DeSoto Independent School District

Curtistene S McCowan Middle School

2026-2027 Campus Improvement Plan

Accountability Rating: D

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

McCowan Middle School Fine Arts Academy values academic excellence, equity, innovation, and meaningful relationships. We believe all scholars can achieve at high levels when provided rigorous instruction, a safe and supportive learning environment, opportunities for creative expression, and strong partnerships among school, family, and community. Our commitment is to develop resilient, responsible, and college-, career-, and life-ready learners who positively contribute to society.

Dr. Shonda Boston-Smith

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 7
School Processes & Programs 10
Perceptions 12
Priority Problem Statements 14
Comprehensive Needs Assessment Data Documentation 15
Goals 17
Goal 1: Attains maximum student achievement through relevant and rigorous instructional programs. 17
Goal 2: Attracts, hires, and retains exemplary employees who are competent, caring, and inspiring role models 25
Goal 3: Builds meaningful, two-way partnerships with families and the community that strengthen student attendance, belonging, engagement, and achievement. 28
Goal 4: Provides a safe, supportive, and purpose-driven learning environment that promotes student belonging, positive behavior, wellbeing, and academic success. 31
Goal 5: Maintains a fiscally responsible, transparent, and compliant financial system that maximizes available revenues, protects district resources, and aligns expenditures with strategic priorities. 34
Goal 6: Provides timely, transparent, consistent, and strategic communication that strengthens public trust, promotes district programs and accomplishments, and supports student and staff recruitment and retention. 36
Goal 7: Provides safe, clean, functional, well-maintained, and welcoming facilities that support instruction, student wellbeing, staff effectiveness, and responsible use of district resources. 39
Goal 8: Provides reliable, equitable, secure, and sustainable technology infrastructure and devices that support student achievement and efficient district operations. 42
Campus Funding Summary 45

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Summary:

Curtistene S. McCowan Middle School serves 613 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 meet the diverse needs of our students. Currently, we have **one** teacher who has earned a Teacher Incentive Allotment (TIA) designation, and we support our new teachers by **encouraging attendance in the district's new teacher academy (NTA) and providing on-campus coaching and feedback with support from academic facilitators.** The areas in which we are developing our classroom teachers include **student engagement, gradual release of instruction, and data analysis**.

Our school is unique because we offer our students experiences in **fine arts, including band, choir, art, and dance.** These opportunities encourage students' interest and support our attendance rates. In the 2024-25 academic year, our average attendance rate was **94.6%**. We continue to strive to improve our attendance rate, but are pleased with the progress we have made in the last three years.

Our campus also works closely with families and the community and offers **7** engagement opportunities this past year. A few of these opportunities included: **Goals Night (Title 1), Open House (Parent-Teacher Conferences), multi-cultural events, and awards assemblies**. 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**, such as fine arts programming: band, choir, art, and dance.** As a result, we have seen an **increase** in enrollment of **0.5%** 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.

Students by Demographics:

- 63.3 % African American
- 30.7 % Hispanic
- 1.6 % White
- 0.1 % American Indian

- 3.6 % Two or More Races
- 73.9 % Economically Disadvantaged
- 24.3 % Student Mobility Rate
- 25.8 % Student Attrition Rate

Students by Program:

- 123 Emergent Bilingual/ESL Students
- 91 Special Education Students
- 30 Gifted and Talented Students
- N/A Career and Technical Education Students (if applicable)

Staff by Demographics:

- 33 Total Staff
- 92.6 % Professional Staff
- 7.4 % Educational Paraprofessionals
- 4.4 % Auxiliary Staff
- 92.3 % African American
- .5 % Hispanic
- 3.0 % White
- 2.3 % Two or More Races

Teaching Staff by Experience:

- 43.7 % 0-5 Years experience
- 22.3 % 6-10 Years experience
- 34.0 % 11-20+ Years of experience

Demographics Strengths

- **Offering cultural experiences for our diverse population.**
- **Increasing student attendance through targeted efforts.**

- **Providing quality, ongoing professional development to teachers.**
- **Promoting the programs and opportunities we provide to students.**
- **Providing relevant programs that support post-secondary readiness.**

Problem Statements Identifying Demographics Needs

Problem Statement 1: A majority of our teaching staff are novices with limited experience and instructional knowledge, as evidenced by the 43.7 % of teachers with 0-5 years of experience.
Root Cause: The high percentage of teachers with 0-5 years of experience (43.7%) reflects both regional hiring trends and our commitment to developing new talent. However, the limited instructional experience among staff highlights the need for more intentional support structures--such as targeted professional development, coaching, and mentorship--to accelerate instructional growth and ensure consistent, high-

Student Learning

Student Learning Summary

Curtistene S. McCowan Middle School is a thriving campus dedicated to ensuring students learn at the highest levels. In 2025, our overall campus rating was **C** with an overall score of **73**. In Domain 1, Student Achievement, our score was **62**. In domain 2, School Progress, our score was **73**. In Domain 3, Closing the Gaps, our score was **73**.

Our 2025 STAAR/EOC performance data for 2025 is as follows:

Grade	Math (meets)	ELA (meets)	Science (meets)	Social Studies (meets)
All (Average)	**39%**	**38%**	**18%**	**9.4%**
3rd	N/A	N/A	N/A	N/A
4th	N/A	N/A	N/A	N/A
5th	N/A	N/A	N/A	N/A
6th	**26.2%**	**37.2%**	N/A	N/A
7th	**5%**	**40.8%**	N/A	N/A
8th	**38%**	**35.5%**	**18%**	**9.4%**
EOC **(Algebra 1)**	**85.7%**	N/A	N/A	N/A

Performance of our student groups in all students/all grades includes:

- **Special education: (Meets)**
  - 6th: 6%
  - 7th: 6%
  - 8th: 6.5%
- **Economically disadvantaged: (Meets)**

    - 6th: 35%
    - 7th: 39%
    - 8th: 41%
- **Emergent bilingual/EL: (Meets)**
    - 6th: 16%
    - 7th: 24%
    - 8th: 36%
    -

As a campus, we have shown improvement in:

- 6th grade mathematics
- 7th grade reading and mathematics
- 8th grade mathematics, science, and social studies, and algebra 1

In addition to STAAR performance, the district utilizes i-Ready to measure student progress at the beginning, middle, and end of the year. Results have supported our teachers in providing targeted interventions for students' needs. For **i-Ready Reading, 45% (average)** of all students met growth. For **i-Ready Math, 54% (average)** of all students met growth.

Reading	**Math**
• 6th - 47% • 7th - 44% • 8th - 45%	• 6th - 64% • 7th - 51% • 8th - 47%

Student Learning Strengths

- Our school's increase in Reading and Math reinforces our work on ensuring all student groups are successful.
- Our teachers plan lessons in alignment with the district's curriculum.
- Our teachers use high-quality instructional materials to support student learning and academic success.
- Teachers are held to high standards for quality instruction by campus leadership.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The number of students meeting their goals on i-Ready is below the national norm, as evidenced by the end-of-year data showing 46% of students failing to reach target in math and 55% of students failing to reach target in reading.
Root Cause: This is largely due to gaps in differentiated instruction, limited use of data to drive targeted interventions, and varying levels of instructional rigor across classrooms. Strengthening teacher capacity in data analysis and personalized instruction will be key to improving student outcomes in both math and reading.

Problem Statement 2: The number of students meeting their interim and long-term goals is below the district board goals, as evidenced in the STAAR reporting categories.
Root Cause: This is largely due to gaps in differentiated instruction, limited use of data to drive targeted interventions, and varying levels of instructional rigor across classrooms. Strengthening teacher capacity in data analysis and personalized instruction will be key to improving student outcomes in both math and reading.

School Processes & Programs

School Processes & Programs Summary

Curtistene S. McCowan 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. All core content teachers meet weekly during **PLC** for the purposes of **planning lessons, analyzing data, and exchanging feedback from colleagues and administrators**. Leadership has established expectations for collaborative planning by ensuring that **all core content teachers have a PLC period 2-3 times per week and following a PLC look forward (planning) and back protocols (data analysis).**

Professional development is provided for **Curtistene S. McCowan Middle School's** 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: **reading, math, science, and social studies.** TEKS-aligned resources and materials are used for all instruction.

Curtistene S. McCowan Middle School's teachers and staff collaborate with academic facilitators (district coaches) to plan, implement, monitor, and adjust practices to best meet the needs of our students. Social-emotional learning and character counts 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: **Parent-Teacher Association (PTA), Saturday Academy, and after-school tutoring.**

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 **hosting weekly town hall meetings to review initiatives and seek feedback from all staff members. Additional committees are facilitated with volunteer staff to create systems around climate and culture.**

School Processes & Programs 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.
- Bell-to-bell instruction ensures we are maximizing learning time for students.
- Our staff embraces a growth mindset and models lifelong learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1:
There is a lack of adherence to the defined processes for professional learning communities, as evidenced by the 45% of students meeting growth targets on i-Ready Reading and 54% of students meeting growth targets on i-Ready Math.
Root Cause: There is a lack of adherence to the defined processes for professional learning communities, as evidenced by the 45% of students meeting growth targets on i-Ready Reading and 54% of students meeting growth targets on i-Ready Math.

Perceptions

Perceptions Summary

Curtistene S. McCowan 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: **increased security and SRO presence, access to the SRO officer during school hours, and open-door policy for administration.**

The social, emotional, and behavioral wellness of our students continues to be a priority for our district and campus. This past year, we had **114 discipline referrals** and **increased suspensions by 13%.** Our counselors have also played a key role in supporting our students. Our counselors held some individual or group sessions with students this year, and conducted some 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: **sense of belonging, school climate, emotion regulation, and student-teacher relationships.**

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:

- Implementation of staff appreciation days
- Discipline support from administrators
- Support from colleagues
- PTA appreciation events
- Weekly recognition: Teacher of the Week

Each year, we measure and analyze our stakeholder perception data. McCowan made collective gains in 14 out of 22 categories (≈64% of areas), showing broad improvement in perceptions across families, teachers, staff, and students.

- **Teachers & Staff: 4 of 13 categories made gains.**

    - School Climate (7% increase)
    - Staff-Family Relationships (1% increase)
    - Well-Being (2% increase)

- Cultural Awareness and Action (1% increase)

- **Families: 4 of 4 categories made gains.**
  - Barriers to Engagement (7% increase)
  - School Safety (5% increase)
  - School Climate (12% increase)
  - Family Engagement (1% increase)

- **Students: 3 of 11 categories made gains.**
  - Engagement (2% increase)
  - Cultural Awareness and Action (2% increase)

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

- **Respect & Belonging:** Teachers, staff, and students report high levels of respect and collegial support, with strong feelings of being valued members of the school community.
- **Positive Relationships:** Families, staff, and teachers describe friendly, caring, and supportive interactions that foster trust and optimism about school improvement.
- **Cultural Awareness & Inclusivity:** Teachers and students affirm that the school provides meaningful opportunities to engage in discussions on diversity, race, and culture.
- **High Expectations for Students:** Students perceive teachers as maintaining rigorous academic and behavioral expectations, ensuring persistence and understanding.
- **Safety & Well-being:**
  Staff overwhelmingly feel safe at work, families perceive reduced concerns about drugs and bullying, and teachers/staff report strong professional well-being and engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Despite notable strengths in respect, belonging, and safety, perception data from families, staff, teachers, and students highlight critical challenges that impact overall school climate and engagement. Families report limited involvement opportunities and difficulties with communication and feeling a sense of belonging within the school community. Teachers and staff identify inconsistencies in fe
Root Cause: The root cause of McCowan Middle School's perception challenges stems from inconsistent communication structures, limited family engagement systems, uneven delivery of professional feedback, and varying levels of instructional rigor and relevance. Families report uncertainty about how to connect with the school and perceive limited opportunities for meaningful involvement. Teachers and staff ident

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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Grades that measure student performance based on the TEKS

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
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data

Goals

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

Performance Objective 1:
The number of D- and F-rated campuses will decrease from four campuses to zero campuses by 2029 through differentiated school-improvement support, leadership development, progress monitoring, and implementation of campus improvement plans.

High Priority

HB3 Goal

Evaluation Data Sources: State accountability ratings; campus improvement plans; leadership improvement plans; campus walkthrough data; interim assessment results; implementation monitoring records; student outcome data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: McCowan will increase its campus accountability score from D to C, moving from a D to a C rating, through daily observation and feedback, PLCs, utlizing the LIFT protocols/procedures, and monitoring and tracking of student performance.

Strategy's Expected Result/Impact: The expected result is to increase student movement and realistic goals by 11% or 93 students

Staff Responsible for Monitoring: Teachers and Administration

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Observation and Feedback	Admin	All Year	
2	Student Tracking of DOL, Exit tickets, I-Ready BOY,MOY,EOY, IXL	Teacher	All Year	
3	PLC implementation	All STAFF	All Year	

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- Targeted Support Strategy - Results Driven Accountability

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: The percentage of DeSoto ISD students who graduate college, career, and military ready will increase from 88% in May 2024 to 96% by May 2030, with an annual target of 93% by May 2027.

High Priority

HB3 Goal

Evaluation Data Sources: CCMR accountability reports; PEIMS graduate records; TSIA, SAT, and ACT results; dual-credit completion reports; Early College and P-TECH records; industry-based certification reports; graduation cohort reports.

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

Performance Objective 3: The percentage of DeSoto ISD students achieving Meets Grade Level or above on the third-grade STAAR Reading assessment will increase from 33% in May 2025 to 48% by May 2030, with an annual target of 39% by May 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading results; iReady Reading BOY, MOY, and EOY diagnostic results; district interim assessments; HQIM assessments; intervention and tutoring progress-monitoring data.

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

Performance Objective 4: The percentage of DeSoto ISD students achieving Meets Grade Level or above on the third-grade STAAR Mathematics assessment will increase from 29% in May 2025 to 42% by May 2030, with an annual target of 33% by May 2027.

Evaluation Data Sources: STAAR Mathematics results; iReady Mathematics BOY, MOY, and EOY diagnostic results; district interim assessments; HQIM assessments; intervention and tutoring progress-monitoring data.

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

Performance Objective 5: The percentage of eighth-grade students achieving Meets Grade Level or above on STAAR/EOC Mathematics assessments will increase from 35% in May 2025 to 43% by Spring 2030, with an annual target of 38% by May 2027.

Evaluation Data Sources: STAAR and EOC Mathematics results; district interim assessments; HQIM assessments; content-aligned exit tickets; tutoring and intervention progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: McCowan Middle School will provide supplemental Title I Math intervention for students in grades 6-8 performing below identified academic benchmarks. Supports will include contracted small-group tutoring outside the regular instructional day, supplemental intervention materials, and data-driven PLC resources aligned to i-Ready, STAAR, interim assessment, and classroom performance data. Students will be prioritized based on demonstrated academic need, including students performing below benchmark and those not meeting grade-level expectations.

Strategy's Expected Result/Impact: Increase the percentage of students meeting i-Ready Math growth targets from 54% to 62% by June 2027 and support progress toward the eighth-grade STAAR/EOC Mathematics annual target of 38% Meets Grade Level or above by May 2027.

Staff Responsible for Monitoring: Acting Principal, Assistant Principal, Academic Facilitators, Math Teachers, and Grants & Special Revenue

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify students using BOY i-Ready, STAAR, interim, and intervention data	Campus Administration / Math Team	September-October 2026	
2	Implement contracted small-group Math tutoring outside the regular instructional day	Campus Administration / Approved Tutoring Provider	October 2026-May 2027	
3	Review student progress and tutoring data at least every three weeks	Administration / Academic Facilitators / Math Team	Every 3 weeks	
4	Adjust groups, skills, dosage, or intervention strategy based on progress data	Administration / Academic Facilitators / Provider	Throughout implementation	
5	Maintain tutoring rosters, attendance, progress data, invoices, and implementation evidence	Campus Designee	Throughout implementation	

TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Funding Sources: - 211 - Title I

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 6: The percentage of eighth-grade students achieving Meets Grade Level or above on the STAAR Reading assessment will increase from 45% in May 2025 to 56% by Spring 2030.

Evaluation Data Sources: STAAR Reading results; district interim assessments; HQIM assessments; content-aligned exit tickets; tutoring and intervention progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: McCowan Middle School will provide supplemental Title I Reading intervention for students in grades 6-8 performing below identified academic benchmarks. Supports will include contracted small-group tutoring outside the regular instructional day, supplemental STAAR-aligned and skill-based intervention materials, and data-driven PLC resources aligned to i-Ready, STAAR, interim assessment, and classroom performance data. Students will be prioritized based on demonstrated academic need, including students performing below benchmark and those not meeting grade-level expectations. **Strategy's Expected Result/Impact:** Increase the percentage of students meeting i-Ready Reading growth targets from 45% to 55% by June 2027 and support continued progress toward the eighth-grade STAAR Reading goal of 56% Meets Grade Level or above by Spring 2030. **Staff Responsible for Monitoring:** Acting Principal, Assistant Principal, Academic Facilitators, Reading/ELAR Teachers, and Grants & Special Revenue **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Funding Sources:** - 211 - Title I				

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: Increase the number of certified teachers from 67% to 80% by 2029.

High Priority

Evaluation Data Sources: Human Capital Management staffing records; TEA educator certification verification; core classroom vacancy reports; certification and permit status reports; teacher residency progress reports; alternative certification program completion records.

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

Performance Objective 2: Increase teacher retention from 73% to 84% by 2029.

High Priority

Evaluation Data Sources: Annual teacher retention and turnover reports; vacancy and transfer data; exit surveys; stay interviews; employee engagement survey results; employee attendance data; years-of-service reports; participation records for employee support, wellness, and benefits programs.

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

Performance Objective 3: - Increase employee perceptions of the overall district from 62% to 72% by 2029.

High Priority

Evaluation Data Sources: Annual employee engagement survey; employee pulse surveys; stay interviews; exit surveys; employee attendance data; grievance and concern trends; participation in district engagement activities; retention and turnover reports.

Goal 3: Builds meaningful, two-way partnerships with families and the community that strengthen student attendance, belonging, engagement, and achievement.

Performance Objective 1: Increase the district's average daily attendance rate from 93% to 96% by 2029 and reduce chronic absenteeism through consistent district and campus attendance monitoring, intervention, and family outreach systems.

Evaluation Data Sources: PEIMS attendance reports; average daily attendance reports; chronic absenteeism reports; truancy and withdrawal data; campus attendance dashboards; attendance intervention records; family outreach logs; student subgroup attendance data.

Goal 3: Builds meaningful, two-way partnerships with families and the community that strengthen student attendance, belonging, engagement, and achievement.

Performance Objective 2: Increase the percentage of families who report that district and campus communication is timely, accessible, two-way, and responsive, and that they have meaningful opportunities to participate in decisions affecting their children, from the established baseline to 75% by 2029.

Evaluation Data Sources: Annual family engagement and climate survey results; Title I parent and family engagement annual evaluations; parent advisory committee participation; campus event attendance; PTA and family organization participation; communication platform analytics; survey response rates; multilingual communication records; family feedback logs; documented actions taken in response to family input.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: McCowan Middle School will implement Title I parent and family engagement activities that build families' capacity to support student achievement. Activities will include Title I Goals Night, accessible and multilingual communication regarding student achievement data and available academic supports, and opportunities for families to provide input regarding campus programs and student needs. The campus will document participation, family feedback, and follow-up actions taken in response to stakeholder input.

Strategy's Expected Result/Impact: Increase family understanding of campus academic goals, student performance data, and available intervention supports while strengthening two-way communication between the campus and families. Family participation, feedback, multilingual communication records, and documented follow-up actions will be reviewed throughout the year to support progress toward the district's family engagement target.

Staff Responsible for Monitoring: Acting Principal, Assistant Principal, Campus Title I Designee, Administrative Assistant, and Grants & Special Revenue

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct Title I Goals Night to share campus academic priorities, student achievement data, Title I supports, and ways families can support learning at home.	Campus Administration / Title I Designee	Fall 2026	
2	Provide accessible and multilingual family communications regarding student performance, tutoring/ intervention supports, progress updates, and family engagement opportunities.	Campus Administration / Campus Designee	Throughout 2026-2027	
3	Collect family feedback through surveys, discussion, or other documented opportunities and review feedback for needed adjustments to Title I activities and communication practices.	Campus Administration / Title I Designee	After activities / At least annually	
4	Maintain agendas, sign-in/participation records, communications, materials, family feedback, and documentation of actions taken in response to family input.	Campus Title I Designee / Administrative Assistant	Throughout 2026-2027	

ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership

Funding Sources: - 211 - Title I

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Provides a safe, supportive, and purpose-driven learning environment that promotes student belonging, positive behavior, wellbeing, and academic success.

Performance Objective 1: Increase the percentage of students who report positive perceptions of school safety, belonging, relationships, and overall school climate from the established baseline to 65% by 2029.

Evaluation Data Sources: Annual student climate survey results; Panorama survey data; campus climate surveys; student focus groups; attendance data; discipline referral data; counseling and student-support utilization data; campus walkthrough data.

Goal 4: Provides a safe, supportive, and purpose-driven learning environment that promotes student belonging, positive behavior, wellbeing, and academic success.

Performance Objective 2: Reduce the percentage of student disciplinary offenses classified as violent from 29% to 15% by 2029.

Evaluation Data Sources: PEIMS discipline reports; district discipline dashboards; campus referral records; DAEP and JJAEP placement data; threat-assessment records; restraint and crisis-intervention data, as applicable; monthly campus discipline reports.

Goal 4: Provides a safe, supportive, and purpose-driven learning environment that promotes student belonging, positive behavior, wellbeing, and academic success.

Performance Objective 3: Reduce the number of incidents classified as major disruptions from the verified 2025-2026 baseline to the district-established 2029 target through consistent prevention, intervention, staff training, and progress monitoring.

Evaluation Data Sources: PEIMS discipline reports; district and campus referral data; classroom removal records; DAEP placement data; incident reports; campus disruption logs; monthly discipline dashboards; staff training records.

Goal 5: Maintains a fiscally responsible, transparent, and compliant financial system that maximizes available revenues, protects district resources, and aligns expenditures with strategic priorities.

Performance Objective 1: Increase the district's unrestricted general fund balance from the verified baseline to at least 15% of annual operating expenditures by 2029 through disciplined budgeting, expenditure controls, revenue maximization, and ongoing financial monitoring.

High Priority

Evaluation Data Sources: Annual Financial Report; adopted and amended budgets; monthly financial statements; budget-to-actual expenditure reports; cash-flow projections; fund balance forecasts; Single Audit Report; School FIRST reports; and TEA financial desk-review results.

Goal 5: Maintains a fiscally responsible, transparent, and compliant financial system that maximizes available revenues, protects district resources, and aligns expenditures with strategic priorities.

Performance Objective 2: Strengthen the district's financial position and creditworthiness to support improvement of the district's bond rating from A- toward AA- by 2029.

High Priority

Evaluation Data Sources: Credit-rating agency reports; bond-rating reviews; Annual Financial Report; fund balance and liquidity reports; debt-service coverage indicators; cash-flow reports; debt-management schedules; audit findings; and financial presentation materials provided to rating agencies.

Goal 6: Provides timely, transparent, consistent, and strategic communication that strengthens public trust, promotes district programs and accomplishments, and supports student and staff recruitment and retention.

Performance Objective 1: Increase the frequency of external-facing social media and website communications from 15 per week to 25 per week by 2029 while maintaining district standards for accuracy, timeliness, accessibility, brand consistency, and audience engagement.

Evaluation Data Sources: District communications calendar; website analytics; social media reach and engagement reports; email communication analytics; content accuracy reviews; campaign performance reports; audience feedback; and communication response-time records.

Goal 6: Provides timely, transparent, consistent, and strategic communication that strengthens public trust, promotes district programs and accomplishments, and supports student and staff recruitment and retention.

Performance Objective 2: Increase the number of student, staff, campus, and program spotlights published each month from three to six by 2029.

Evaluation Data Sources: District content calendar; social media and website publication records; spotlight tracking logs; audience reach and engagement data; campus and department submission records; newsletter analytics.

Goal 6: Provides timely, transparent, consistent, and strategic communication that strengthens public trust, promotes district programs and accomplishments, and supports student and staff recruitment and retention.

Performance Objective 3: Increase district student enrollment from 5,680 to 5,964 students by 2029 through coordinated recruitment, re-enrollment, family outreach, program promotion, and retention efforts.

Evaluation Data Sources: PEIMS enrollment reports; student enrollment and withdrawal data; re-enrollment completion data; campus enrollment trends; new-student inquiry and application data; student attrition data; family survey data; campaign response data; and exit or withdrawal reason reports.

Goal 7: Provides safe, clean, functional, well-maintained, and welcoming facilities that support instruction, student wellbeing, staff effectiveness, and responsible use of district resources.

Performance Objective 1: Increase the percentage of district facilities meeting established standards for interior condition, cleanliness, functionality, comfort, and instructional readiness from 30% to 60% by 2029.

Evaluation Data Sources: District facility condition assessments; preventive maintenance inspection results; custodial quality reviews; work-order completion reports; HVAC comfort reports; campus walkthrough documentation; classroom readiness checklists; and stakeholder facility surveys.

Goal 7: Provides safe, clean, functional, well-maintained, and welcoming facilities that support instruction, student wellbeing, staff effectiveness, and responsible use of district resources.

Performance Objective 2: Reduce district facility energy and resource inefficiencies from the verified baseline by 2029 through improved utility monitoring, preventive maintenance, equipment efficiency, and responsible use of electricity, water, and materials.

Evaluation Data Sources: Electricity, natural gas, and water usage reports; utility cost reports; energy use per square foot; HVAC maintenance records; equipment-efficiency assessments; waste and recycling reports, if available; and facility audit results.

Goal 7: Provides safe, clean, functional, well-maintained, and welcoming facilities that support instruction, student wellbeing, staff effectiveness, and responsible use of district resources.

Performance Objective 3: Increase stakeholder satisfaction with facility cleanliness, condition, functionality, comfort, and responsiveness to maintenance concerns from 40% to 65% by 2029.

Evaluation Data Sources: Annual staff, student, and family facility surveys; custodial inspection results; work-order response and completion times; campus walkthroughs; complaint and concern logs; HVAC comfort reports; and facility condition assessments.

Goal 8: Provides reliable, equitable, secure, and sustainable technology infrastructure and devices that support student achievement and efficient district operations.

Performance Objective 1: Increase the percentage of district campuses meeting established standards for reliable Wi-Fi coverage, connectivity, bandwidth, and instructional access from 80% to 100% by 2029.

Evaluation Data Sources: District Wi-Fi coverage assessments; network performance reports; access-point inventory; bandwidth and connectivity reports; help-desk tickets; outage records; campus technology surveys; and instructional technology access reports.

Goal 8: Provides reliable, equitable, secure, and sustainable technology infrastructure and devices that support student achievement and efficient district operations.

Performance Objective 2: Increase the percentage of enrolled students with access to a functional, district-supported instructional device from 80% to 100% by 2029.

Evaluation Data Sources: Student enrollment reports; technology asset inventory; student device deployment records; campus device counts; device assignment records; lost and damaged device reports; repair and replacement records; and campus technology access surveys.

Goal 8: Provides reliable, equitable, secure, and sustainable technology infrastructure and devices that support student achievement and efficient district operations.

Performance Objective 3: Decrease the average age of district student and staff instructional devices from six years to three years by 2029.

Evaluation Data Sources: District technology asset inventory; device purchase dates; warranty records; repair history; replacement records; device condition reports; disposal records; and annual technology lifecycle reports.

Campus Funding Summary

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$0.00
1	6	1			$0.00
3	2	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$254,000.00
				+/- Difference	$254,000.00
				Grand Total Budgeted	$254,000.00
				Grand Total Spent	$0.00
				+/- Difference	$254,000.00