

# **Fort Bend Independent School District**

## **Christa McAuliffe Middle School**

### **2025-2026 Goals/Performance Objectives/Strategies**

Includes TEA Targeted Improvement Plan Requirements



# Mission Statement

FBISD Mission: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

CMMS Mission: CMMS exists to inspire and equip all students to pursue futures beyond what they can imagine.

## Vision

FBISD Vision: FBISD will graduate students who exhibit the attributes of the District's profile of a graduate.

CMMS Vision: CMMS is a safe and nurturing learning community that focuses on academic growth while supporting social, emotional, and physical development of all stakeholders.

## Value Statement

FBISD Core Beliefs:

1. Core Belief: All students can reach their full potential.

Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.

2. Core Belief: We believe student success is best achieved...

A. ...through effective teachers that inspire learning.

Commitment: FBISD will recruit, develop and retain effective teachers.

B. ...in a supportive climate and safe environment.

Commitment: FBISD will provide a supportive climate and a safe learning/ working environment.

C. ...by empowered and effective leaders throughout the system.

Commitment: FBISD will provide and promote leadership development at all levels.

D. ...in a well-functioning, high-performing community of learners.

Commitment: FBISD will be a collaborative, efficient and effective learning community.

CMMS Core Purpose: High expectations! Achievement for all! Winning attitude! Knowledge seekers that produce Scholars for the future!

Table of Contents

Goals ..... 4

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities ..... 4

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged. .... 19

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan. .... 24

# Goals

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 1:** By May 2026, CMMS will increase the percentage of students meeting or exceeding their projected growth targets on the NWEA MAP Reading assessment by 5% compared to Fall 2025 baseline data.

**Evaluation Data Sources:** NWEA Reports

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews                                                                                                  |     |     |           |
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| <p><b>Strategy 1:</b> Teachers will utilize various methods of quick formative assessment on a daily/weekly basis to track student understanding and application of Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to identify and address gaps, errors, and misconceptions in student thinking, and use that to make instructional decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Leadership Team</p> <p><b>Title I:</b><br/>2.51</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Classroom supplies (paper, pens, clipboards, notebooks, etc.) - 199 General Fund - \$1,000,<br/>Classroom supplies (paper, pens, clipboards, notebooks, technology, etc.) - 211 Title I-A - \$8,000</p> | <br>Moderate Progress |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews                                                                                                       |     |     |           |
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| <p><b>Strategy 2:</b> Using action steps from Get Better Faster techniques, professional development sessions, and support from external partners such as Region IV and Solution Tree, CMMS Instructional Coaches and Administration will prioritize improving instructional content and delivery. Walk-throughs will focus on rigor, student-centered learning, and Tier 2 and Tier 3 instructional practices. During these observations, teachers will receive timely, targeted feedback that includes small, individualized action steps designed to enhance classroom management and instructional effectiveness.</p> <p><b>Strategy's Expected Result/Impact:</b> An improved delivery of the curriculum leading to more student ownership of learning which has a greater impact on their growth and achievement levels.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Administration, Department Heads, Instructional Coaches, and Team Leaders</p> <p><b>Title I:</b><br/>2.51</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Professional Books and Professional Development - 199 General Fund - \$10,000, Professional Development - 211 Title I-A - \$10,000</p> | Formative                                                                                                     |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews                                                                                                       |     |     |           |
| <p><b>Strategy 3:</b> Teachers across all content areas are to incorporate a writing activity on a weekly basis that aligns with their curriculum and student expectations on STAAR using the Extended Constructed Response rubric to provide student feedback with a focus on students properly addressing the question/situation addressed in the prompt.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth and achievement in accomplished writing pieces across all 5 genres.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches , Dean of Instruction, and Principal</p> <p><b>Title I:</b><br/>2.51</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Various Paper and Pencil workbooks and Technology - 199 General Fund - \$1,500, Various Paper and Pencil workbooks and Technology - 211 Title I-A - \$3,000</p>                                                                                                                                                                                                                                                             | Formative                                                                                                     |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews                                                                                                      |     |     |           |
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| <p><b>Strategy 4:</b> Teachers will utilize Eduphoria for all classroom assessments, which includes, but not limited to, CFAs, Summative Assessments, Formative Assessments, and DLAs, and provide necessary tools during these on-line assessments to meet the needs of all students, including providing required designated supports, while also tracking student achievement and growth of the TEKs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to better track student learning progress through the DDI process in PLC and make instructional decisions to improve student growth and ownership of their learning to increase their achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Teachers, and CAC</p> <p><b>Title I:</b><br/>2.51</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Classroom supplies, such as Calculators, Headphones, online programs, etc. - 211 Title I-A - \$5,000, Classroom supplies such as Calculators, Headphones, online programs, etc. - 199 General Fund - \$5,000</p> | Formative                                                                                                    |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews                                                                                                      |     |     |           |
| <p><b>Strategy 5:</b> Teachers in all core subject areas will incorporate Structured Interaction to support Academic Discourse Strategies (Talking Chips, QSSSA, Talk-Read;Talk-Write) to improve student communication skills, especially for our Emergent Bilingual students, speaking appropriate academic language in the classroom to better comprehend the skills being taught involving the aligned vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Student comprehension of academic language resulting in higher growth and achievement results involving higher rigor and Depth of Knowledge curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction,English Language Specialist, Instructional Coaches</p> <p><b>Title I:</b><br/>2.51</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> Posters for Strategies - 199 General Fund - \$500</p>                                                                                                                                                                                                                                                                                                                                              | Formative                                                                                                    |     |     | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews                                                                                              |     |     |           |
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| <p><b>Strategy 6:</b> CMMS will strategically schedule students into an advisory class to receive instructional support in Reading to improve student achievement through the use of specific paper-based and technology-based accelerated instructional tools such as IXL.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement levels in Reading in the classroom and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Counselors</p> <p><b>Title I:</b><br/>2.51, 2.52</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Classroom resources and technology - 199 General Fund SCE - \$5,000, Classroom resources and technology - 211 Title I-A - \$25,000</p>                                                                                                                                                                                                                | Formative                                                                                            |     |     | Summative |
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| Strategy 7 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews                                                                                              |     |     |           |
| <p><b>Strategy 7:</b> CMMS will offer before/after school tutorials, clubs, extracurricular activities, and Saturday Academy to meets the needs of all students in order to improve students achievement levels and promote student ownership of learning along with improving the whole child.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement in Reading in the classroom and on state assessments. An increase in student and parent involvement in extracurricular activities.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, and Tutorial Coordinator.</p> <p><b>Title I:</b><br/>2.51, 2.52</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Instructional Resources, technology, and Tutorial Pay for outside school hours - 199 General Fund SCE - \$23,900, Tutorial Pay for outside school hours - 211 Title I-A - \$1,500</p> | Formative                                                                                            |     |     | Summative |
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| Strategy 8 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews                                                                                              |     |     |           |
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| <b>Strategy 8:</b> Special Education teachers will attend PLC at least 2 times per month to analyze student data and performance aligned with IEP's, progress monitoring, and planning opportunities for best instructional practices.<br><b>Strategy's Expected Result/Impact:</b> Consistent meetings with targeted agenda items<br>Improvement in instructional delivery<br>Student growth on STAAR and MAP<br><b>Staff Responsible for Monitoring:</b> Administration<br>Special education Teachers<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction | Formative                                                                                            |     |     | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Problem Statement 1:</b> There is a disconnect with student achievement on state assessments and how the student performed in the classroom. <b>Root Cause:</b> Students are coming in below grade level not having mastered the prerequisite skills and meeting the rigor of the TEKS.                                                                                                                                                                                                                                                                                                                                |
| <b>Problem Statement 2:</b> The Extended Constructed Response item on the 2025 STAAR revealed our students have an inadequate understanding of writing. <b>Root Cause:</b> Teachers not providing intentional focused instruction on Extended Constructed Response materials that aligns with TEK expectations and a corresponding exemplar.                                                                                                                                                                                                                                                                              |
| <b>Problem Statement 3:</b> Stagnant overall percentage gains (moving students to the next performance level) for Approaches, Meets, and Masters on STAAR Assessments. <b>Root Cause:</b> Consistent and effective Tier 1 instruction with proper Tier 2 supports in the classroom and identifying students who need Tier 3 supports through small-group or tutorial instruction.                                                                                                                                                                                                                                         |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Problem Statement 1:</b> There is a disconnect between student participation in extracurricular activities and their demonstration of academic readiness, behavior, and character aligned with the core values of those organizations. <b>Root Cause:</b> Teachers and sponsors are not consistently promoting, modeling, and reinforcing the academic, behavioral, and character expectations tied to extracurricular activities and clubs. This lack of alignment and accountability contributes to students viewing participation as separate from the core values of the school, rather than an extension of them. |

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 2:** By May 2026, CMMS will increase the percentage of students meeting or exceeding their projected growth targets on the NWEA MAP Math assessment by 5% compared to Fall 2025 baseline data.

- Evaluation Data Sources:** Formative Evidence
- Prioritized schedule changes throughout the school year to provide Tier 2 and Tier 3 instruction during the school day.
  - Communication through the weekly parent letter of opportunities for their student to attend tutorials outside the school day.
  - Tracking system to ensure all students receive required instruction for Math and/or Reading.

- Summative Evidence
- Decrease repeat failures on STAAR Math by 50%
  - Decrease repeat failures on STAAR Reading by 50%

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Reviews                                                                                                  |     |     |           |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews                                                                                                       |     |     |           |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews                                                                                                      |     |     |           |
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| <p><b>Strategy 5:</b> Teachers in all core subject areas will incorporate Structured Interaction to support Academic Discourse Strategies (Talking Chips, QSSSA, Talk-Read;Talk-Write) to improve student communication skills, especially for our Emergent Bilingual students, speaking appropriate academic language in the classroom to better comprehend the skills being taught involving the aligned vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Student comprehension of academic language resulting in higher growth and achievement results involving higher rigor and Depth of Knowledge curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, English Language Specialist, Instructional Coaches</p> <p><b>Title I:</b><br/>2.51</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> Posters for Strategies - 199 General Fund - \$500</p>                                                                                                                                                                                                                                                                                                                                             | Formative                                                                                                    |     |     | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Reviews                                                                                              |     |     |           |
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| <b>Strategy 6:</b> CMMS will strategically schedule students into an advisory class to receive instructional support in Math to improve student achievement through the use of specific paper-based and technology-based accelerated instructional tools such as IXL. .<br><b>Strategy's Expected Result/Impact:</b> An increase in student achievement levels in Math in the classroom and summative assessments.<br><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Counselors<br><br><b>Title I:</b><br>2.51, 2.52<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy - Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Learning 3<br><b>Funding Sources:</b> Classroom resources and technology - 199 General Fund SCE - \$5,000, Classroom resources and technology - 211 Title I-A - \$25,000                                                                                                                                                                                                                |  | Formative                                                                                            |     |     | Summative |
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| Strategy 7 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Reviews                                                                                              |     |     |           |
| <b>Strategy 7:</b> CMMS will offer before/after school tutorials, clubs, extracurricular activities, and Saturday Academy to meets the needs of all students in order to improve students achievement levels and promote student ownership of learning along with improving the whole child.<br><b>Strategy's Expected Result/Impact:</b> An increase in student achievement in Reading in the classroom and on state assessments. An increase in student and parent involvement in extracurricular activities.<br><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, and Tutorial Coordinator.<br><br><b>Title I:</b><br>2.51, 2.52<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy - Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> School Processes & Programs 1<br><b>Funding Sources:</b> Instructional Resources, technology, and Tutorial Pay for outside school hours - 199 General Fund SCE - \$23,900, Tutorial Pay for outside school hours - 211 Title I-A - \$1,500 |  | Formative                                                                                            |     |     | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Problem Statements:

### Student Learning

**Problem Statement 1:** There is a disconnect with student achievement on state assessments and how the student performed in the classroom. **Root Cause:** Students are coming in below grade level not having mastered the prerequisite skills and meeting the rigor of the TEKS.

**Problem Statement 2:** The Extended Constructed Response item on the 2025 STAAR revealed our students have an inadequate understanding of writing. **Root Cause:** Teachers not providing intentional focused instruction on Extended Constructed Response materials that aligns with TEK expectations and a corresponding exemplar.

**Problem Statement 3:** Stagnant overall percentage gains (moving students to the next performance level) for Approaches, Meets, and Masters on STAAR Assessments. **Root Cause:** Consistent and effective Tier 1 instruction with proper Tier 2 supports in the classroom and identifying students who need Tier 3 supports through small-group or tutorial instruction.

### School Processes & Programs

**Problem Statement 1:** There is a disconnect between student participation in extracurricular activities and their demonstration of academic readiness, behavior, and character aligned with the core values of those organizations. **Root Cause:** Teachers and sponsors are not consistently promoting, modeling, and reinforcing the academic, behavioral, and character expectations tied to extracurricular activities and clubs. This lack of alignment and accountability contributes to students viewing participation as separate from the core values of the school, rather than an extension of them.

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 3:** By May 2026, CMMS will increase the percentage of students meeting or exceeding their approaches, meets, or masters on the Science and Social Studies STAAR assessments by 3% compared to spring 2025 STAAR results.

**Evaluation Data Sources:** STAAR results

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                                  |     |     |           |
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| <b>Strategy 1:</b> Teachers will utilize various methods of quick formative assessment on a daily/weekly basis to track student understanding and application of Tier 1 instruction.<br><b>Strategy's Expected Result/Impact:</b> Teachers will be able to identify and address gaps, errors, and misconceptions in student thinking, and use that to make instructional decisions.<br><b>Staff Responsible for Monitoring:</b> Administration, Instructional Leadership Team<br><br><b>Title I:</b><br>2.51<br>- <b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments<br>- <b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Learning 1, 3<br><b>Funding Sources:</b> Classroom supplies (paper, pens, clipboards, notebooks, etc.) - 199 General Fund - \$1,000, Classroom supplies (paper, pens, clipboards, notebooks, technology, etc.) - 211 Title I-A - \$8,000 | Formative                                                                                                |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Reviews                                                                                                       |     |     |           |
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| <p><b>Strategy 2:</b> Using action steps from Get Better Faster techniques, professional development sessions, and support from external partners such as Region IV and Solution Tree, CMMS Instructional Coaches and Administration will prioritize improving instructional content and delivery. Walk-throughs will focus on rigor, student-centered learning, and Tier 2 and Tier 3 instructional practices. During these observations, teachers will receive timely, targeted feedback that includes small, individualized action steps designed to enhance classroom management and instructional effectiveness.</p> <p><b>Strategy's Expected Result/Impact:</b> An improved delivery of the curriculum leading to more student ownership of learning which has a greater impact on their growth and achievement levels.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Administration, Department Heads, Instructional Coaches, and Team Leaders</p> <p><b>Title I:</b><br/>2.51</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Professional Books and Professional Development - 199 General Fund - \$10,000, Professional Development - 211 Title I-A - \$10,000</p> |  | Formative                                                                                                     |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Reviews                                                                                                       |     |     |           |
| <p><b>Strategy 3:</b> Teachers across Science and Social Studies are to incorporate a writing activity on a weekly basis that aligns with their curriculum and student expectations on STAAR using the Extended Constructed Response rubric to provide student feedback with a focus on students properly addressing the question/situation addressed in the prompt.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth and achievement in accomplished writing pieces across all 5 genres.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches , Dean of Instruction, and Principal</p> <p><b>Title I:</b><br/>2.51</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Various Paper and Pencil workbooks and Technology - 199 General Fund - \$1,500, Various Paper and Pencil workbooks and Technology - 211 Title I-A - \$3,000</p>                                                                                                                                                                                                                                                    |  | Formative                                                                                                     |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews                                                                                                      |     |     |           |
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| <p><b>Strategy 4:</b> Teachers will utilize Eduphoria for all classroom assessments, which includes, but not limited to, CFAs, Summative Assessments, Formative Assessments, and DLAs, and provide necessary tools during these on-line assessments to meet the needs of all students, including providing required designated supports, while also tracking student achievement and growth of the TEKs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to better track student learning progress through the DDI process in PLC and make instructional decisions to improve student growth and ownership of their learning to increase their achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Teachers, and CAC</p> <p><b>Title I:</b><br/>2.51</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Classroom supplies, such as Calculators, Headphones, online programs, etc. - 211 Title I-A - \$5,000, Classroom supplies such as Calculators, Headphones, online programs, etc. - 199 General Fund - \$5,000</p> | Formative                                                                                                    |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews                                                                                                      |     |     |           |
| <p><b>Strategy 5:</b> Science and Social Studies teachers will incorporate Structured Interaction to support Academic Discourse Strategies (Talking Chips, QSSSA, Talk-Read;Talk-Write) to improve student communication skills, especially for our Emergent Bilingual students, speaking appropriate academic language in the classroom to better comprehend the skills being taught involving the aligned vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Student comprehension of academic language resulting in higher growth and achievement results involving higher rigor and Depth of Knowledge curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, English Language Specialist, Instructional Coaches</p> <p><b>Title I:</b><br/>2.51</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> Posters for Strategies - 199 General Fund - \$500</p>                                                                                                                                                                                                                                                                                                                                            | Formative                                                                                                    |     |     | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Reviews                                                                                              |     |     |           |
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| <b>Strategy 6:</b> CMMS will offer before/after school tutorials, clubs, extracurricular activities, and Saturday Academy to meets the needs of all students in order to improve students achievement levels and promote student ownership of learning along with improving the whole child.<br><b>Strategy's Expected Result/Impact:</b> An increase in student achievement in Reading in the classroom and on state assessments. An increase in student and parent involvement in extracurricular activities.<br><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, and Tutorial Coordinator.<br><br><b>Title I:</b><br>2.51, 2.52<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy - Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> School Processes & Programs 1<br><b>Funding Sources:</b> Instructional Resources, technology, and Tutorial Pay for outside school hours - 199 General Fund SCE - \$23,900, Tutorial Pay for outside school hours - 211 Title I-A - \$1,500 |  | Formative                                                                                            |     |     | Summative |
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 3 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Problem Statement 1:</b> There is a disconnect with student achievement on state assessments and how the student performed in the classroom. <b>Root Cause:</b> Students are coming in below grade level not having mastered the prerequisite skills and meeting the rigor of the TEKS.                                                                                                                                                                                                                                                                                                                                |
| <b>Problem Statement 2:</b> The Extended Constructed Response item on the 2025 STAAR revealed our students have an inadequate understanding of writing. <b>Root Cause:</b> Teachers not providing intentional focused instruction on Extended Constructed Response materials that aligns with TEK expectations and a corresponding exemplar.                                                                                                                                                                                                                                                                              |
| <b>Problem Statement 3:</b> Stagnant overall percentage gains (moving students to the next performance level) for Approaches, Meets, and Masters on STAAR Assessments. <b>Root Cause:</b> Consistent and effective Tier 1 instruction with proper Tier 2 supports in the classroom and identifying students who need Tier 3 supports through small-group or tutorial instruction.                                                                                                                                                                                                                                         |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Problem Statement 1:</b> There is a disconnect between student participation in extracurricular activities and their demonstration of academic readiness, behavior, and character aligned with the core values of those organizations. <b>Root Cause:</b> Teachers and sponsors are not consistently promoting, modeling, and reinforcing the academic, behavioral, and character expectations tied to extracurricular activities and clubs. This lack of alignment and accountability contributes to students viewing participation as separate from the core values of the school, rather than an extension of them. |

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 4:** By May 2026, CMMS will identify students for Gifted and Talented (GT) testing and provide enrichment opportunities for students who are identified as GT across the campus..

**Evaluation Data Sources:** GT testing data  
GT Learning plans

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Teachers will receive training on identifying possible GT students and refer them to testing. Student who are currently identified as GT, are to receive enrichment opportunities in the classroom through proper lesson planning. Teachers who have GT students in their class need to complete the 30-hours of Professional Development for Gifted and Talented.<br><br><b>Strategy's Expected Result/Impact:</b> Increased awareness of the need of GT students and providing them with enrichment activities which expands their knowledge, application, analysis, and creativeness.<br><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Assistant Principal over GT, and Counselor over GT.<br><br><b>Title I:</b><br>2.51, 2.52<br><b>- TEA Priorities:</b><br>Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 4<br><b>Funding Sources:</b> Supplies for after-School programs - 199 General Fund - \$1,000 |  | Formative |     |     | Summative |
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| <div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |           |     |     |           |

**Performance Objective 4 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Problem Statement 4:</b> Students who are identified as part of a subpopulation (Gifted and Talented, Special Ed, Emergent Bilingual, etc) are not given ample opportunities to demonstrate their unique abilities. <b>Root Cause:</b> Teacher do not possess necessary skills or professional development accolades to enrich their classroom activities to meet the needs of all students. |

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 1:** By May 2026, we will increase overall student engagement by 5% through a campus focus to improve climate and culture on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.

**Evaluation Data Sources:** Student engagement feedback surveys, Parent Climate and Culture feedback surveys, and campus newsletter

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews                                                                                                    |     |     |           |
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| <p><b>Strategy 1:</b> Provide teachers with Professional Development on Restorative Practices and Relationship Centered Learning to build capacity in dealing with classroom level issues in ways that fosters connections and community through the use of PBIS strategies and online reward system for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease Level 1 office referrals and referrals resulting in off campus consequences</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee, Administration, Climate and Culture Committee</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1, 2</p> <p><b>Funding Sources:</b> PBIS technology and Student rewards - 199 General Fund - \$1,000, PBIS Technology and Student rewards - 211 Title I-A - \$5,000</p> | Formative                                                                                                  |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews                                                                                                    |     |     |           |
| <p><b>Strategy 2:</b> Monthly review of discipline and attendance data via faculty meetings to inform all staff of current trends and take corrective action(s) to reverse trends that may negatively impact the campus' climate and culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Inform staff of current disciplinary and attendance trends on campus in order to get their feedback to address various behaviors and encourage the use of positive support strategies</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Administrator, PBIS Team, Attendance Clerk</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 2</p> <p><b>Funding Sources:</b> PBIS technology and student rewards - 199 General Fund - \$1,500, PBIS technology and student rewards - 211 Title I-A - \$5,000</p>         | Formative                                                                                                  |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews                                                                                               |     |     |           |
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| <b>Strategy 3:</b> Implement a group counseling system focused on student needs assessment to build social-emotional challenges student may face in school and in their home life.<br><b>Strategy's Expected Result/Impact:</b> Decrease in number of level 1 or higher offenses in the classroom and campus common areas.<br>Increase in morale and overall climate of the classrooms, teachers, students, staff, and campus.<br><b>Staff Responsible for Monitoring:</b> Administration, Counselors, and PBIS designated Liaison.<br><br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1<br><b>Funding Sources:</b> Hawk Bucks and on-line store items - 199 General Fund - \$1,000 | Formative                                                                                             |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews                                                                                               |     |     |           |
| <b>Strategy 4:</b> Embed character development and SEL themes (e.g., conflict resolution, respect, empathy, responsibility) morning meetings in student areas.<br><b>Staff Responsible for Monitoring:</b> Administration, Counselors, Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Formative                                                                                             |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Oct                                                                                                   | Dec | Feb | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <br>Some Progress  |     |     |           |
| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews                                                                                               |     |     |           |
| <b>Strategy 5:</b> Implement and sustain a digital communication platform (ClassDojo) to facilitate consistent, two-way communication between staff, students, and families.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Formative                                                                                             |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Oct                                                                                                   | Dec | Feb | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <br>Some Progress |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                      |                                                                                                       |     |     |           |

### Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Student attendance remains consistent around 91%, remaining below district goal of 95% **Root Cause:** CMMS Culture, Climate, and Educational Environment needs to be more engaging for students to increase their interest and excitement for attending school.

### School Processes & Programs

**Problem Statement 1:** There is a disconnect between student participation in extracurricular activities and their demonstration of academic readiness, behavior, and character aligned with the core values of those organizations. **Root Cause:** Teachers and sponsors are not consistently promoting, modeling, and reinforcing the academic, behavioral, and character expectations tied to extracurricular activities and clubs. This lack of alignment and accountability contributes to students viewing participation as separate from the core values of the school, rather than an extension of them.

### Perceptions

**Problem Statement 1:** Parent involvement in campus committees and school functions. **Root Cause:** Not having a strong Parent Educator to reach out to parents to get involved. Campus communication, in multiple languages and formats, notifying parents of the opportunities for engaging in campus decision making, planning, committees, and events.

**Problem Statement 2:** Students in general not feeling safe at school (62%) and being bullied (50%). **Root Cause:** Staff not taking reports of bullying seriously or addressing them properly to prevent future occurrences.

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 2:** By May 2026, we will increase overall staff satisfaction by 10% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.

**Evaluation Data Sources:** Teacher Climate and Culture feedback surveys, and student engagement feedback surveys

| Strategy 1 Details                                                                                                                                                    | Reviews                                         |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----|-----|-----------|
| Strategy 1: Implement and sustain a digital communication platform (ClassDojo) to facilitate consistent, two-way communication between staff, students, and families. | Formative                                       |     |     | Summative |
|                                                                                                                                                                       | Oct                                             | Dec | Feb | June      |
|                                                                                                                                                                       | <div><div></div></div> <div>Some Progress</div> |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                      |                                                 |     |     |           |

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 3:** By May 2026, CMMS will establish a Campus Wellness Committee to monitor implementation of the District Wellness Policy FFA(LOCAL), with quarterly reviews and documented actions that support students' physical, emotional, and social wellbeing to enhance academic success.

**Evaluation Data Sources:** Campus Wellness assessments, Teacher Climate and Culture feedback surveys, Parent Climate and Culture feedback surveys, student engagement feedback surveys, wellness program flyers, parent communication regarding campus events and initiatives such as a campus event calendar or campus newsletter

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews                                                                                              |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> Create a campus wellness committee that meets at least four times a year and includes parents, students, school nurses, cafeteria manager/cafeteria staff, staff, students, and community members who oversee school wellness programs.<br><b>Staff Responsible for Monitoring:</b> Campus Principal, Campus Assistant Principal                                                                                                         | Formative                                                                                            |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Oct                                                                                                  | Dec | Feb | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <br>No Progress   |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews                                                                                              |     |     |           |
| <b>Strategy 2:</b> Promote and encourage social- emotional learning with students, staff, and the community. (Whole Child Health Initiatives/Events, WCH Webinars, POG Tool Kit, Other Campus Wellness Events/Opportunities, Parent Education.<br><b>Staff Responsible for Monitoring:</b> Campus Principal, Campus Assistant Principal, School Counselor, Campus Wellness Committee Leader                                                                 | Formative                                                                                            |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Oct                                                                                                  | Dec | Feb | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <br>Some Progress |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |                                                                                                      |     |     |           |

**Goal 3:** Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

**Performance Objective 1:** By May 2026, the administrative team will ensure 100% efficient staffing of instructional and paraprofessional staff in all areas of the campus.

**Evaluation Data Sources:** HR Staffing Reports

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Reviews                                                                                              |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> Administrators and Instructional Coaches utilizing the "Get Better Faster" coaching framework and classroom structure protocols to improve the performance of the instructional staff in the classroom in an effort to promote student achievement and ownership of learning through ongoing observation and feedback.<br><br><b>Strategy's Expected Result/Impact:</b> Implement engaging and relevant professional development for a variety of contents allowing for greater teacher choice and voice; along with having our instructional leaders (Administration, Instructional Coaches) participate in Professional Development to improve their practices in developing teachers and other instructional staff.<br><br><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches<br><br>- <b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>- <b>Targeted Support Strategy</b><br><b>Funding Sources:</b> Professional Development and Professional Books for Book study - 199 General Fund - \$2,000 |  | Formative                                                                                            |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Oct                                                                                                  | Dec | Feb | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | <br>Some Progress |     |     |           |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                      |     |     |           |