DeSoto Independent School District

West Middle School

2026-2027 Campus Improvement Plan



Mission Statement

To ensure students, without exception, learn and grow at their highest levels.

Vision

To inspire curiosity and consciousness, develop character, build courage, and nurture compassion.

Value Statement

Dr. Brittany Strickland

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Comprehensive Needs Assessment

Revised/Approved: September 10, 2026

Demographics

Demographics Summary

Demographic Summary:

DeSoto West Middle School serves **370** students in grades 6 - 8. As an urban school in the DeSoto Independent School District, our student population is diverse and primarily economically disadvantaged. Therefore, we strive to provide services that meet the needs of all students, including special education, gifted and talented, 504, Emergent Bilingual/ESL, and other identified needs. In addition, we have a quality staff that works diligently to differentiate for the diverse needs of our students. Currently, we have 0 teachers who have earned a Teacher Incentive Allotment (TIA) designation, and we support our new teachers by **Professional development, Academic Facilitators**. The areas in which we are developing our classroom teachers include **Observation, Walkthroughs, and Coaching and Feedback.**.

Our school is unique because we offer our students experiences such as **Beta Club, NJHS, Male Leadership Academy and Athletics and Arts and Office Ambassadors.** These opportunities encourage students' interest and support our attendance rates. In the 2024-25 academic year, our average attendance rate was **91.2**%. We continue to strive for improvements in our attendance rate, but are pleased with the progress we have made since the pandemic.

Our campus also works closely with our families and community, and offered 8 engagement opportunities this past year. A few of these opportunities included: **Three All Pro-Dad meeting, Tea/ with Interim Strickland, Two-Title one meeting, Muffin with Moms, Donut with Dads.** In addition to engaging our families and community, we are striving to increase our overall student enrollment by offering choice options that appeal to students and families**.** As a result, we have seen a(n) increase in enrollment of 10% this past year.

Our campus is committed to the district's mission and vision and will continue to work towards achieving the district's strategic goals to ensure success for all students.

From 2024 TAPR Data:

Students by Demographics:

- ____76.7___% African American
- ___16.8____% Hispanic
- ___2.3____% White
- __0.0_____% American Indian
- __3.5_____% Two or More Races
- __76.7_____% Economically Disadvantaged
- __33.6_____% Student Mobility Rate
- __27.4_____% Student Attrition Rate

Students by Program:

- ___7.0____ Emergent Bilingual/ESL Students
- ___15.5____ Special Education Students
- ___3.5____ Gifted and Talented Students
- ___63.7____ Career and Technical Education Students (if applicable)

Staff by Demographics:

- _43_____ Total Staff
- __83.8_____% Professional Staff
- ___9.9____% Educational Paraprofessionals
- __4.8_____% Auxiliary Staff
- ___92.1____% African American
- ____3.3___% Hispanic
- __3.3_____% White
- ___1.2____% Two or More Races

Teaching Staff by Experience:

- ___46.5____% 0-5 Years experience
- ___12.9____% 6-10 Years experience

- ___20.5____% 11-20+ Years of experience

Demographics Strengths

Demographic Strengths:

☑Offering cultural experiences for our diverse population.
☑Serving our at-risk population through quality programs.

☑Increasing student attendance through targeted efforts.
☑Creating opportunities for family engagement.

☑Providing quality, ongoing professional development to teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our student attendance has shown little improvement over the past __2__ years as evidenced by our __92.5____% attendance rate, because
Root Cause: our classroom instruction and programs are not encouraging student engagement and interests.

Student Learning

Student Learning Summary

DeSoto West Middle School demonstrated measurable student growth during the 2025–26 school year. The campus accountability score increased from **51 (F) to 65 (D)**, representing a **14-point improvement**. Additionally, **64% of students met their end-of-year i-Ready growth targets**, with 257 of 325 students achieving their individual goals. Emergent Bilingual students also showed notable progress by increasing from **0 of 4 to 3 of 4 Closing the Gaps points**.

Student performance was strongest in Algebra I, where students achieved **100% Approaches, 81% Meets, and 41% Masters**, and in eighth-grade RLA, which reached **76% Approaches, 38% Meets, and 13% Masters**. However, achievement remains inconsistent across grade levels, content areas, and student groups. Mathematics, science, social studies, Special Education, and Emergent Bilingual performance require continued attention, particularly at the Meets and Masters levels.

Student Learning Strengths

DeSoto West Middle School demonstrated meaningful student growth during the 2025–26 school year. The campus accountability score increased from **51 (F) to 65 (D)**, representing a significant **14-point improvement**.

Student learning strengths include:

- **Student academic growth: 64% of students met their end-of-year i-Ready growth targets**, with 257 of 325 students reaching their individual goals.
- **Algebra I performance:** Students achieved **100% Approaches, 81% Meets, and 41% Masters**, making Algebra I the campus's strongest tested area.
- **Eighth-grade RLA achievement:** Students achieved **76% Approaches, 38% Meets, and 13% Masters**, demonstrating a strong foundation in reading and writing.
- **Emergent Bilingual progress:** Emergent Bilingual students increased from earning **0 of 4 to 3 of 4 Closing the Gaps points**.
- **Evidence of instructional impact:** Students have responded positively to targeted small-group instruction, intervention, progress monitoring, and standards-aligned instruction.
- **Established learning systems:** Daily exit tickets, biweekly Power DOLs, student profile sheets, weekly PLCs, Friday extended constructed responses, and i-Ready lessons provide multiple opportunities to monitor and strengthen student mastery.
- **Clear achievement targets:** Campuswide and grade-level targets have been established to move more students from Approaches to Meets and Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Although DeSoto West Middle School increased its accountability score by 14 points and 64% of students met their i-Ready growth targets, student mastery remains inconsistent across grade levels and content areas. Too few students are progressing from Approaches to Meets and Masters, with the greatest needs evident in mathematics, science, social studies, Special Education, and Emergent Bilinguals.
Root Cause: Teachers have not consistently used standards-aligned assessment data and student work to identify misconceptions, plan targeted reteaching, and adjust instruction. The implementation of lesson internalization, checks for understanding, daily exit tickets, small-group instruction, language supports, and student progress monitoring has varied across classrooms. As a result, students have not consis

School Processes & Programs

School Processes & Programs Summary

Campus Processes and Programs Summary

DeSoto West Middle School teachers and staff participate in a variety of activities designed to promote personal and collective learning that inspires curiosity and consciousness, develops character, builds courage, and nurtures compassion, enabling our students to learn and grow at the highest levels. 6-8 grade level meet weekly for the purpose of _aligning with campus expectations.. Leadership has established expectations for routine planning and data analysis, and communicates these expectations through the following means: **Grade Level Huddles, Leadership Meeting, PLCs, emails, GroupMe, ClassDojo and Campus Newsletters.**

Professional development is provided for DeSoto West Middle School teachers on DeSoto's comprehensive literacy plan and comprehensive numeracy plan to ensure research-based and aligned instructional practices. Additionally, this year, teachers received professional development in the following areas: **Content PLCs, Campus PDs, Content District PDs**. TEKS-aligned resources and materials are used for all instruction.

DeSoto West Middle School teachers and staff collaborate with the Counselor and Behavior Coordinator to plan, implement, monitor, and adjust practices to best meet the needs of our students. Social-emotional learning and restorative practices help build and maintain a safe and healthy learning environment. Additionally, our campus offers a variety of student programs and services, including family-school engagement opportunities, to support student learning, a well-rounded education, and an optimal learning environment. Those programs include but are not limited to: **Breakfast in the Classroom, Restorative Circles and Character Counts.**

Processes and procedures have been set forth to ensure consistency of practice, equity, and alignment among staff. Our staff is empowered and engaged in determining these defined processes and procedures through a shared decision-making process. Our shared decision-making process consists of A-Team help drive the decisions based on the data from campus surveys**.**

School Processes & Programs Strengths

Campus Processes and Program Strengths:

- An adequate number of Career and Technical Education programs are offered to students.
- Professional learning communities utilize data to inform instructional planning and ensure alignment.
- Data-informed practices are effectively used when students are not experiencing academic success.
- We have implemented innovative student experiences, such as Beta Club, NJHS and Campus Ambassadors, Male Leadership Academy

and Young Women Leadership Club.
- Leaders have defined processes and procedures and ensure alignment.

Perceptions

Perceptions Summary

DeSoto West Middle School has worked to create a positive perception of the campus, both internally and externally, by fostering a culture and learning environment that is safe and appealing to all stakeholders. To ensure our students and staff feel safe at school, we have implemented the following efforts this past year: **Breakfast in the Classroom, Lunch and Learn with Dr. Chamberlee, Safe and Civil school with Mr. Manning, Behavior Coordinator**

The social, emotional, and behavioral wellness of our students continues to be a priority for our district and campus. This past year, we had _____**62**___ discipline referrals and [increased or decreased] suspensions by __**16**_____%. Our counselors have also played a key role in supporting our students. Our counselors held ___**2**____ individual or group sessions with students this year, and conducted ___**3**__ guidance lessons. This data indicates that, although our efforts to support student wellness are yielding some positive results, we are continuing to work on improving in targeted areas. These areas include **Introduction, Bullying, Drugs**.

We recognize that creating a positive climate for our staff leads to a positive learning environment for our students. Therefore, we have strived to ensure all staff feel supported, appreciated, and empowered. Our staff has indicated that the following efforts have influenced their overall satisfaction.

- **Teacher Celebrations**
- **Student Celebrations**
- **Staff/Teacher Appreciation Week**
- **Staff of the Month**
- **A/B Honor Roll Acknowledgement**
- **Teacher of the Month**

Each year, we measure and analyze our stakeholder perception data. This past year, we made gains in __90____% of the overall categories.

- Teachers: __7___ of ___7___ categories made gains.
- Staff: _6____ of ___6___ categories made gains.
- Leadership: __1___ of ___1___ categories made gains.
- Families: _3____ of ____4__ categories made gains.
- Community: _____ of ______ categories made gains.
- Students: ___1__ of __5____ categories made gains.

Topic Description	Results	Comparison
Belonging How much faculty and staff feel that they are valued members of the school community.	**76%** ▲ 22 since last survey	69% DeSoto ISD
Feedback and Coaching Perceptions of the amount and quality of feedback faculty and staff receive.	**75%** ▲ 34 since last survey	50% DeSoto ISD
Professional Learning Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.	**78%** ▲ 30 since last survey	53% DeSoto ISD
School Climate Perceptions of the overall social and learning climate of the school.	**65%** ▲ 34 since last survey	58% DeSoto ISD
Staff-Family Relationships Perceptions of faculty and staff relationships with the families at their school.	**87%** ▲ 32 since last survey	68% DeSoto ISD
Well-being Faculty and staff perceptions of their own professional well-being.	**78%** ▲ 20 since last survey	71% DeSoto ISD

Summary

Topic Description	Results	Comparison
Barriers to Engagement Factors that can create challenges for families to interact with or become involved with their child's school. Survey-takers responded to the question, "How big of a problem are the following issues for becoming involved with your child's current school?"	69% ▼ 5 since last survey	82% DeSoto ISD
Family Engagement The degree to which families become involved with and interact with their child's school.	26% ▲ 5 since last survey	25% DeSoto ISD
School Climate Perceptions of the overall social and learning climate of the school.	51% ▲ 6 since last survey	64% DeSoto ISD
School Safety Perceptions of student physical and psychological safety at school.	65% ▲ 12 since last survey	78% DeSoto ISD

17 responses

Topic Description	Results	Comparison
Challenging Feelings How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.	49% ▲ 1 since last survey	46% DeSoto ISD
Emotion Regulation How well students regulate their emotions.	42% ▼ 5 since last survey	43% DeSoto ISD
Grit How well students are able to persevere through setbacks to achieve important long-term goals.	54% ▼ 1 since last survey	53% DeSoto ISD
Growth Mindset Student perceptions of whether they have the potential to change those factors that are central to their performance in school.	50% ▼ 4 since last survey	49% DeSoto ISD
Positive Feelings How frequently students feel positive emotions.	58% ▼ 1 since last survey	54% DeSoto ISD

330 responses

Through a service-minded approach, we will continue to foster a positive culture for our students, staff, and families, ensuring they feel safe, valued, and welcome.

Perceptions Strengths

Perceptions Strengths:

- Strong volunteerism by parents and the community.
- High levels of staff satisfaction and engagement.
- Well-managed classrooms with strong student/teacher rapport.
- Reduction in student disciplinary infractions due to effective structures and programs.
- Internal and external communication efforts have supported a positive perception of the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of overall student engagement as evidenced by a _20___% positive response rate on the Panorama survey, because
Root Cause: there is limited time spent on building relationships with students and understanding what motivates them.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Revised/Approved: September 10, 2026

Goal 1: Attains maximum student achievement through relevant and rigorous instructional programs.

Performance Objective 1: By May 2027, the campus will increase the percentage of students performing at or above the "Meets Grade Level" standard on STAAR by at least 10 percentage points in Reading, Math, Science, and Social Studies through the implementation of high-quality Tier 1 instruction, targeted Tier 2 and Tier 3 interventions, and continuous data-driven instructional planning and monitoring cycles.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement consistent Tier 1 instructional practices through the use of lesson slide decks, exemplar modeling, and observation/feedback cycles. **Strategy's Expected Result/Impact:** Improved T-TESS ratings in Domains 1 & 2; increased student engagement **Staff Responsible for Monitoring:** Principal, APs, Instructional Leads				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct West Elevation Days (WIN & Lab Advisory) focusing on small group instruction and closing learning gaps for Tier 2 & Tier 3 students. **Strategy's Expected Result/Impact:** Increased mastery of HF TEKS; growth in i-Ready progress monitoring **Staff Responsible for Monitoring:** Teachers **Funding Sources:** Supplemental instructional materials, including Forde-Ferrier - 211 - Title I - $6,538.66, Intervention and small group resources - 211 - Title I - $3,923.19				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize special student group data to identify, track, and support student progress from Approaches - Meets and Meets - Masters. **Strategy's Expected Result/Impact:** 10% growth in Meets/Masters performance by content **Staff Responsible for Monitoring:** Teachers, Department Leads, Admin Team				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Conduct PLCs focused on data-driven planning and reteach opportunities aligned to High-Frequency TEKS. **Strategy's Expected Result/Impact:** Increased alignment and rigor in daily instruction **Staff Responsible for Monitoring:** Content Leads, Instructional Specialists **Funding Sources:** Instructional Planning Sessions - 211 - Title I - $5,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide extended learning through Westside Saturdays, and West Elite Tutoring programs targeting critical SEs. **Strategy's Expected Result/Impact:** Improved student outcomes in targeted TEKS **Staff Responsible for Monitoring:** Admin Team **Funding Sources:** Tutoring Plan - 211 - Title I - $15,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Maintain high expectations for student behavior and engagement through consistent PRIDE expectations and classroom culture systems. **Strategy's Expected Result/Impact:** Increased on-task behavior and improved instructional time **Staff Responsible for Monitoring:** Behavior Coordinator, ISS, AP				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Attracts, hires, and retains exemplary employees who are competent, caring, and inspiring role models.

Performance Objective 1: The percentage of TIA teachers will increase from 1 in August 2026 to 3 in May 2027.

Strategy 1 Details	Reviews			
Strategy 1: Empower providing differentiated professional development for all teachers	Formative			Summative
Strategy's Expected Result/Impact: Moving 100% teachers from 1 tier to the next tier **Staff Responsible for Monitoring:** Instructional Team: Principal and Assistant Principal	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide differentiated campus professional development for all staff	Formative			Summative
Strategy's Expected Result/Impact: Develop 100% staff to be reflective of a quality learning culture by May 2026 **Staff Responsible for Monitoring:** Admin Team: Principal, Assistant Principal, Behavior Coordinator and Counselor	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Conduct West Elevation Days (WIN & Lab Advisory) focusing on small group instruction and closing learning gaps for Tier 2 & Tier 3 students.	Formative			Summative
Strategy's Expected Result/Impact: Increased mastery of HF TEKS; growth in i-Ready progress monitoring **Staff Responsible for Monitoring:** Teachers, Admin Team	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Utilize special student groups data to identify, track, and support student progress from Approaches - Meets and Meets - Masters.	Formative			Summative
Strategy's Expected Result/Impact: 10% growth in Meets/Masters performance by content **Staff Responsible for Monitoring:** Teachers, Department Leads, Admin Team	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Conduct PLCs focused on data-driven planning and reteach opportunities aligned to High-Frequency TEKS.	Formative			Summative
Strategy's Expected Result/Impact: Increased alignment and rigor in daily instruction **Staff Responsible for Monitoring:** Content Leads, Instructional Specialists	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide extended learning through Flex Fridays, Saddle Up Saturdays, and West Elite Tutoring programs targeting critical SEs. **Strategy's Expected Result/Impact:** Improved student outcomes in targeted TEKS **Staff Responsible for Monitoring:** Admin Team				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Maintain high expectations for student behavior and engagement through consistent PRIDE expectations and classroom culture systems. **Strategy's Expected Result/Impact:** Increased on-task behavior and improved instructional time **Staff Responsible for Monitoring:** Behavior Coordinator, ISS, AP				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Initiates and supports thriving partnerships with the home and community, which are immersed in the educational experience of their students.

Performance Objective 1: The percentage of parental led clubs will increase from 0 in August 2026 to 1 in May 2027.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish parent and community engagement opportunities at the campus through events and volunteerism. **Strategy's Expected Result/Impact:** Increase in parent/community attendance at campus events and volunteerism with parental led clubs by May 2026 **Staff Responsible for Monitoring:** Admin Team: Principal, Assistant Principal, Behavior Coordinator, Counselor and Administrative Assistant **Funding Sources:** Fall Curriculum Night and Spring STAAR Academic Night - 211 - Title I - $2,161.29				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide mentorship to identified at-risk students. **Strategy's Expected Result/Impact:** 75% of the at-risk students will show improvement in behavior and/or engagement as measured by attendance, referrals and observations by May 2026. **Staff Responsible for Monitoring:** Admin Team: Assistant Principal, Behavior Coordinator, and Counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Provides a safe, purpose-driven school environment reflective of a quality learning culture that promotes exemplary performance.

Performance Objective 1: The percentage of student growth in Grades 6-8 Mathematics at the Meets and Masters performance levels will increase from a growth index of +5 in 2026 to +15 in 2027.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Consult with Region 10 regarding accountability rating with data to gain improvement strategies. **Strategy's Expected Result/Impact:** With two in-person sessions and five webinars, 1 or more actions or strategies to consider implementing will be identified, shared and discussed with all staff by January 2026 **Staff Responsible for Monitoring:** Principal, AP and Core leads **Funding Sources:** Substitute coverage for Region 10 training and cross-grade instructional planning - 211 - Title I - $2,161.30				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a data review process to monitor student progress and growth routinely. **Strategy's Expected Result/Impact:** 100% of student data is reviewed monthly; 90% of instructional changes are data-driven by January 2026. **Staff Responsible for Monitoring:** Principal and AP, Core leads				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Operates a business finance division that maximizes revenues and constantly evaluates resource allocations.

Performance Objective 1: "By March 2027, implement a data-driven budget review process that reallocates at least 10% of underutilized campus funds toward academic enrichment programs--such as tutoring, campus clubs, and literacy initiatives.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor department funding based on needs and academic performance. **Strategy's Expected Result/Impact:** 75% all funds will be allocated and utilized in alignment with identified needs by Dec. 2025 **Staff Responsible for Monitoring:** Principal and Admin Assistant				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 80% of 8th Graders will enter a DeSoto HS programming including Early College and PTech. **Strategy's Expected Result/Impact:** $2,000 in alternative funding will be acquired for student experiences. **Staff Responsible for Monitoring:** Admin Team, Club Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Promotes its programs and activities with aggressive communication.

Performance Objective 1: By May 2027, we will develop and implement a comprehensive communication plan to increase student and parent participation in school programs and activities by 30%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase the number of social media posts highlighting instructional best practices and student engagement. **Strategy's Expected Result/Impact:** 20% increase in social media followers; 50% increase in instructional posts when compared to prior year **Staff Responsible for Monitoring:** Eagle Socialites: Admin Team, Social Media Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a principal's student advisory council to better determine student interests, value student voice and increase student engagement and leadership using Panorama Surveys. **Strategy's Expected Result/Impact:** >6 meetings will be held with the student advisory council during the year; 100% of discussion topics and outcomes will be shared with staff for consideration. **Staff Responsible for Monitoring:** Culture Committee, Teacher Leads				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 7: Provides aesthetically pleasing, well-maintained, and comfortable facilities that support the educational programs.

Performance Objective 1: By May 2027, campus administrators will conduct and document a minimum of three Campus Climate Walks per week using the Campus Climate Rubric to monitor school culture, student engagement, safety, and implementation of campus expectations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a Campus Climate Walk Schedule and Tracking System by August 2025 that assigns leadership team members to conduct structured walks three times per week using the Campus Climate Rubric. The system will include data collection and analysis to measure progress from the Beginning of Year (BOY) to the Middle of Year (MOY). **Strategy's Expected Result/Impact:** By November 2025, campus leadership will consistently complete 3 climate walks per week with 100% of walks documented in the tracking system, resulting in a monthly report that identifies trends and areas for improvement in school culture, as evidenced by actionable feedback shared during leadership meetings. **Staff Responsible for Monitoring:** Admin Team/ Admin Assistant/Librarian Aide				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide training for all leadership team members on how to effectively use the Campus Climate Rubric by September 2025, including calibration sessions and practice walkthroughs, to ensure consistency in observations, accurate data collection, and actionable feedback that drives improvements in school culture. **Strategy's Expected Result/Impact:** By October 2025, 100% of leadership team members will complete training and calibration on the Campus Climate Rubric, resulting in consistent scoring within a 10% variance across team members during practice walkthroughs and leading to more reliable data to inform school culture decisions. **Staff Responsible for Monitoring:** Admin Team: Principal, Assistant Principal and Admin Assistant				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Design and install visual enhancements--such as murals, student art displays, garden areas, and motivational signage--in high-traffic areas to promote a positive, welcoming, and visually engaging school environment. **Strategy's Expected Result/Impact:** By May 2026, at least five high-traffic areas on campus will feature new student- and community-designed beautification projects-resulting in increased positive student perception of the school environment, as measured by a 20% improvement on the campus climate survey question related to school appearance.- **Staff Responsible for Monitoring:** Admin Team, Climate & Culture Committee				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 8: Identifies and integrates emerging technology tools that enhance instructional delivery, support data-informed decision-making, and increase student achievement across academic content areas.

Performance Objective 1: By May 2027, 100% of teachers will implement at least one emerging instructional technology tool to support student engagement, formative assessment, and data-informed instructional planning, as evidenced through walkthroughs, lesson plans, and PLC documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement adaptive learning platforms and instructional technology tools that support differentiated instruction, formative assessment, and real-time academic progress monitoring in core subject areas. **Strategy's Expected Result/Impact:** By December 2025, Increased student mastery of grade-level standards, improved IReady or STAAR scores, and enhanced teacher capacity to use data for instruction. **Staff Responsible for Monitoring:** Instructional Team **Funding Sources:** Progress-monitoring and instructional software - 211 - Title I - $3,269.33				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and sustain a professional learning model that equips teachers with the skills to integrate digital tools into daily instruction, ensuring lessons are engaging, aligned to TEKS, and designed to meet the needs of all learners. **Strategy's Expected Result/Impact:** By December 2025, Improved teacher confidence and effectiveness in using technology to deliver rigorous instruction, resulting in increased student engagement and higher academic performance. **Staff Responsible for Monitoring:** Teachers, Instructional Team				

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Personnel for West Middle School

Name	Position	FTE
Brittany Strickland	Assistant Principal	0
Charles Thomas	Principal	0

Campus Funding Summary

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Supplemental instructional materials, including Forde-Ferrier		$6,538.66
1	1	2	Intervention and small group resources		$3,923.19
1	1	4	Instructional Planning Sessions		$5,000.00
1	1	5	Tutoring Plan		$15,000.00
3	1	1	Fall Curriculum Night and Spring STAAR Academic Night		$2,161.29
4	1	1	Substitute coverage for Region 10 training and cross-grade instructional planning		$2,161.30
8	1	1	Progress-monitoring and instructional software		$3,269.33
				Sub-Total	$38,053.77
				Budgeted Fund Source Amount	$39,691.27
				+/- Difference	$1,637.50
				Grand Total Budgeted	$39,691.27
				Grand Total Spent	$38,053.77
				+/- Difference	$1,637.50