidance, feedback, and room to grow. <i>Objectives:</i> • Expand distributed leadership capacity in APs, ILTs, and teacher leaders. • Use feedback data to guide intentional mentorship. • Reaffirm personal leadership strengths and development priorities. <i>Agenda Topics:</i> • Play-Doh Deep Dive: Mentoring as Leadership (DSL) — Unpacking what it looks like to develop others through intentional modeling and coaching.

	• AP/ILT Growth Planning Workshop (DSL) — Principals reflect on how they are growing their teams and draft concrete development plans. • Coaching Evidence Check-In (DSL) — Analysis of feedback logs and instructional shifts. • Department Spotlight: Assessment & STAAR Readiness (Assessment) — STAAR timelines, accommodations, and strategic planning. Deliverable: Leadership Capacity Growth Sheet — One-pager that outlines how the principal is mentoring key leaders and includes action steps for development and support through spring.
MARCH: Owning Outcomes Through Collective Efficacy	Leadership Focus: Building a Culture of Shared Accountability Theme Connection: <i>Impact</i> through Shared Responsibility, <i>Potential</i> through Empowerment Toybox Tie-In: LEGO (connections & shared purpose) — Emphasizing the power of leaders to build strong, interlocking teams where each part contributes to a larger, unified structure. Objectives: • Strengthen collective responsibility for student outcomes. • Facilitate high-quality data conversations with PLTs. • Use the Accountability Ladder to coach for ownership and outcomes. Agenda Topics: • LEGO Leadership: Building the System Together (DSL) — Team-based simulation to build alignment and highlight interdependence of leadership teams. • Leading PLT Results Conversations (DSL) — Follow-up on T&L PLT expectations with emphasis on leadership systems and instructional next steps. • Using the Accountability Ladder to Name Ownership Gaps (DSL) — Follow-up learning and applied practice on leveraging the ladder as a coaching tool to deepen individual and team accountability. • Department Spotlight: Accountability & Monitoring Checkpoints (Accountability) — Reinforcing system expectations for evidence collection, PLT documentation, and monitoring protocols. Deliverable: Ownership & Efficacy Reflection Sheet — A one-page document identifying actions to drive shared accountability and build collective efficacy with instructional teams.
APRIL: Finishing Strong with Purposeful Reflection	Leadership Focus: Sustaining Momentum Through Reflection and Recognition Theme Connection: <i>Influence</i> through Gratitude, <i>Impact</i> through Closure, <i>Potential</i> through Anticipation Toybox Tie-In: Weebles (resilience & stability) — Used here to represent bouncing back from challenges and finishing strong, even after an unpredictable year. Objectives: • Capture and reflect on key lessons from the year. • Recognize team and campus growth. • Anticipate end-of-year needs and begin transition planning. Agenda Topics:

	• Weebles in Action: Leading Through Uncertainty (DSL) — Leaders reflect on how they demonstrated steadiness and perseverance amid shifting demands. • EOY Systems Review (DSL) — Reflect on systems that sustained impact vs. those that need to be reimaged. • Recognition Roundtable: Highlighting Principal Growth (DSL) — Peer-led storytelling on proudest leadership moments. • Department Spotlight: Graduation & EOY Events (DSL) — Updates and guidance on ceremonies, transitions, and EOY logistics. <i>Deliverable:</i> EOY Leadership Reflection Sheet — One-pager summarizing personal and campus growth, reflecting on systems, and noting leadership lessons to carry forward.
MAY: Elevating Leadership for What's Next	<i>Leadership Focus:</i> Transitioning from Reflection to Aspiration <i>Theme Connection:</i> <i>Potential</i> through Visioning, <i>Influence</i> through Legacy <i>Toybox Tie-In:</i> Slinky (vision) — Representing the stretching of leadership toward future possibilities while remaining grounded in purpose and direction. <i>Objectives:</i> • Set aspirational goals for the next year and beyond. • Reflect on legacy of leadership this year. • Celebrate growth, relationships, and outcomes. <i>Agenda Topics:</i> • Slinky Revisited: Stretching Leadership Vision Forward (DSL) — Principals reflect on how their vision evolved this year and what it will require to carry it further. • Leadership Launch Planning: Summer & Beyond (DSL) — Leaders draft key summer action steps and next-year leadership goals. • Celebration & Recognition: Honoring Growth Across the System (DSL) — Celebratory closeout focused on individual and collective success. • Department Spotlight: None – Full session dedicated to leadership reflection, planning, and recognition. <i>Deliverable:</i> Leadership Launch Pad Sheet — A one-page reflection capturing year-end leadership growth, Toybox metaphor application, and personal next steps aligned to the Influence, Impact, and Potential framework. This summary supports leaders in closing the year with intention and preparing for forward momentum.

Proposal: Principal Power Walks 2025–2026

ELEVATING PRINCIPALS' PURPOSEFUL PRACTICE IN OBSERVATION AND FEEDBACK

Purpose

Principal Power Walks are designed to enhance campus principals' purposeful practices in engaging with high-functioning observation and feedback practices. These sessions aim to reinforce leadership systems and processes that sustain effective instructional execution. Importantly, these sessions are not formal evaluations; rather, they serve as leadership development opportunities that emphasize calibration, practice, and reflection.

Design & Format

Each session follows a consistent four-part structure to balance information-sharing with active leadership practice:

1. **Department Updates (60 minutes & virtual):** Targeted updates from district departments such as Human Resources, Business, and Operations provide valuable insights and information.
2. **Principal Power Walks (45–60 minutes):** Focused classroom visits are conducted at host campuses. During these visits, principals engage in paired or small-group observations, practicing skills such as noticing, collecting evidence, and providing scripted feedback.
3. **Debrief & Reflection (30 minutes):** This segment involves group calibration and reflection on observed themes. Emphasis is placed on aligning observation evidence with actionable, strengths-based feedback.
4. **DSL Updates (30–45 minutes):** The District School Leadership (DSL) team concludes each session with targeted leadership updates, reminders, and alignment items before adjournment.

Focus Areas

- Building leadership skills and confidence in conducting walkthroughs.
- Ensuring leaders connect observations to clear, actionable feedback.
- Monitoring systems that support instructional follow-through and feedback loops.
- Strengthening principals' capacity to support campus leaders in sustaining observation and feedback practices.

Facilitation

- **District Departments** provide focused updates during the first hour.
- **DSL Team Members** lead the observation framing, facilitate the Principal Power Walks, and guide debrief/reflection sessions.
- **Campus Principals** host the walks, ensuring access to classrooms.

Schedule & Structure by Level

- **High School:**
 - 8:00–9:00: Department Updates
 - 9:00–10:00: Principal Power Walks
 - 10:00–10:30: Debrief
 - 10:30–11:00: DSL Updates
- **Elementary:**
 - 9:00–10:00: Department Updates
 - 10:00–11:00: Principal Power Walks
 - 11:00–11:30: Debrief
 - 11:30–12:00: DSL Updates
- **Middle School:**
 - 10:00–11:00: Department Updates
 - 11:00–12:00: Principal Power Walks
 - 12:00–12:30: Debrief
 - 12:30–1:00: DSL Updates

Dates (Monthly Thursdays)

- August 28
- October 2
- December 4
- February 5
- March 5
- April 9

This structured approach to Principal Power Walks ensures that principals are equipped with the necessary skills and confidence to support effective teaching and learning within their schools. By focusing on observation and feedback, these sessions aim to foster continuous improvement in educational leadership.

Fort Bend ISD

Missouri City MS

2025-2026 Turnaround Plan - Develop

TEA Submission: 11/21/25