Eagle Pass Independent School District



Memorial Junior High

Accountability Rating: C

2026-2027 Campus Improvement Plan

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Mission Statement

"All Students Equipped for Success"

We believe that all our students:

• Can learn and be productive citizens

• Have the potential and desire to be successful in relation to the expectation, support, opportunity, and recognition we provide

• Enter our schools with varying orientations toward schooling and degrees, rates, styles of learning that dramatically affect the instructional strategies appropriate for them

• Will respond successfully to the stimulation and challenge of high-level learning when it is accompanied by strong instructional support and opportunity

• Need a diversity of both academic and social success experiences in their lives

• Have unique backgrounds, talents, interests, and needs that deserve affirmation and support

• Will take responsibility for successful learning when they know the purpose of that they are learning and its relation to the larger context of life

Vision

We are Memorial Junior High, a place where EVERYONE SUCCEEDS!

Value Statement

We believe students can succeed academically when adults believe they can succeed!

We believe students succeed when they have meaningful and caring relationships with adults!

We believe success comes from creating a safe and positive environment for all!

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Memorial Jr. High recognizes that stakeholder input, coordination, collaboration, and recommendations are essential in sustaining a quality educational program. Memorial Jr. High conducts a comprehensive needs assessment with input, coordination, collaboration, and recommendations - from a wide variety of staff, parents, community, and business groups. The group examines the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at risk of failing to meet the challenging State academic standards. The academic achievement data is used to understand students' needs and their root causes. This input is regularly obtained through focus group meetings, parent/community surveys, site-based management meetings, Program Evaluation meetings, Principal Meetings, Principal Forums, and many other opportunities to share and gather information.

The priority of Memorial Jr. High is for every student to achieve at high levels, as measured by district, state, and national standards. Our goals are to ensure all children receive a high-quality education and to close the achievement gap between students meeting the challenging State standards and those students who are not meeting such standards.

The Eagle Pass Independent School District's School board's overarching goals for student achievement are:

1. ***Promote Parent, Family, and Community Engagement.***
2. ***Educate and meet the needs of all learners.***
3. ***Hire, develop, and retain quality staff.***
4. ***Promote a safe environment for all stakeholders.***

Memorial Jr. High will:

- Monitor and create instructional methods for all students not achieving their full potential and progress in meeting the challenging State academic standards
- Identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers through the EPISD equity plan
- Use current research on Parent and Family Engagement that fosters achievement to higher standards for all children
- Incorporate strategies to lower barriers to participation by parents in school planning, review, and improvement
- Provide services to homeless children and youths to support their enrollment, attendance, and success
- Monitor strategies used to implement effective Parent and Family Engagement
- Implement strategies to reduce the overuse of discipline practices that remove students from the classroom

Objectives:

- Implement a well-rounded program of instruction to meet the academic needs of all students
- Identify students who may be at risk for academic failure
- Provide additional educational assistance to individual students determined to need help in meeting the challenging State academic standards
- Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning
- Use current research on Parent and Family Engagement that fosters achievement to high standards for all children
- Incorporate strategies that lower barriers to participation by parents in school planning, review, and improvement

Memorial Jr. High recognizes that the collaboration of all stakeholders is essential to positive growth in the district, our continuing goal is to improve and expand our partnerships with both parents and the community.

State Assessment data indicated that EB's, Special Education, and Native American students still need assistance in closing achievement gaps while raising performance levels for all, to address the identified Causal Factors, and to accomplish the stated goals and objectives, district and school leaders will implement the following Key Strategies for improvement in areas of need:

The findings and recommendations were as follows:

1. Use assessment and comprehensive data analysis to monitor students' progress, drive decision-making, design instructional strategies, and provide extended day/year opportunities for students that are at-risk to meet minimum challenging State academic standards (STAAR/EOC), and credit recovery/accrual needs.
2. Ensure all students in need of special programs or services are properly identified without delay, served, and show appropriate progress from year to year as it relates to each student's individual program.
3. Improve reading comprehension and State assessment results for economically disadvantaged students in grades 7-8.
4. Maintain all classrooms with 21st-century technology hardware and software solutions for instructional purposes.
5. Coordinate and provide research-based, job-embedded staff development to address challenging State academic standards, School Improvement, Career and Technology, end-of-course assessments, and mental wellness.
6. Continue implementation of our Parent and Family Engagement activities
7. Continue to provide supplemental instructional materials to increase student performance outcomes.
8. Continue to reduce class size with effective teachers to help students achieve challenging State content and academic standards.

The full and consistent implementation of these strategies is anticipated to bring about significantly improved student achievement across the district, close achievement gaps, and ensure that Every Student Succeeds. We will measure actual progress in student achievement levels through continuous progress monitoring.

Demographics

Summary

SCHOOL OVERVIEW:

- Memorial Junior High serves **7th and 8th graders** in **Eagle Pass, TX**, part of EPISD.
- **2025–2026 enrollment:** 927 students.
- **Cumulative attendance rate:** 93.6%.
- **Predominantly Hispanic student population (96.3%)**, with 86.4% economically disadvantaged.
- **Special Education students:** 14.1%; **Emergent Bilingual/EL:** 45.5%.
- **Gender breakdown:** 49.9% female, 50.6% male.
- **Student mobility rate:** 10.5%.
- **2024–2025 enrollment:** 910 (496 in 7th, 431 in 8th).
- School is centrally located between its feeder elementary campuses.

ENROLLMENT TRENDS:

- Enrollment has steadily declined over recent years:
  - 2020–21: 1110
  - 2021–22: 1018
  - 2022–23: 992
  - 2023–24: 910
  - 2024–25: 921
  - 2025-26: 927(slight increase)

STUDENT NEEDS AND RISK FACTORS:

- **72.5% of students are considered "At-Risk".**
- ~~**50 students (4.8%) were disciplined** in 2025–2026~~.
- Loss of instruction due to **ISS/OSS placements** impacts academic continuity.
- Reintegrating students post-suspension presents learning challenges.

STAFF DEMOGRAPHICS AND EXPERIENCE:

- Teaching staff is **100% Hispanic**, supporting cultural alignment with students.
- Gender: **31.8% male, 68.2% female**.

- Teacher experience breakdown:
    - 0% beginning teachers
    - 17.4% with 1–5 years
    - 21.2% with 6–10 years
    - 44.7% with 11–20 years
    - 14.8% with 21–30 years
    - 1.9% with over 30 years
- **Student-teacher ratio:** 17.9.
- Support staff-to-student ratio is slightly below district/state averages.

SCHOOL CULTURE AND ENVIRONMENT:

- Memorial JH is described as a **safe space** with an open-door policy for students.
- Teachers often act as **trusted adults** for students needing emotional support.
- Emphasis on **minimizing time away from classrooms** due to discipline.
- Despite staffing ratios, teachers and staff **prioritize student success**.

STAFF SUPPORT AND DEVELOPMENT:

- Systems in place for teacher growth:
    - Mentorship programs
    - Collaborative planning
    - Ongoing professional development
    - PLCs, peer feedback, and admin evaluations
- Strong emphasis on **collaboration among teachers** to share best practices.
- Identified need for **updated training on new TEKS** (especially in math and science).
- Desire for more **hands-on learning strategies** and tech integration.

PARENT AND COMMUNITY ENGAGEMENT:

- **664 parents (86%)** attended 2025–2026 Parent and Family Engagement Meetings.
- Additional parent/family presence seen at:
    - Athletic events
    - Pep rallies
    - Band and mariachi performances
- Many parents work in **tribal employment, retail, or blue-collar jobs** with long commutes, impacting availability for school involvement.

AREAS OF CONCERN:

1. **Low Attendance Rate**
    - The 90.8% cumulative attendance rate is below optimal levels and may contribute to academic gaps, especially among at-risk and mobile students.
2. **High At-Risk Population**
    - 70.2% of students are classified as "At-Risk," indicating a need for intensive academic and emotional interventions.
3. **High Rate of Economic Disadvantage**
    - 78.3% of students are economically disadvantaged, which can impact readiness to learn, access to resources, and academic performance.
4. **Emergent Bilingual Population**
    - 47.7% of students are Emergent Bilingual/ELs. This necessitates strong language support programs and specialized instructional strategies, which can strain resources if not adequately funded or staffed.
5. **Disciplinary Practices**
    - ISS and OSS placements result in lost instructional time. Although efforts are made to minimize this, learning disruptions persist and may widen achievement gaps.
6. **Support Staff Ratio**
    - The support staff-to-student ratio is lower than district and state averages, potentially limiting individualized support for at-risk and special education students.
7. **Need for Ongoing Professional Development**
    - There is a stated need for more training on new TEKS (particularly in math and science), as well as hands-on instructional strategies and technology integration.
    - Advanced Math teachers need the extra support.

POSSIBLE SOLUTIONS

1. Promote the American Indian Student Success Initiative in conjunction with Tribal Student Services, as well as ASAP tutorials to our American Indian student population in all subjects especially math.
2. Implement tiered attendance interventions (Rawee) and/or pair staff with chronically absent students
3. GANAS! Program for highly at-risk students
4. Provide restorative practice training(s) for staff and ISS personnel (via Gear Up).
5. Survey teachers on PD needs to provide choice and relevance.

Strengths

1. **Cultural Representation and Connection**
    - 100% of teachers are Hispanic, reflecting the 95.5% Hispanic student population. This creates strong cultural relevance, better communication, and a sense of belonging for students.
2. **Stable and Experienced Staff**
    - A significant percentage of staff have 11–20 years of teaching experience (44.7%), contributing to instructional consistency and campus

stability.

- Teacher retention appears strong, with low numbers of beginning teachers (1.8%).

3. **Parental Involvement**
    - 86% of parents participated in engagement meetings, indicating strong efforts to involve families despite employment and commuting challenges.
4. **Supportive Environment**
    - The school emphasizes open-door policies and emotional support for students, which is vital in a high-need population.
    - Staff relationships help create a safe space for students who face hardship.
5. **Collaborative Teacher Culture**
    - The campus supports new and existing teachers with mentorship, PLCs, peer observation, and collaborative planning, promoting continuous growth and shared expertise.
6. **Community Engagement**
    - Despite economic challenges, the school has documented robust participation in extracurricular and cultural events, building school spirit and connections.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Memorial Jr. High's cumulative attendance rate of 93.6% indicates a need to improve student attendance, particularly among at-risk and mobile students.	High rates of economic disadvantage, student mobility, and family work schedules contribute to chronic absenteeism.
2	Approximately 72.5% of students are identified as At-Risk, increasing the need for academic, behavioral, and social-emotional supports.	Many students face socioeconomic challenges and require additional interventions to support academic success and engagement.
3 ★	Continuously enrolled students at Memorial Junior High are performing below the identified target in Mathematics Academic Achievement at the Meets Grade Level standard. Current performance is 36%, compared to the 49% target, indicating a need to strengthen students' mastery of grade-level mathematical concepts and application of skills.	Students may not consistently receive sufficiently rigorous, targeted instruction aligned to identified TEKS gaps, and intervention may not always be adjusted quickly enough based on ongoing student performance data.
4	Mathematics Academic Growth for continuously enrolled students is below the identified target. Current growth is 61%, compared to the 67% target, indicating that a portion of students are not demonstrating expected year-to-year progress in mathematics.	Progress monitoring and instructional response to individual student growth needs may not occur consistently enough to identify learning gaps early and provide timely reteach, intervention, and differentiated support
5 ★	The STAAR Student Achievement Domain component for continuously enrolled students is currently 40%, below the 48% target, demonstrating a need to increase the percentage of students reaching higher levels of academic performance.	Students may have difficulty applying foundational mathematics skills to rigorous, multi-step STAAR-aligned tasks, and instructional planning may not consistently incorporate data analysis, targeted reteach, and opportunities for students to practice higher-level problem solving.

6 ★	Memorial Junior High is at risk of being identified for Targeted Support and Improvement (TSI) in the area of Progress in Achieving English Language Proficiency for current Emergent Bilingual (EB) students. TELPAS results indicate insufficient growth in English language proficiency, particularly in the speaking domain, creating a need for targeted instructional interventions to improve student per	Inconsistent implementation of structured academic language development opportunities across content areas, including purposeful talk, academic discussions, and targeted speaking practice, has limited opportunities for EB students to develop and strengthen their English language proficiency skills.

★ = Priority

Student Learning

Summary

Spring STAAR 2026 Results for Memorial Junior High

Spring 2026 STAAR Grade 8 ELAR

	Approaches					Meets					Masters				
	2023	2024	2025	2026	% Diff	2023	2024	2025	2026	% Diff	2023	2024	2025	2026	% Diff
Memorial Junior High	**76.68%**	**69.18%**	**73.19%**	**78.21%**	**5.02%**	**41.50%**	**34.27%**	**41.06%**	**44.87%**	**3.81%**	**14.43%**	**15.09%**	**14.73%**	**17.74%**	**3.01%**
Currently Emergent Bilingual	58.96%	51.22%	60.78%	57.63%	-3.15%	17.92%	15.04%	23.04%	19.21%	-3.83%	0.94%	2.44%	4.90%	2.26%	-2.64%
Special Ed Indicator	36.67%	22.73%	38.60%	34.18%	-4.42%	3.33%	2.27%	0.00%	10.13%	10.13%	1.67%	0.00%	0.00%	3.80%	3.80%

Spring 2026 STAAR Grade 7 ELAR

	Approaches					Meets					Masters				
	2023	2024	2025	2026	% Diff	2023	2024	2025	2026	% Diff	2023	2024	2025	2026	% Diff
Memorial Junior High	**68.74%**	**54.52%**	**70.27%**	**70.00%**	**-0.27%**	**38.54%**	**32.62%**	**40.96%**	**39.08%**	**-1.88%**	**12.63%**	**10.71%**	**15.18%**	**18.07%**	**2.89%**
Currently Emergent Bilingual	56.15%	37.21%	52.66%	52.58%	-0.08%	17.62%	19.07%	23.19%	18.78%	-4.41%	2.46%	3.26%	4.35%	3.29%	-1.06%
Special Ed Indicator	20.00%	11.29%	31.51%	27.71%	-3.80%	4.44%	1.61%	6.85%	7.23%	0.38%	0.00%	0.00%	0.00%	1.20%	1.20%

Spring 2026 STAAR Grade 7 MATH

	Approaches					Meets					Masters				
	2023	2024	2025	2026	% Diff	2023	2024	2025	2026	% Diff	2023	2024	2025	2026	% Diff
Memorial Junior High	**71.68%**	**53.35%**	**51.14%**	**24.38%**	**-26.76%**	**40.00%**	**31.34%**	**27.65%**	**6.79%**	**-20.86%**	**13.47%**	**7.89%**	**6.86%**	**0.62%**	**-6.24%**
Currently Emergent Bilingual	54.03%	38.97%	36.23%	21.11%	-15.12%	18.01%	20.19%	14.98%	3.33%	-11.65%	2.37%	2.82%	1.93%	0.56%	-1.37%
Special Ed Indicator	28.33%	20.97%	24.66%	10.96%	-13.70%	5.00%	1.61%	5.48%	5.48%	0.00%	0.00%	0.00%	0.00%	1.37%	1.37%

Spring 2026 STAAR Grade 8 MATH

	Approaches					Meets					Masters				
	2023	2024	2025	2026	% Diff	2023	2024	2025	2026	% Diff	2023	2024	2025	2026	% Diff
Memorial Junior High	**71.68%**	**68.32%**	**67.63%**	**78.61%**	**10.98%**	**40.00%**	**34.27%**	**43.96%**	**46.35%**	**2.39%**	**13.47%**	**11.21%**	**11.35%**	**11.51%**	**0.16%**
Currently Emergent Bilingual	54.03%	56.50%	56.37%	60.77%	4.40%	18.01%	19.51%	30.88%	21.53%	-9.35%	2.37%	3.66%	7.84%	3.35%	-4.49%
Special Ed Indicator	28.33%	22.73%	29.82%	44.94%	15.12%	5.00%	9.09%	12.28%	15.73%	3.45%	0.00%	0.00%	0.00%	1.12%	1.12%

Spring 2026 STAAR Grade 8 SCIENCE

	Approaches					Meets					Masters				
	2023	2024	2025	2026	% Diff	2023	2024	2025	2026	% Diff	2023	2024	2025	2026	% Diff
Memorial Junior High	**72.58%**	**67.46%**	**71.26%**	**72.47%**	**1.21%**	**41.03%**	**36.42%**	**44.20%**	**46.02%**	**1.82%**	**9.86%**	**12.07%**	**10.63%**	**19.14%**	**8.51%**
Currently Emergent Bilingual	57.55%	55.10%	56.37%	57.07%	0.70%	21.70%	17.96%	30.39%	29.32%	-1.07%	1.42%	3.67%	3.92%	6.28%	2.36%
Special Ed Indicator	38.33%	22.73%	38.60%	40.51%	1.91%	6.67%	4.55%	12.28%	15.19%	2.91%	0.00%	0.00%	0.00%	2.53%	2.53%

May 2026 STAAR Social Studies, Grade 8

	Approaches					Meets					Masters				
	2023	2024	2025	2026	% Diff	2023	2024	2025	2026	% Diff	2023	2024	2025	2026	% Diff
Memorial Junior High	**61.58%**	**57.14%**	**56.04%**	**49.78%**	**-6.26%**	**35.05%**	**30.09%**	**30.43%**	**23.91%**	**-6.52%**	**17.23%**	**17.10%**	**14.98%**	**9.13%**	**-5.85%**
Currently Emergent Bilingual	42.60%	40.57%	43.63%	30.85%	-12.78%	21.52%	15.16%	18.63%	12.77%	-5.86%	8.52%	4.51%	6.86%	3.19%	-3.67%
Special Ed Indicator	23.33%	13.95%	29.82%	21.05%	-8.77%	8.33%	2.33%	10.53%	9.21%	-1.32%	3.33%	0.00%	1.75%	1.32%	-0.43%

Campus Level Analysis

Campus: Memorial Junior High

Grade Level	Population	Reading						Mathematics						Science						Social Studies					
		State	District	2026	2025	2024	2023	State	District	2026	2025	2024	2023	State	District	2026	2025	2024	2023	State	District	2026	2025	2024	2023
7	All students	77	80	68	70	55	69	48	27	24	51	53	53												
	Emergent Bilingual	55	63	52	52	40	58	33	23	22	36	41	38												
	Special Education	41	46	25	30	12	19	23	12	11	25	22	16												
	At Risk	62	71	63	57	40	63	33	24	24	35	41	40												
	Eco-Dis	69	77	25	68	51	66	39	26	25	49	51	67												
	No Sp. Programs		93	90	89	75	84		38	33	66	70	72												
8	All students	83	86	78	72	69	77	73	80	79	68	68	72	75	77	72	71	68	73	57	57	49	55	57	62
	Emergent Bilingual	66	70	61	59	53	62	59	62	64	55	58	55	54	60	57	55	57	60	30	35	31	43	42	42
	Special Education	51	51	34	37	25	37	41	46	46	28	23	30	44	43	42	35	25	40	24	23	21	28	16	23
	At Risk	73	78	75	63	59	72	59	71	75	57	57	59	61	71	69	61	57	67	37	46	45	43	44	54
	Eco-Dis	77	83	100	71	67	76	65	77	100	64	66	46	67	74	72	68	65	71	45	52	47	52	54	60
	No Sp. Programs		95	94	89	91	91		90	90	81	84	86		89	86	89	83	84		72	66	70	78	78

2025-2026 STAAR PERFOMANCE OVERVIEW and AREAS OF STRENGHT AND GROWTH/CONCERNS:

7TH GRADE READING

II. GRADE 7 READING

Performance Level	2025 Campus	2026 Campus	Change	2026 State	Gap From State
Approaches	71%	70%	-1	78%	-8
Meets	43%	41%	-2	56%	-15
Masters	16%	19%	+3	32%	-13

Strengths

- Masters performance increased from **16% to 19%**.
- EB students demonstrated growth at **all three performance levels**.
- EB Masters doubled from **6% to 12%**.
- Continuously enrolled students increased at Approaches from **71% to 73%** and at Masters from **17% to 21%**.
- The increase in Masters indicates that a portion of students is responding successfully to higher levels of reading rigor.

Areas for Growth

- Overall Approaches declined slightly from 71% to 70%.
- Meets declined from 43% to 41%.
- Memorial JH remains **15 points below the state at Meets** and **13 points below the state at Masters**.
- A larger percentage of students needs to transition from basic comprehension into deeper analysis, inference, synthesis, and evidence-based response.
- Non-continuously enrolled students experienced a significant decline at Approaches, from **73% to 55%**.

SPECIAL POPULATIONS 7TH READING

Current Special Education

Level	2025	2026	Change
Approaches	36%	34%	-2
Meets	16%	14%	-2
Masters	4%	6%	+2

Strength: Masters increased.

Area for Growth: Approaches and Meets declined, and overall proficiency remains substantially below campus performance.

Emergent Bilingual In Reading

Level	2025	2026	Change
Approaches	58%	60%	+2
Meets	29%	31%	+2
Masters	6%	12%	**+6**

Strength: EB performance is one of the strongest trends in Grade 7 Reading.

Area for Growth: Despite growth, EB Meets and Masters performance remains considerably below overall campus performance.

Overall 7th Reading:

Grade 7 Reading demonstrates positive growth at Masters and particularly strong improvement among EB students. However, overall Meets declined and remains significantly below the state. Instruction should emphasize rigorous comprehension, text evidence, academic vocabulary, constructed response, and differentiated support for Special Education and mobile students.

8th Grade READING

IV. GRADE 8 READING

Campus Strength and Growth Area

Performance Level	2025 Campus	2026 Campus	Change	2026 State	Gap From State
Approaches	74%	79%	**+5**	84%	**-5**
Meets	44%	46%	**+2**	61%	**-15**
Masters	16%	19%	**+3**	33%	**-14**

Strengths

- Performance increased at **all three levels**.
- Approaches increased five points.
- Economically disadvantaged students improved at all performance levels.
- EB students improved at Approaches and Meets.
- Special Education Masters increased from 8% to 11%.
- Grade 8 Reading provides evidence of successful instructional practices that should be maintained and shared.

Areas for Growth

- Despite growth, campus Meets remains **15 points below the state**.
- Masters remains **14 points below the state**.
- The greatest instructional opportunity is moving students who currently Approaches into Meets and Masters.
- Special Education students experienced substantial declines at Approaches and Meets.

Special Populations In READING 8th Current Special Education

- Approaches: **51% → 41% (-10)**
- Meets: **21% → 17% (-4)**
- Masters: **8% → 11% (+3)**

Strength: Masters improved.

Area for Growth: The 10-point decline at Approaches indicates a significant access and achievement concern.

Emergent Bilingual

- Approaches: **64% → 68% (+4)**
- Meets: **30% → 32% (+2)**
- Masters: **8% → 8%**

Strength: Positive growth at Approaches and Meets.

Area for Growth: Masters remained unchanged, indicating an opportunity to increase advanced comprehension and analysis.

OVERALL 8th READING:

Grade 8 Reading should be recognized as a campus strength.

However, significant gaps remain between campus and state performance at Meets and Masters, and Special Education students require targeted support.

Grade 7 Mathematics:

III. GRADE 7 MATHEMATICS

Highest Campus Academic Priority

Performance Level	2025 Campus	2026 Campus	Change	2026 State	Gap From State
Approaches	52%	27%	**-25**	51%	**-24**
Meets	29%	9%	**-20**	32%	**-23**
Masters	8%	3%	**-5**	10%	**-7**

Strengths

- Current Special Education Masters increased from **5% to 9%**.
- Special Education Meets remained at 13% despite the major decline seen in the overall population.
- These isolated gains may help identify specific practices or students that responded positively to intervention.

Areas for Growth

- Grade 7 Mathematics experienced the campus's largest academic decline.
- Approaches decreased **25 points**.
- Meets decreased **20 points**.
- Masters decreased **5 points**.
- Memorial JH trails the state by **24 points at Approaches** and **23 points at Meets**.
- The decline affected virtually every major student population.
- Continuously enrolled students declined just as significantly, demonstrating that mobility does not adequately explain the performance decrease.
- There is a need to examine Tier 1 instruction, TEKS alignment, pacing, lesson rigor, formative assessment, intervention, and teacher collaboration.

Special Populations 7th grade Mathematics

Current Special Education

Level	2025	2026	Change
Approaches	32%	18%	**-14**
Meets	13%	13%	0
Masters	5%	9%	**+4**

Strength: Meets remained stable and Masters improved.

Area for Growth: Only 18% reached Approaches, indicating significant prerequisite-skill and grade-level-access concerns.

Emergent Bilingual

- Approaches: **39% → 27% (-12)**
- Meets: **19% → 8% (-11)**
- Masters: **4% → 2% (-2)**

Area for Growth: EB students experienced substantial declines at every level. Mathematics instruction should intentionally integrate academic language, vocabulary, modeling, discourse, and problem-solving supports.

OVERALL 7TH GRADE MATHEMATICS:

Grade 7 Mathematics represents the campus's most urgent instructional need.

Substantial declines occurred across overall, EB,

economically disadvantaged, and continuously enrolled populations, while the campus also remains significantly below the state.

Immediate improvement efforts should focus on rigorous Tier 1 instruction, weekly collaborative planning, TEKS unpacking, common assessments, prerequisite-skill acceleration, intervention/PIE alignment, and frequent progress monitoring.

GRADE 8 MATHEMATICS

Major Campus Strength

Performance Level	2025 Campus	2026 Campus	Change	2026 State	Gap From State
Approaches	69%	79%	**+10**	75%	**+4**
Meets	46%	48%	**+2**	49%	**-1**
Masters	13%	13%	**0**	17%	**-4**

Strengths

- Approaches increased **10 points**.
- Memorial JH performed **4 points above the state at Approaches**.
- Meets is only one point below state performance.
- Economically disadvantaged students increased 11 points at Approaches.
- EB students increased 11 points at Approaches.
- Current Special Education students increased seven points at Approaches.
- Non-continuously enrolled students demonstrated significant improvement at all levels.

Areas for Growth

- Overall Masters remained unchanged at 13%.
- EB Meets decreased from 37% to 35%.
- EB Masters declined from 11% to 7%.
- Special Education Meets declined from 30% to 22%.
- More students need to transition from Approaches into Meets/Masters.

Special Populations Current Special Education

- Approaches: **44% → 51% (+7)**
- Meets: **30% → 22% (-8)**
- Masters: **8% → 8%**

Strength: More Special Education students reached Approaches.

Area for Growth: Growth at Approaches did not translate into grade-level mastery.

Emergent Bilingual

- Approaches: **60% → 71% (+11)**
- Meets: **37% → 35% (-2)**
- Masters: **11% → 7% (-4)**

Strength: Significant improvement in basic proficiency.

Area for Growth: The performance pattern indicates a need to move EB students beyond Approaches.

GRADE 8 SCIENCE

VI. GRADE 8 SCIENCE

Strong Growth at Masters

Performance Level	2025 Campus	2026 Campus	Change	2026 State	Gap From State
Approaches	72%	74%	+2	77%	-3
Meets	47%	47%	0	55%	-8
Masters	12%	20%	+8	30%	-10

Strengths

- Masters increased **eight points**, one of the largest gains on campus.
- Approaches increased two points.
- EB students improved at all performance levels.
- Economically disadvantaged students improved at all performance levels.
- EB Masters increased six points.
- Economically disadvantaged Masters increased eight points.
- Continuously enrolled Masters increased from 12% to 21%.

Areas for Growth

- Meets remained unchanged at 47%.
- Campus performance remains eight points below the state at Meets.
- Masters, despite major improvement, remains 10 points below the state.
- Special Education performance declined at all three levels, including an eight-point decline at Meets.

Special Populations Current Special Education

- Approaches: **48% → 47% (-1)**
- Meets: **30% → 22% (-8)**
- Masters: **10% → 9% (-1)**

Area for Growth: Special Education students should receive targeted supports for accessing rigorous scientific vocabulary, models, data, and multistep stimuli.

Emergent Bilingual

- Approaches: **60% → 64% (+4)**
- Meets: **36% → 37% (+1)**
- Masters: **7% → 13% (+6)**

Strength: EB Science performance improved at every level and represents a notable campus success.

Science demonstrates strong positive momentum, particularly at Masters and among EB and economically disadvantaged students. Successful Science instructional practices should be maintained while strengthening Special Education support and increasing overall Meets performance.

VII. GRADE 8 SOCIAL STUDIES

Second-Highest Campus Academic Priority

Performance Level	2025 Campus	2026 Campus	Change	2026 State	Gap From State
Approaches	58%	51%	-7	59%	-8
Meets	33%	25%	-8	33%	-8
Masters	17%	10%	-7	17%	-7

Strengths

- Non-continuously enrolled Approaches increased slightly from 49% to 51%.
- The campus has clearly identifiable student groups and performance levels that can be targeted through data-driven intervention.

Areas for Growth

- Performance declined at **every STAAR performance level**.
- The campus is below state performance at Approaches, Meets, and Masters.
- Economically disadvantaged students declined across all three levels.
- EB students declined across all three levels.
- Special Education students experienced some of the largest subgroup declines in the report.
- Continuously enrolled students also declined across all three levels.
- Students need increased opportunities to analyze primary sources, maps, graphs, political cartoons, timelines, excerpts, and other stimulus-based materials.
- Academic vocabulary and reading comprehension should be intentionally integrated into Social Studies instruction.

Special Populations Current Special Education

- Approaches: **44% → 27% (-17)**
- Meets: **29% → 16% (-13)**
- Masters: **12% → 7% (-5)**

Area for Growth: This represents one of the most significant subgroup declines on campus.

Emergent Bilingual

- Approaches: **48% → 40% (-8)**
- Meets: **24% → 17% (-7)**

- Masters: **10% → 6% (-4)**

Area for Growth: EB students require intentional academic language development, vocabulary instruction, source analysis, structured discourse, and scaffolded access to rigorous historical text.

Social Studies CIP Finding

Grade 8 Social Studies represents the second major campus instructional priority. Improvement efforts should focus on TEKS alignment, spiral review, academic vocabulary, stimulus-based questioning, common assessments, data analysis, differentiation for EB and Special Education students, and targeted intervention.

CURRENT SUPPORT STRATEGIES:

- **Digital platforms (Google Classroom)** provide learning continuity for absent students.
- **After School Accelerated Program (ASAP) and teacher-led tutorials** offer academic help.
- **PLCs** meet regularly to analyze data, plan reteach strategies, and track student progress.
- Instructional strategies include:
    - Activating prior knowledge
    - Special Pops Support/PD
    - Spiraling
    - Small group instruction
    - Credit recovery classes
- Support for **tribal students** is maintained through regular communication with Tribal Student Services.
- Student progress is monitored using:
    - Learning checks
    - Weekly exams
    - Classwork
    - Standardized test data
    - Eduphoria and CRS platforms

TARGETED INTERVENTIONS BY PROGRAM:

- **SPED & EB students** receive:
    - ASAP/tutorial support
    - Peer tutoring
    - Translation services
    - Scaffolded instructional materials
    - Professional development for teachers
- **RTI students** are identified early through:
    - Reading comprehension data

- Developmental checklists
- Student portfolios
- Interim, formative, and summative assessments

- **504, LPAC, ARD, and RTI committees** play a key role in tailoring interventions and accommodations. Memorial Junior High effectively utilizes its 504, LPAC, ARD, and RTI committees to tailor interventions and accommodations that meet diverse student needs. The 504 committee ensures equitable access for students with disabilities through individualized accommodation plans, while the LPAC committee supports English Learners with language development services and appropriate linguistic accommodations. The ARD committee develops individualized education programs (IEPs) that address the unique learning needs of special education students, and the RTI committee provides tiered interventions and progress monitoring for students at risk of academic or behavioral difficulties. Together, these committees create a comprehensive system of support that removes barriers to learning and promotes student growth.

ADDITIONAL ACADEMIC SUPPORTS:

- **PIE class** for targeted instruction and skill-building
- **Saturday school and after-school tutorials (ASAP)** for review, makeup work, and test retakes
- **Interim assessments** show improvement from fall to spring
- Continued **teacher training** is needed on intervention strategies, accommodations, and new curriculum standards.
- Professional Develepomet is being given to all teachers every two weeks. Topis include, special ed, RTI, Tier1 instruction, classroom management, etc.

Strengths

1. **Use of Multiple Support Programs**
    - Programs like ASAP, PIE, and after-school tutorials provide targeted instructional support.
    - Teacher-led tutorials and small-group instruction help reinforce learning.
2. **Digital Learning Accessibility**
    - Platforms like Google Classroom ensure continuity of learning for students who are absent or at risk of falling behind.

3. **Professional Collaboration**

    - Teachers meet regularly in PLCs to plan interventions and reteach, based on data and student needs.

4. **Progress Monitoring Systems**

    - Student performance is tracked using various tools: Eduphoria, Central Reporting System (CRS), weekly exams, and formative assessments.
    - There is a clear emphasis on data-driven instruction and ongoing assessment.

5. **Targeted Intervention for Special Populations**

    - Individualized supports are planned by RTI, ARD, LPAC, and 504 committees.
    - Students in Special Education, RTI, and EB programs are provided with accommodations, scaffolded materials, and peer tutoring.

6. **Focus on Continuous Improvement**

    - Interim assessment data suggests academic growth from fall to spring.
    - Teachers are receiving professional development, especially to support struggling student groups.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
2 ★	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.
3	Memorial Jr. High's cumulative attendance rate of 93.6% indicates a need to improve student attendance, particularly among at-risk and mobile students.	High rates of economic disadvantage, student mobility, and family work schedules contribute to chronic absenteeism.
4 ★	Continuously enrolled students at Memorial Junior High are performing below the identified target in Mathematics Academic Achievement at the Meets Grade Level standard. Current performance is 36%, compared to the 49% target, indicating a need to strengthen students' mastery of grade-level mathematical concepts and application of skills.	Students may not consistently receive sufficiently rigorous, targeted instruction aligned to identified TEKS gaps, and intervention may not always be adjusted quickly enough based on ongoing student performance data.
5	Mathematics Academic Growth for continuously enrolled students is below the identified target. Current growth is 61%, compared to the 67% target, indicating that a portion of students are not demonstrating expected year-to-year progress in mathematics.	Progress monitoring and instructional response to individual student growth needs may not occur consistently enough to identify learning gaps early and provide timely reteach, intervention, and differentiated support

6 ★

The STAAR Student Achievement Domain component for continuously enrolled students is currently 40%, below the 48% target, demonstrating a need to increase the percentage of students reaching higher levels of academic performance.

Students may have difficulty applying foundational mathematics skills to rigorous, multi-step STAAR-aligned tasks, and instructional planning may not consistently incorporate data analysis, targeted reteach, and opportunities for students to practice higher-level problem solving.

7 ★

Memorial Junior High is at risk of being identified for Targeted Support and Improvement (TSI) in the area of Progress in Achieving English Language Proficiency for current Emergent Bilingual (EB) students. TELPAS results indicate insufficient growth in English language proficiency, particularly in the speaking domain, creating a need for targeted instructional interventions to improve student per

Inconsistent implementation of structured academic language development opportunities across content areas, including purposeful talk, academic discussions, and targeted speaking practice, has limited opportunities for EB students to develop and strengthen their English language proficiency skills.

★ = Priority

School Processes & Programs

Summary

RECRUITMENT AND RETENTION:

- **Experienced Staff**: 50 certified teachers with an average of 13 years' experience.
- **Support Staff**: Includes 7 special education aides, 2 instructional technology managers, 1 ISS paraprofessional aide, and 1 Migrant Registration SAR.
- **Mentorship Program**: New/returning/district-entry teachers paired with experienced department chairs; 12 hours/semester of guided collaboration.
- **Performance Monitoring**: Regular T-TESS walkthroughs and feedback sessions.
- **Professional Development**: Ongoing training through EduHero, subject/grade-level meetings, and PLCs.

CURRICULUM, INSTRUCTION, AND ASSESSMENT:

- **Curriculum Alignment**: Teachers follow district-aligned scope and sequence; revise pacing guides annually.
- **Common Assessments**: Developed every 9 weeks using Eduphoria for instructional consistency.
- **Data-Driven Instruction**: Weekly PLCs analyze Learning Check data to guide reteach strategies.
- **Acceleration Support**: PIE classes (Math) and ELA small groups provide HB 1416-aligned accelerated instruction.
- **Technology Integration**: Use of Progress Learning, Istation, Edpuzzle, Newsela, IXL, Kahoot across subjects.
- **Inclusive Practices**: Assessments and instruction modified for SPED and emergent bilingual students.
- **Teacher Involvement**: Teachers participate in end-of-year curriculum planning for ownership and alignment.
- **After-School Support**: ASAP program offers credit recovery and academic intervention.

TECHNOLOGY:

- **Equitable Access**: EPISD Chromebooks issued for home and school use.
- **Student Feedback**: 52.8% of students report technology as key to their learning experience.
- **Digital Integration**: Platforms like IXL, Newsela, and Google Suite used daily in CTE and core classes.
- **Career Readiness**: Principles of Information Technology course builds foundational digital skills.
- **Blended Learning**: Chromebook use embedded in instruction, supporting TEKS-aligned curriculum delivery and c **hromebook use is embedded in daily instructional routines across most subjects, facilitating blended learning and TEKS-aligned instruction with the use of headphones through Amira, Learning Checks, Learning.com, Interims, and all state assessments.**

AREAS OF CONCERN:

- **Changes in teaching assignments:**

- Changes in the teaching staff assignments in core subject areas over the past four years have negatively impacted:
    - Continuity of educational programs
    - Consistency in student learning
    - Stability of school culture

- **Campus Safety:**
    - Safety is a top priority, with collaboration in place with EPISD Safety Services.
    - The current security team includes four officers, yet internal assessments recommend increasing the team to six officers for enhanced campus security.

Instructional Consistency:

- Instructional practices vary significantly across classrooms.
- Need to standardize instructional approaches for equity and effectiveness.
- Implementation of *Ellevation Strategies* next year will support this effort.
- **Class Size Challenges:**
    - Core content class sizes, especially in 7th grade, are in the high 20s, causing strain in instruction and behavior management.
    - Reducing class sizes is essential for individualized attention and improved learning environments.
- **Behavioral Disruptions:**
    - 48% of teachers report behavior issues as a major barrier to instructional time (campus survey).
    - Disruptions negatively impact classroom learning and student progress.
    - Effective behavior management strategies are needed to improve the learning atmosphere.
    - Majority of behavior issues happen in the common areas (hallways, cafeteria, snack bar, bus area, restrooms, etc.)
- **Planning Time Concerns:**
    - 44% of teachers are concerned about losing planning periods due to mandatory trainings and coverage (campus survey).
    - Loss of planning time affects instructional quality and teacher preparedness.
    - A better balance is needed between professional development and protected planning time.
- **Attendance Issues:**
    - Truancy and tardiness are prevalent, especially during 1st, 6th, and 7th periods (campus survey).
    - Absenteeism disrupts learning continuity and impacts student performance.
    - A clear, campus-wide policy must be established and enforced to improve attendance outcomes.
- **Student Technology**
    - A significant number of Chromebooks on campus are:
        - Broken
        - Missing chargers

        - Lost or stolen
        - No longer fully compatible with updated instructional software
        - There is a limited loaner inventory, preventing immediate replacement
    - headphones need to be replenished.
    -

- **Teacher and Classroom Technology:**
- Teachers need working and up to date desktops, laptops, and interactive screens.
- Classrooms need to be 20th century.

Campus Technology & Material Needs

Category	Need	Details / Purpose
Student Technology	Chromebooks	High demand; current shortage limits access to digital learning and assessments.
Student Technology	Headphones with Microphone	Needed for the **AMIRA program** and other interactive learning tools.
Teacher Technology	Desktop and Laptop Computers	Replacement of outdated desktops and laptops to support teacher productivity and instructional delivery.
Teacher Technology	Newline Computers (Interactive Panels)	Keep classrooms up to date with interactive instructional technology.
Instructional Materials	Paper	Large quantities needed to support teachers in making copies for instruction, assignments, and assessments.

Additional Teacher Technology: mouse, keyboards, bulbs for projectors, printers, ink for printers, batteries, partitions

Additional Resources: Learning A-Z

Instructional general supplies: Markers, colored pencils, cardstock, highlighters, scissors, staplers, post-it, file folder, glue, binders, chalk, pencils,

crayons, pens, posterboard, laminating film, folders, notebooks, erasers, cardstock, paper multipurpose, batteries, staples, tape dispenser, tape,

sharperner, fluid and tape correction, construction paper, poster boards, poly A and poly B chemicals for science labs.

- 2025–2026 campus student technology survey results:
    - Only 20% of students believe the campus is prepared for online learning, indicating a major gap in digital education readiness

Strengths

Recruitment and Retention:

- 50 certified teachers with an average of 13 years of experience.
- 7 special education aides, 2 instructional technology managers, 1 paraprofessional aide (ISS), and a Migrant Registration SAR support student needs and campus functions.
- New, returning, and district-entry teachers are matched with department chairs who have at least 3 years of experience and a record of instructional excellence.
- Mentor and mentee pairs meet every two weeks, totaling 12 hours per semester, using a monthly checklist monitored by the principal.
- Mentor documentation is submitted to the Staff Development Office by the administration.
- Staff are regularly monitored using T-TESS walkthroughs and observation feedback.
- Teachers participate in EduHero trainings, subject/grade-level meetings, and school-wide PLCs.
- Administration works closely with EPISD Safety Services; the current 4 officers are effective, but internal safety assessments identified a need for 6.

Curriculum, Instruction, and Assessment:

- Teachers follow district-aligned scope and sequence documents and collaborate annually to revise pacing guides.
- The Fundamental 5 is a campus-wide initiative that is currently being implemented to strengthen instructional practices and increa
- Common assessments are developed every nine weeks using Eduphoria, supporting alignment and instructional equity.
- Weekly PLCs analyze formative assessment data to drive instructional adjustments and reteach strategies.
- PIE classes and embedded ELA small groups meet HB 1416 acceleration requirements.
- Technology is integrated across classrooms using programs such as Progress Learning, Istation, Edpuzzle, Newsela, IXL, and Kahoot.
- Teachers average 13 years of experience and receive regular T-TESS-based walkthroughs and coaching.
- Special Education and Emergent Bilingual modifications are embedded into assessment design and instructional materials.
- Teachers lead curriculum planning at the end of the year, enhancing ownership and practical alignment.
- After-school programs like ASAP offer credit recovery and intervention outside the regular school day.

Technology:

- **All students are issued EPISD Chromebooks for use at school and home, ensuring equitable access to digital tools.**

- **52.8% of students indicated in the 2025–2026 student survey that technology is an important tool in their learning experience.**
- **CTE and core teachers integrate platforms such as Progress Learning, IXL, Edpuzzle, Newsela, Istation, and Google Suite to support instruction and student engagement.**
- **Principles of Information Technology courses provide students with foundational digital literacy skills applicable to high school courses and career readiness.**
- **Chromebook use is embedded in daily instructional routines across most subjects, facilitating blended learning and TEKS-aligned instruction.**

Promotion of School Safety includes:

- The Eagle Pass ISD has adopted a Code of Student Conduct that will enhance a more positive and safe environment for our school.
- Campus Police presence (3-4 officers on campus), Surveillance cameras inside and outside of campus, good lighting
- Conduct regular Fire Drills, Disaster Drills, and Lockdowns throughout the year.
- Instructional support staff monitors common areas.
- Teachers stand by the doors and actively monitor students during transitions.
- Education and Training for Faculty
- Classroom supervision at ALL times

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
2 ★	Only 55% of students reported that they enjoy coming to school, and only 60% reported taking pride in their work, indicating a need to improve student engagement and school connectedness.	Students may not feel consistently connected to the school environment due to limited opportunities for engagement, inconsistent implementation of campus expectations, and a lack of emphasis on social-emotional learning and student voice.
3 ★	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.
4 ★	Student vaping cases increased from 38in the 2024-2025 school year to 51 in the 2025-2026 school year, indicating a rising concern related to student health and campus safety.	There is a need for more proactive prevention education, consistent enforcement of policies, and student support systems to address underlying factors contributing to vaping behavior.
5 ★	Continuously enrolled students at Memorial Junior High are performing below the identified target in Mathematics Academic Achievement at the Meets Grade Level standard. Current performance is 36%, compared to the 49% target, indicating a need to strengthen students' mastery of grade-level mathematical concepts and application of skills.	Students may not consistently receive sufficiently rigorous, targeted instruction aligned to identified TEKS gaps, and intervention may not always be adjusted quickly enough based on ongoing student performance data.

6	Mathematics Academic Growth for continuously enrolled students is below the identified target. Current growth is 61%, compared to the 67% target, indicating that a portion of students are not demonstrating expected year-to-year progress in mathematics.	Progress monitoring and instructional response to individual student growth needs may not occur consistently enough to identify learning gaps early and provide timely reteach, intervention, and differentiated support
7 ★	The STAAR Student Achievement Domain component for continuously enrolled students is currently 40%, below the 48% target, demonstrating a need to increase the percentage of students reaching higher levels of academic performance.	Students may have difficulty applying foundational mathematics skills to rigorous, multi-step STAAR-aligned tasks, and instructional planning may not consistently incorporate data analysis, targeted reteach, and opportunities for students to practice higher-level problem solving.

★ = Priority

Perceptions

Summary

GENERAL PERCEPTION:

- Staff and students feel **somewhat safe** on campus.
- **Areas of concern** (from student survey):
  - Safety **in the hallways**
  - Safety **on the bus**
- **Safety Procedures in Place:**
  - **Lockdown drills** conducted **once per semester**
  - **Monthly fire drills**
  - **Tornado drills** included in safety training
  - A comprehensive **campus safety plan** is in effect
- **Staff Training:**
  - Teachers are trained at the **beginning of the school year**
  - Required to **teach and practice**:
    - Fire drills
    - Lockdown drills
    - Tornado drills

Parent Climate Survey - 2025-2026

Data Summary for CIP

Indicator	2024-2025	2025-2026	Change
Parents Given What They Need for Schoolwork	83%	93%	**+10%**
Student Safety in Restrooms	50%	55%	+5%
Student Safety on the Bus	78%	80%	+2%
Student Safety in the Halls	72%	70%	-2%
Parents Feel Welcome	92%	82%	-10%
Staff Are Fair	92%	78%	**-14%**

Based on the **2025–2026 Parent Climate Survey** data: (summary)

Positive Findings

- **Largest Growth:** Parents reporting they were given the resources needed to help their child with schoolwork increased by **10 percentage points**, from **83% (2024–2025)** to **93% (2025–2026)**.
- Student safety on the bus increased from **78%** to **80%**.
- Student safety in the restroom increased from **50%** to **55%**.
- Parent feedback indicates that the campus continues to provide strong academic support and resources for families.

Areas of Concern / Opportunities for Improvement

- **Largest Decrease:** Parent perception of school staff being fair decreased by **14 percentage points**, from **92% (2024–2025)** to **78% (2025–2026)**.
- Parent perception that the school makes families feel welcome decreased by **10 percentage points**, from **92%** to **82%**.
- Student safety in the halls decreased slightly from **72%** to **70%**.
- Student safety in restrooms, while showing improvement, remains an area of concern with only **55%** of parents reporting a positive perception.
- Parent participation in the Climate Survey declined significantly from **57 respondents in 2024–2025** to **27 respondents in 2025–2026**, representing a decrease of approximately **53%**.
- The reduction in survey participation may have impacted the overall findings and highlights the need to increase family engagement and survey completion rates to obtain more representative campus feedback.

CIP Considerations

- Increase parent engagement initiatives to improve survey participation.
- Implement strategies to strengthen perceptions of fairness among school staff.
- Continue efforts to improve campus climate by enhancing student supervision in hallways and restrooms.
- Maintain and expand communication practices that support parents in assisting students with schoolwork.

Staff Climate Survey -2025-2026

Data Summary

Category	Teacher Agreement	Classification
Staff are positive and encouraging to students	93%	Highest positive area
Administrators provide support with student motivation issues	80%	Positive finding
Counselors provide student support and guidance	80%	Positive finding
Students know and understand school rules and expectations	78%	Area for improvement
Student behavior in the halls is respectful	70%	Area of concern
Parents understand school rules and expectations for student behavior	58%	Largest area of concern

Based on the **2025–2026 Staff Climate Survey** data:

Positive Findings

- **Highest-rated area: 93%** of teachers agreed that staff members are positive and encouraging toward students.
- **80%** of teachers agreed that administrators provide support when addressing issues involving student motivation.
- **80%** of teachers agreed that school counselors are involved in providing support and guidance to students.

Areas of Concern

- **Lowest-rated area:** Only **58%** of teachers agreed that parents understand the school's rules and expectations for student behavior.
- Only **70%** agreed that student behavior in the hallways is respectful.
- **78%** agreed that students know and understand school rules and expectations, indicating a need for continued

communication and reinforcement.
- Although several areas received generally positive ratings, the survey results indicate that percentages declined in many categories.

CIP Consideration

- Strengthen communication with parents regarding campus behavior rules and expectations.
- Increase consistent teaching and reinforcement of student expectations.
- Improve hallway supervision and implement strategies that promote respectful student behavior.
- Continue maintaining strong staff encouragement, administrative support, and counselor involvement.

Student Climate Survey - 2025-2026

Data Summary

Category	Student Agreement	Classification
Teachers are knowledgeable and prepared	87%	Highest positive area
Proud of their school	85%	Positive finding
Staff respect students	85%	Positive finding
Feel safe at school	85%	Positive finding
Feel pride in their work	60%	Area for improvement
Like coming to school	55%	Largest area of concern

Based on the **2025–2026 student climate survey data:**

Positive Findings

- **Highest-rated area: 87%** of students agreed that teachers are knowledgeable and prepared.
- **85%** of students reported being proud of their school.
- **85%** of students agreed that staff members treat them with respect.
- **85%** of students indicated that they feel safe while at school.

Areas of Concern

- **Largest area of concern:** Only **55%** of students reported that they like coming to school, while **45%** indicated that they do not.
- Only **60%** of students reported feeling pride in their work, with **40%** responding negatively.
- Although several indicators remain high, overall student survey results declined compared to previous years.
- The decline in student perceptions suggests a need to strengthen student engagement, relationships, and school connectedness.

CIP Action Steps / Possible Solutions

- Provide teachers with adequate time and resources to create welcoming and engaging classroom environments.
- Implement consistent campus-wide expectations through the Memorial Musts:
    - Respect
    - Be Prepared
    - Stay in Your Lane
- Allocate funds to create spaces that promote emotional intelligence and student well-being.
- Increase adult supervision in restrooms, particularly during class transitions.
- Encourage all staff members to greet students at classroom doors and throughout campus.
- Incorporate social-emotional learning opportunities to foster empathy, understanding, and emotional intelligence.
- Conduct beginning-of-year student surveys to gather feedback and monitor campus climate trends throughout the school

year.

These findings indicate that while students generally feel safe, respected, and proud of Memorial Jr. High, efforts should focus on improving students' enjoyment of school and increasing pride in their academic work.

- **Attendance**
- **Overall Attendance Trends:**
    - **Year-to-date attendance rate:** 91.60%
    - **Improved from 90.94%** in 2024–2025
    - **Fall 2024 attendance:** 92.65%
    - **Spring 2025 attendance:** 92.01%
        - Slight decline attributed to semester-end absences
- **Key Contributing Factors to Improvement:**
    - District-wide **attendance incentives**
    - **Campus-based rewards** for good attendance
- **Incentives Offered:**
    - **Raffles**, **ice cream socials**, **pizza parties**
    - **Maverick Bucks** for perfect attendance (redeemable for snacks every nine weeks)
- **Areas of Concern:**
    - **High absenteeism** among:
        - **Kickapoo students** (mostly due to religious leave)
        - **Special programs population**

PARENTAL INVOLVEMENT:

- **High Expectations for Parent Engagement:**
    - Staff strongly values **parental involvement** in student success
- **Campus-Based Opportunities for Involvement:**
    - **Parental Involvement Night**
    - **Meet the Teacher**
    - **Texas Public Schools Week**
    - **Coffee with the Principal**
    - **Fall Festival**
    - **UIL events** (athletics, band, academics)
    - **Pep rallies, SBDM meetings, and volunteering**
- **Engagement Metrics:**

- **777 parents participated** in reported activities
- **86% participation rate**
- **The reportdid not account for informal involvement**, such as:
  - Athletic and fine arts events
  - Daily parent-teacher interactions

- **Goals for Increasing Engagement:**
  - **More inclusive and welcoming activities** to encourage parent visits
- **Focus Areas for Improvement:**
  - **Strengthen communication** between parents and teachers about academic progress
  - **Empower parents** to reach out with questions or concerns
- **Improving Communication Tools:**
  - Enhance the use of **Remind** and **Google Classroom**
  - Increase **clarity and efficiency** in communication
- **Enhance Digital Presence:**
  - Improve the **frequency and quality** of updates on the **school webpage, Facebook, and ParentSquare**
  - Use these platforms for **events, announcements, and engagement**
- **Equitable Communication:**
  - Continue providing **paper report cards** for families without digital access
- **Proposed Outreach Program:**
  - **"Maverick POP" (Parental Outreach Program)** initiative
  - **"Hotdogs with MJH"** — staff meet parents in local parks for casual engagement
  - Aim: **build trust**, **bridge communication gaps**, and **foster stronger school-community relationships**
  - Plan to host **multiple park visits** across the southside area

DISCIPLINE:

Grade	Offense	Count	Percentage (%)
7&8	Violation of Student Code of Conduct Not Covered Under TEC	437	44.59%
7&8	Fighting/Mutual Combat	11	1.12
7&8	Assault Against Person Not School Employee/Volunteer	0	0
7&8	Bullying - TEC 37.0052(b)	2	.20
7&8	Possess,sold,gave,used,deliver,under influence Marihuana/THC	33	3.37
7&8	Criminal Mischief - TEC 37.007 (f)	0	0
Total		497	

DAEP :
Total students in DAEP for the 2025-2026 school year = 49

Some students were involved in the same offense more than once.

Description of Offense	7TH	8TH	Total
Assault Against Person Not School Employee/Volunteer	0	5	5
Bullying - TEC 37.0052(b)	3	4	7
Criminal Mischief - TEC 37.007 (f)	0	1	1
Fighting/Mutual Combat	5	0	5
Possess, Sell, or Use Alcoholic Beverage - TEC 37.007 (b)	1	0	1
Possess, sold, gave, deliver, used E-Cigarette	2	6	8
Possess, sold, gave, used, deliver, under influence Marihuana/THC	8	14	20
Other	2	4	6
TOTAL	**21**	**34**	**53**

DRESS CODE:

- **Trend Overview:**
  - Dress code violations **started low** but **increased significantly** after the 2nd nine weeks.
  - Indicates a decline in enforcement and accountability over time.
- **Need for Consistency:**
  - **Consistent enforcement** by both administrators and teachers is crucial.
  - Policies must be upheld **uniformly across campus and throughout the year**.
- **Unified Approach:**
  - Staff should maintain **positive and proactive communication** with students and parents.
  - A **collaborative and supportive tone** can improve compliance and address concerns early.
- **Immediate Practical Solution:**
  - **Extra clothing (tops, bottoms, tights)** available in the discipline office.
  - Ensures **non-disruptive handling** of violations and maintains student dignity.
  - Reinforces the importance of a **respectful and orderly environment**.
- **Long-Term Focus:**
  - Promote a **culture of responsibility and respect** for school expectations.
  - Strengthen **partnerships with families** to support policy adherence.

VAPING:

- **Current Situation:**
  - Vaping remains a **significant concern**, though **less prevalent** than in previous years.
- **Staff Education & Awareness:**
  - Teachers and staff receive training on **vaping indicators** through **PLC meetings** and staff gatherings.
  - Staff are instructed to **closely monitor student behavior** throughout the school.

- **High-Risk Area – Restrooms:**
  - **Major violations** primarily occur in **restroom facilities**.
  - Restrooms are under **increased and continuous monitoring** to deter incidents.
- **Ongoing Commitment:**
  - The campus remains **steadfast in addressing vaping**.
  - New and ongoing **strategies will continue** to be implemented to ensure a safe environment for all students.

POSSIBLE INTERVENTIONS:

- **Bi-Monthly Counseling Sessions:**
  - Proposed implementation of **bi-monthly sessions** with school counselors.
  - Part of the **"GANAS!" Program** (Growth, Awareness, and Nurturing for Academic and Social Success).
  - Designed as a **Tier 2 intervention** for **highly at-risk students**.
  - Provides a **safe space** for students to discuss academic/personal challenges and build coping skills.
- **Restorative Discipline Training:**
  - **Training needed for all staff**, including ISS personnel.
  - Focuses on **repairing harm**, restoring relationships, and **constructively resolving conflicts**.
  - Aims to **strengthen school culture** with **empathy and accountability** rather than punitive discipline.
- **Anti-Vaping Education:**
  - Organized **meetings with parents, students, counselors, and administrators**.
  - Purpose: raise awareness of the **health risks** and consequences of vaping.
  - Aims to **educate and empower families** to make informed choices.
- **S.U.C.C.E.S.S. Program During Advisory:**
  - Students engage with **video-based lessons** on real-life teen issues.
  - Topics include **peer pressure, mental health, decision-making**, and more.
  - Supports **student awareness, resilience, and social-emotional development**.

Strengths

Climate Survey Strengths:

Strengths: Parent-facing experiences (being welcomed and respected) remain highly rated.

Biggest improvement: Slight gain in parents being treated with respect when visiting.

Strengths: Staff feel very positive about encouragement toward students, overall climate, and admin motivation support.

Biggest improvement: Admin support on motivation rose sharply (+15).

Strengths: Students' perception of teacher preparedness, caring staff, and counselor support continue to score high.

Biggest improvement: Students' perception of safety and overall school climate.

Safety Procedures and Preparedness:

- Established safety protocols are in place, including:
    - Lockdown drills (once per semester)
    - Monthly fire drills
    - Tornado drills
- Teacher training is provided at the beginning of the year to ensure consistent execution of safety procedures.

Improving Attendance

- Year-to-year attendance improvement: 91.18% in 2024–2025, up from 90.94% the previous year.
- Strong attendance incentives:
    - Raffles, pizza parties, and ice cream socials
    - Maverick Bucks system to reward students every nine weeks
- Memorial Junior High actively promotes student attendance through positive incentives, including our school mascot, *Toribio*. Each week, the class with the highest attendance earns the privilege of keeping Toribio in their classroom. This tradition builds excitement, motivates students, and fosters a sense of friendly competition that supports improved attendance.

Parental Involvement:

- Numerous engagement events are offered throughout the year:
    - Meet the Teacher, Fall Festival, Coffee with the Principal, UIL events, etc.
- High level of parent participation: 777 parents assisted in events, nearly meeting the set goal.

Student Development Programs:

- S.U.C.C.E.S.S. advisory program: addresses teen issues such as peer pressure and mental health through targeted video-based lessons.

Communication and Engagement Improvements:

- Recognition of the need to improve communication tools (Parent Square, Google Classroom, school website/Facebook)
- Commitment to equity in communication by continuing the use of paper report cards for families with limited digital access

Practical Solutions for Dress Code Enforcement:

- Availability of extra clothing in the discipline office to handle dress code violations in a respectful, non-disruptive way
- Focus on consistent enforcement and improved communication between staff, students, and families

Overall, Memorial Junior High's strengths lie in its dedication to improving school safety, attendance, parental involvement, and student well-being through thoughtful programs and open communication. There is a clear focus on continuous improvement, with actionable plans and creative approaches to building a strong school culture.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
2 ★	Only 55% of students reported that they enjoy coming to school, and only 60% reported taking pride in their work, indicating a need to improve student engagement and school connectedness.	Students may not feel consistently connected to the school environment due to limited opportunities for engagement, inconsistent implementation of campus expectations, and a lack of emphasis on social-emotional learning and student voice.
3 ★	Student vaping cases increased from 38in the 2024-2025 school year to 51 in the 2025-2026 school year, indicating a rising concern related to student health and campus safety.	There is a need for more proactive prevention education, consistent enforcement of policies, and student support systems to address underlying factors contributing to vaping behavior.
4 ★	Continuously enrolled students at Memorial Junior High are performing below the identified target in Mathematics Academic Achievement at the Meets Grade Level standard. Current performance is 36%, compared to the 49% target, indicating a need to strengthen students' mastery of grade-level mathematical concepts and application of skills.	Students may not consistently receive sufficiently rigorous, targeted instruction aligned to identified TEKS gaps, and intervention may not always be adjusted quickly enough based on ongoing student performance data.
5	Mathematics Academic Growth for continuously enrolled students is below the identified target. Current growth is 61%, compared to the 67% target, indicating that a portion of students are not demonstrating expected year-to-year progress in mathematics.	Progress monitoring and instructional response to individual student growth needs may not occur consistently enough to identify learning gaps early and provide timely reteach, intervention, and differentiated support

6 ★	The STAAR Student Achievement Domain component for continuously enrolled students is currently 40%, below the 48% target, demonstrating a need to increase the percentage of students reaching higher levels of academic performance.	Students may have difficulty applying foundational mathematics skills to rigorous, multi-step STAAR-aligned tasks, and instructional planning may not consistently incorporate data analysis, targeted reteach, and opportunities for students to practice higher-level problem solving.
7	Approximately 72.5% of students are identified as At-Risk, increasing the need for academic, behavioral, and social-emotional supports.	Many students face socioeconomic challenges and require additional interventions to support academic success and engagement.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Only 55% of students reported that they enjoy coming to school, and only 60% reported taking pride in their work, indicating a need to improve student engagement and school connectedness.	Students may not feel consistently connected to the school environment due to limited opportunities for engagement, inconsistent implementation of campus expectations, and a lack of emphasis on social-emotional learning and student voice.
2	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.
3	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
4	Student vaping cases increased from 38in the 2024-2025 school year to 51 in the 2025-2026 school year, indicating a rising concern related to student health and campus safety.	There is a need for more proactive prevention education, consistent enforcement of policies, and student support systems to address underlying factors contributing to vaping behavior.
5	The STAAR Student Achievement Domain component for continuously enrolled students is currently 40%, below the 48% target, demonstrating a need to increase the percentage of students reaching higher levels of academic performance.	Students may have difficulty applying foundational mathematics skills to rigorous, multi-step STAAR-aligned tasks, and instructional planning may not consistently incorporate data analysis, targeted reteach, and opportunities for students to practice higher-level problem solving.
6	Continuously enrolled students at Memorial Junior High are performing below the identified target in Mathematics Academic Achievement at the Meets Grade Level standard. Current performance is 36%, compared to the 49% target, indicating a need to strengthen students' mastery of grade-level mathematical concepts and application of skills.	Students may not consistently receive sufficiently rigorous, targeted instruction aligned to identified TEKS gaps, and intervention may not always be adjusted quickly enough based on ongoing student performance data.

7 ★	Memorial Junior High is at risk of being identified for Targeted Support and Improvement (TSI) in the area of Progress in Achieving English Language Proficiency for current Emergent Bilingual (EB) students. TELPAS results indicate insufficient growth in English language proficiency, particularly in the speaking domain, creating a need for targeted instructional interventions to improve student per	Inconsistent implementation of structured academic language development opportunities across content areas, including purposeful talk, academic discussions, and targeted speaking practice, has limited opportunities for EB students to develop and strengthen their English language proficiency skills.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)**
- [x] **Student failure and/or retention rates**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Gifted and talented data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Promote Parent, Family and Community Engagement

Performance Objective 1

Memorial Jr. High will increase parent participation in Parent & Engagement activities from 79% (664 parents) to 84% (777 parents) by the end of the 2026-2027 school year.

Evaluation Data Source: Parental Involvement meetings sign-in sheets
Parent climate surveys
Student achievement (Honor Roll list, Grade-level failure rates, STAAR assessment data, TELPAS assessment data, Presidential Award list)
Campus Attendance Rates

Strategy 1

Implement effective Parent & Family Engagement activities in English and Spanish, such as the following: PTO, Fall/Spring
Title I, Part A Parent Meetings, Teacher/Parent Conference Night, Parental Involvement meetings, Campus SBDM meetings. Title III Meeting, Parent and Family Training, and Program Evaluation meetings, to build a high-quality Building Capacity Program.

Strategy's Expected Result/Impact: Increase Parent and Family Engagement
Improved student achievement
Improved school performance
Improved Attendance

Staff Responsible for Monitoring: Clerk 2
Campus Teachers,
Principal,
Instructional Officer,
Dean of Instruction,
Campus Secretary,
Counselor Secretary,
Counselors

Problem Statements: Student Learning 2 - School Processes & Programs 3

Funding Sources: 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,453.44, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,667.94

Formative Reviews


Accomplished

October January March May

Strategy 2

Utilize technology and social media, such as ParentSquare, Facebook, campus webpage, etc. to distribute information about meetings, volunteer programs, health/safety information, and other forms of Parental Involvement opportunities

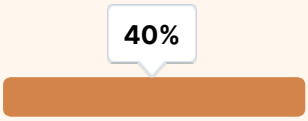
Strategy's Expected Result/Impact: Increase Parent and Family Engagement
Parent and Family Engagement Policy & Compact Review, Revise, Recommendations
Improved student achievement
Improved school performance

Staff Responsible for Monitoring: Clerk
Campus Teachers,
Principal,
Instructional Officer,
Dean of Instruction,
assigned social media chair (teacher).

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Funding Sources: 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,453.44, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,667.94, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32

Formative Reviews



October January March May

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.

2	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.

Goal 2 Educate and Meet the Needs of All Learners

Performance Objective 1 ☑ High Priority

Memorial Jr. High will increase students' STAAR performance scores for every tested subject by 3% percent at the Approaches Level, 2% at the Meets Level, and 1% at the Masters Level

Approaches TARGET: Math 7th: 30%, RLA 7th: 73%, Math 8th: 82%, RLA 8th: 82%, Science 8th: 77%, Social Studies 8th: 54%

Meets TARGET: Math 7th: 11%, RLA 7th: 43%, Math 8th: 50%, RLA 8th: 48%, Science 8th: 49%, Social Studies 8th: 27%

Masters TARGET: Math 7th: 6%, RLA 7th: 26%, Math 8th: 14%, RLA 8th: 20%, Science 8th: 21%, Social Studies 8th: 11%

Evaluation Data Source: STAAR Assessment data

Strategy 1

Memorial Junior High teachers will implement rigorous, TEKS-aligned, student-centered instruction incorporating the Fundamental Five, purposeful talk, differentiated instruction, technology integration, and data-driven interventions. Campus administration will monitor implementation through classroom walkthroughs, lesson plans, PLC meetings, and student performance data to ensure instructional expectations are consistently implemented.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Campus Teachers
Counselors

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 1

Funding Sources: 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25

Formative Reviews



Strategy 2

Memorial Junior High teachers will analyze STAAR, district interim assessments, common formative assessments, and student performance data during PLCs and department meetings to identify learning gaps, prioritize high-need TEKS, and implement targeted, research-based instructional strategies. Campus administration will monitor data-driven instructional decisions, intervention plans, and student progress to ensure continuous academic growth.

Strategy's Expected Result/Impact: Documented Comprehensive data Analysis
Documented monitoring of student progress
Documented Professional Learning Communities
Documented Curriculum revisions
Increased student achievement

Staff Responsible for Monitoring: Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Campus Teachers
Counselors

Problem Statements: Student Learning 2 - School Processes & Programs 3

Funding Sources: Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32

Formative Reviews



Strategy 3

Memorial Junior High will provide extended learning opportunities through ASAP/ELOP tutorials, after-school programs, and Saturday Academies for at-risk students. Instruction will target identified learning gaps and priority TEKS using STAAR, interim assessment, and classroom performance data. Campus administration will monitor student attendance, instructional implementation, and academic progress to ensure interventions support student achievement and credit recovery needs.

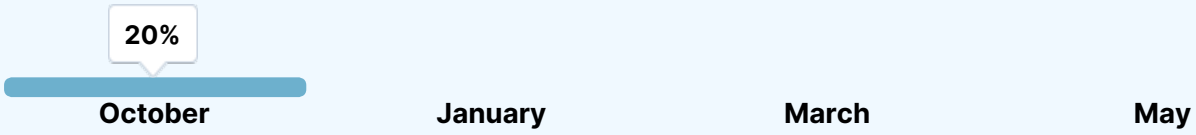
Strategy's Expected Result/Impact: Increased student achievement in the classroom and STAAR

Staff Responsible for Monitoring: Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Campus Teachers
Counselors

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 1

Funding Sources: Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $333.33, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,612.5, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $4,243.95, 265 Title IV, Part A: ASAP 265 Title IV, Part A, 289, $5,333.33, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,495.52, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): ASAP 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $15,000, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $3,801.84, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $889.95

Formative Reviews



Strategy 4

Memorial Junior High will provide targeted Supplemental Accelerated Instruction (SAI) for students who did not achieve Approaches Grade Level on the previous spring STAAR assessments. Students will receive 20 minutes of ELA intervention and 50 minutes of Math intervention through P.I.E. classes, focusing on identified learning gaps and priority TEKS. Teachers will use assessment data to plan differentiated instruction, monitor student progress, and maintain weekly SAI documentation. Campus administration will monitor implementation and compliance with HB 1416 requirements.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: ELA Teachers,
P.I.E. Teachers,
Instructional Managers,
Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Counselors

Problem Statements: Student Learning 2 - School Processes & Programs 3

Funding Sources: 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.23, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): P.I.E TEACHERS / INST MGR 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $8,887, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,495.52

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.

Performance Objective 2 ☑ High Priority

Memorial Jr. High will increase emergent bilingual students at the Meets Grade Level performance for the 7th and 8th grade 2026-2027 mathematics STAAR by 5% percentage points

TARGET: Math 7th: 16%, Math 8th: 55%

Evaluation Data Source: STAAR Assessment data

Strategy 1

Memorial Junior High will identify and monitor students requiring specialized programs and services, including RtI, Special Education, Section 504, Emergent Bilingual, Migrant, and Gifted and Talented (G/T). Campus staff will utilize Frontline, Ellevation, and student performance reports to track grades, assessment results, interventions, and academic growth over time. Teachers, counselors, and administrators will conduct regular student progress reviews and meetings with teachers and parents to evaluate intervention effectiveness, address learning gaps, and adjust instructional support based on individual student needs.

Strategy's Expected Result/Impact: Increased student academic achievement

Staff Responsible for Monitoring: Clerk
Campus Teachers,
Instructional Managers,
P. I. E. Teachers,
Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade
Assistant Principal for 8th grade
Counselors

Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 5 - Perceptions 4

Funding Sources: 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): P.I.E TEACHERS / INST MGR 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $8,887, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32

Formative Reviews



Strategy 2

Memorial Junior High will implement research-based supplemental instructional programs, materials, and technology, including Progress Learning, IXL, and Amira, to address identified learning gaps and strengthen TEKS mastery. Teachers will integrate these resources into classroom instruction and targeted interventions, using student performance data to assign individualized practice. Campus administration will monitor program usage, student progress, and instructional effectiveness through weekly reports, PLC meetings, and classroom walkthroughs.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Campus Teachers,
Principal,
Instructional Officer,
ASAP teachers,
ASAP Lead Teacher,
Counselors

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 1

Funding Sources: Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): ASAP 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,750, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Continuously enrolled students at Memorial Junior High are performing below the identified target in Mathematics Academic Achievement at the Meets Grade Level standard. Current performance is 36%, compared to the 49% target, indicating a need to strengthen students' mastery of grade-level mathematical concepts and application of skills.	Students may not consistently receive sufficiently rigorous, targeted instruction aligned to identified TEKS gaps, and intervention may not always be adjusted quickly enough based on ongoing student performance data.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
2	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.
4	Continuously enrolled students at Memorial Junior High are performing below the identified target in Mathematics Academic Achievement at the Meets Grade Level standard. Current performance is 36%, compared to the 49% target, indicating a need to strengthen students' mastery of grade-level mathematical concepts and application of skills.	Students may not consistently receive sufficiently rigorous, targeted instruction aligned to identified TEKS gaps, and intervention may not always be adjusted quickly enough based on ongoing student performance data.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
3	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.
5	Continuously enrolled students at Memorial Junior High are performing below the identified target in Mathematics Academic Achievement at the Meets Grade Level standard. Current performance is 36%, compared to the 49% target, indicating a need to strengthen students' mastery of grade-level mathematical concepts and application of skills.	Students may not consistently receive sufficiently rigorous, targeted instruction aligned to identified TEKS gaps, and intervention may not always be adjusted quickly enough based on ongoing student performance data.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.

4	Continuously enrolled students at Memorial Junior High are performing below the identified target in Mathematics Academic Achievement at the Meets Grade Level standard. Current performance is 36%, compared to the 49% target, indicating a need to strengthen students' mastery of grade-level mathematical concepts and application of skills.	Students may not consistently receive sufficiently rigorous, targeted instruction aligned to identified TEKS gaps, and intervention may not always be adjusted quickly enough based on ongoing student performance data.

Performance Objective 3

Eighty percent of Memorial Junior High students will meet passing criteria for all subjects every 9 weeks.

Evaluation Data Source: Failure rates report by 9 Weeks
Classroom Assessment data
Attendance data
Discipline data
Health data
At-Risk criteria data

Strategy 1

Memorial Junior High will identify and monitor students requiring specialized programs and services, including RtI, Special Education, Section 504, Emergent Bilingual, Migrant, and Gifted and Talented (G/T). Campus staff will utilize Frontline, Ellevation, and student performance reports to track grades, assessment results, interventions, and academic growth over time. Teachers, counselors, and administrators will conduct regular student progress reviews and meetings with teachers and parents to evaluate intervention effectiveness, address learning gaps, and adjust instructional support based on individual student needs.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Clerk
Campus Teachers,
Instructional Managers,
P.I.E. Teachers,
Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade
Assistant Principal for 8th grade
Counselors

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 1

Funding Sources: Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): P.I.E TEACHERS / INST MGR 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $8,887, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25

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Strategy 2

Memorial Junior High will implement research-based supplemental instructional programs, materials, and technology, including Progress Learning, IXL, and Amira, to address identified learning gaps and strengthen TEKS mastery. Teachers will integrate these resources into classroom instruction and targeted interventions, using student performance data to assign individualized practice. Campus administration will monitor program usage, student progress, and instructional effectiveness through weekly reports, PLC meetings, and classroom walkthroughs.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Campus Teachers,
Principal,
Instructional Officer,
ASAP teachers,
ASAP Lead Teacher,
Counselors

Problem Statements: Student Learning 2 - School Processes & Programs 3

Funding Sources: Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): ASAP 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,750, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25

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Strategy 3

Memorial Junior High will provide supplemental professional and paraprofessional staff to support students' academic, behavioral, and social-emotional needs. Staff will provide targeted interventions, small-group instruction, individualized assistance, and student monitoring. Campus administration will monitor staff assignments, intervention implementation, and student progress through schedules, service logs, student performance data, and regular staff meetings.

Strategy's Expected Result/Impact: Increased Student Academic Achievement

Staff Responsible for Monitoring: Campus Teachers,
Instructional Managers,
Principal,
Instructional Officer,
Dean of Instruction,
Counselors
PIE Teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 1

Funding Sources: 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): P.I.E TEACHERS / INST MGR 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $8,887

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Strategy 4

Memorial Junior High will monitor student academic performance through Interim Progress Reports (IPRs), nine-week report cards, and student failure reports to identify students at risk of failing. Teachers, counselors, and campus administration will review grades, conduct student and parent conferences, and implement targeted interventions, tutorials, and academic support to ensure that fewer than 20% of students fail one or more classes each grading period.

Strategy's Expected Result/Impact: Increased student achievement
Increased parental involvement

Staff Responsible for Monitoring: Campus Teachers,
Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal 7th grade,
Assistant Principal 8th grade,
Counselors

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 1

Funding Sources: 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25

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Strategy 5

Memorial Junior High teachers will consistently implement ELPS-aligned instructional strategies across all core content areas to support Emergent Bilingual (EB) students. Teachers will incorporate posted content and language objectives, academic vocabulary, visuals, sentence stems, modeling, purposeful talk, and structured student discussions while maintaining grade-level rigor. Campus administration will monitor implementation through classroom walkthroughs, lesson plans, and PLC meetings to ensure EB students receive consistent language development opportunities.

Strategy's Expected Result/Impact: Emergent Bilingual students will demonstrate increased participation, academic language development, comprehension of grade-level content, and improved performance on classroom assessments and STAAR. Students will show increased movement from Approaches to Meets and from Meets to Masters across Reading, Mathematics, Science, and Social Studies.

Staff Responsible for Monitoring: Counselors
Instructional Officer
Dean of Instruction

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 1

Funding Sources: Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25

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Strategy 6

During each all-day PLC, Memorial Junior High core-content teachers will analyze Special Education student performance by individual student, TEKS, and performance level using STAAR, interim, and classroom assessment data. Teachers will identify learning gaps, review IEP accommodations, and develop targeted reteaching, intervention, and acceleration plans. Campus administration will monitor implementation through PLC documentation, intervention plans, and student progress reports.

Strategy's Expected Result/Impact: Special Education students will demonstrate increased mastery of priority TEKS and improved performance on common assessments, nine-week assessments, interim assessments, and STAAR. The percentage of Special Education students reaching Approaches, Meets, and Masters Grade Level will increase, with particular focus on increasing the number of students reaching Approaches and moving from Approaches to Meets.

Staff Responsible for Monitoring: Counselors
Attendance Officer
Instructional Officer

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 1

Funding Sources: Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,469.25, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
2	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
3	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.

Performance Objective 4 ☑ High Priority

Memorial Junior High will increase student attendance rate by 3 percentage points, from 91.7% to 95%.

Evaluation Data Source: Assessment data
Attendance data
Discipline data
Health data
At-Risk criteria data

Strategy 1

Memorial Junior High will implement a campuswide attendance and positive behavior initiative to improve daily student attendance, reduce chronic absenteeism, and promote positive citizenship. The campus will conduct biweekly attendance challenges, recognize students and classrooms with exemplary attendance, provide incentives, and organize student-centered activities. Campus administration will monitor attendance trends, communicate with parents, and implement targeted interventions for students with excessive absences.

Strategy's Expected Result/Impact: Increased student attendance
Decreased misbehavior in common areas

Staff Responsible for Monitoring: Campus Teachers,
Principal,
Dean of Instruction,
Counselors

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2 - Perceptions 1, 2

Funding Sources: 199-PIC 30 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH Title IA School wide Activity (STATE COMPENSATORY): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32

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Strategy 2

Memorial Junior High will implement targeted outreach and academic support to promote attendance, student engagement, and academic achievement among American Indian students. Campus staff will monitor attendance, grades, and assessment performance, provide individualized interventions when needed, and strengthen family engagement through parent communication, conferences, and culturally responsive instructional practices.

Strategy's Expected Result/Impact: Monitor American Indian student progress (grades and attendance) and provide support to address possible derailments, disengagement, low attendance, and/or additional needs of identified students.

Staff Responsible for Monitoring: Campus Teachers,
Instructional Officer,
Dean of Instruction,
Counselors

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2 - Perceptions 1, 2

Funding Sources: Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58

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Strategy 3

Memorial Junior High teachers will proactively contact parents of students demonstrating low academic performance or failing grades to discuss concerns, identify solutions, and develop plans for improvement. Teachers will maintain weekly parent contact logs documenting communication, interventions discussed, and follow-up actions. Campus administration will monitor contact logs, student grades, and intervention effectiveness to ensure consistent parent communication and academic support.

Strategy's Expected Result/Impact: Increased student achievement
Increased parental involvment

Staff Responsible for Monitoring: Clerk
Campus Teachers,
Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade
Assistant Principal for 8th grade
Counselors

Problem Statements: Student Learning 2 - School Processes & Programs 3

Funding Sources: Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53

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Strategy 4

Memorial Junior High will maintain a safe, welcoming, organized, and student-centered learning environment that supports the academic, social, emotional, and physical well-being of students and staff. Campus administration and staff will promote positive school culture through well-maintained classrooms and common areas, student recognition, positive behavior expectations, campus beautification efforts, and activities that foster school pride and a sense of belonging. Implementation will be monitored through campus walkthroughs, student and staff feedback, and school climate data.

Strategy's Expected Result/Impact: Increased Student Attendance
Positive learning environment
Increased pride in the campus community

Staff Responsible for Monitoring: Campus Teachers,
Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal 7th grade,
Assistant Principal 8th grade,
Custodians,
Head Custodian

Problem Statements: Student Learning 2 - School Processes & Programs 2, 3 - Perceptions 2

Funding Sources: Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 164, $2,527.53, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 211, $3,261.58

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
2	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
2	Only 55% of students reported that they enjoy coming to school, and only 60% reported taking pride in their work, indicating a need to improve student engagement and school connectedness.	Students may not feel consistently connected to the school environment due to limited opportunities for engagement, inconsistent implementation of campus expectations, and a lack of emphasis on social-emotional learning and student voice.
3	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
2	Only 55% of students reported that they enjoy coming to school, and only 60% reported taking pride in their work, indicating a need to improve student engagement and school connectedness.	Students may not feel consistently connected to the school environment due to limited opportunities for engagement, inconsistent implementation of campus expectations, and a lack of emphasis on social-emotional learning and student voice.

Performance Objective 5 ☑ High Priority

During the 2026-2027 school year, Memorial Junior High will improve Mathematics Academic Achievement for continuously enrolled students at the Meets Grade Level standard from 36% toward the 49% target through targeted instruction, intervention, progress monitoring, and data-driven decision-making.

Evaluation Data Source: Assessment Data
STAAR RESULTS
Student progress monitoring data
Student achievement by performance level: Approaches, Meets, and Masters

Strategy 1

Memorial Junior High teachers will implement rigorous, TEKS-aligned, student-centered instruction incorporating the Fundamental Five, culturally responsive teaching, purposeful talk, differentiated instruction, and technology integration. Teachers will utilize assessment data to identify learning gaps, adjust instruction, and provide targeted interventions. Campus administration will monitor implementation through classroom walkthroughs, lesson plans, PLC meetings, and student performance data.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Campus Teachers
Counselors

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 1

Funding Sources: 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25

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Strategy 2

Memorial Junior High teachers will systematically analyze STAAR, district interim assessments, common formative assessments, and student performance data during PLCs and department meetings. Teachers will identify learning gaps, prioritize high-need TEKS, group students according to instructional needs, and implement targeted reteaching, interventions, and enrichment activities. Campus administration will monitor instructional adjustments and student progress through PLC documentation, classroom walkthroughs, and assessment data reviews.

Strategy's Expected Result/Impact: Documented Comprehensive data Analysis
Documented monitoring of student progress
Documented Professional Learning Communities
Documented Curriculum revisions
Increased student achievement

Staff Responsible for Monitoring: Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Campus Teachers
Counselors

Problem Statements: Student Learning 2 - School Processes & Programs 3

Funding Sources: Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32

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Strategy 3

Memorial Junior High will provide extended learning opportunities through ASAP/ELOP after-school tutorials and Saturday Academies for students identified as academically at risk. Teachers will use STAAR, interim assessments, and classroom performance data to identify students, prioritize high-need TEKS, and provide targeted small-group instruction, reteaching, and academic interventions. Campus administration will monitor student participation, instructional implementation, and academic progress through attendance logs, intervention plans, and assessment data.

Strategy's Expected Result/Impact: Increased student achievement in the classroom and STAAR

Staff Responsible for Monitoring: Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Campus Teachers
Counselors

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 1

Funding Sources: Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, 265 Title IV, Part A: ASAP 265 Title IV, Part A, 289, $3,750, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32

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Strategy 4

Memorial Junior High will provide targeted Supplemental Accelerated Instruction (SAI) to students who did not achieve Approaches Grade Level on the previous spring STAAR Reading Language Arts and Mathematics assessments. Students will receive 20 minutes of ELA intervention and 50 minutes of Math intervention through P.I.E. classes, based on identified learning gaps and priority TEKS. Teachers will implement differentiated instruction, monitor academic progress, and maintain weekly SAI documentation. Campus administration will monitor instructional implementation, student progress, and HB 1416 compliance.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: ELA Teachers,
P.I.E. Teachers,
Instructional Managers,
Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Counselors

Problem Statements: Student Learning 2 - School Processes & Programs 3

Funding Sources: 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): P.I.E TEACHERS / INST MGR 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $8,887, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25

Formative Reviews



Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
2	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
3	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.

Performance Objective 6 ☑ High Priority

During the 2026-2027 school year, Memorial Junior High will improve Mathematics Academic Growth for continuously enrolled students from 61% toward the 67% target through targeted instruction, intervention, progress monitoring, and data-driven decision-making.

Evaluation Data Source: Assessment Data
STAAR RESULTS
Student progress monitoring data
Student achievement by performance level: Approaches, Meets, and Masters

Strategy 1

Memorial Junior High teachers will implement rigorous, TEKS-aligned, culturally responsive, and student-centered instruction incorporating the Fundamental Five, purposeful talk, differentiated instruction, and technology integration. Teachers will utilize student performance data to identify learning gaps, adjust instruction, and provide targeted interventions. Campus administration will monitor implementation through classroom walkthroughs, lesson plans, PLC meetings, and student achievement data.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Campus Teachers
Counselors

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 1

Funding Sources: 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25

Formative Reviews



Strategy 2

Memorial Junior High teachers will analyze STAAR, district interim assessments, common formative assessments, and student performance data during PLCs and department meetings to identify learning gaps and prioritize high-need TEKS. Teachers will develop targeted reteaching plans, differentiated instruction, and interventions based on student needs. Campus administration will monitor implementation through PLC documentation, classroom walkthroughs, and student progress-monitoring reports.

Strategy's Expected Result/Impact: Documented Comprehensive data Analysis
Documented monitoring of student progress
Documented Professional Learning Communities
Documented Curriculum revisions
Increased student achievement

Staff Responsible for Monitoring: Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Campus Teachers
Counselors

Problem Statements: Student Learning 2 - School Processes & Programs 3

Funding Sources: Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32

Formative Reviews



Strategy 3

Memorial Junior High will provide extended learning opportunities through ASAP/ELOP after-school tutorials and Saturday Academies for students identified as academically at risk. Teachers will utilize STAAR, district interim assessments, and classroom performance data to identify students, target priority TEKS, and provide small-group instruction, reteaching, and academic interventions. Campus administration will monitor student attendance, instructional implementation, and academic progress through tutorial logs, assessment data, and progress-

monitoring reports.

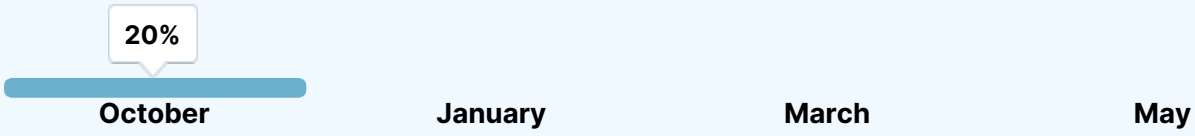
Strategy's Expected Result/Impact: Increased student achievement in the classroom and STAAR

Staff Responsible for Monitoring: Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Campus Teachers
Counselors

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 1

Funding Sources: Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, 265 Title IV, Part A: ASAP 265 Title IV, Part A, 214, $3,750, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32

Formative Reviews



Strategy 4

Memorial Junior High will provide targeted Supplemental Accelerated Instruction (SAI) to students who did not achieve Approaches Grade Level on the previous spring STAAR Reading Language Arts and Mathematics assessments. Students will receive 20 minutes of ELA intervention and 50 minutes of Math intervention through P.I.E. classes, based on identified learning gaps and priority TEKS. Teachers will implement differentiated instruction, monitor academic progress, and maintain weekly SAI documentation. Campus administration will monitor instructional implementation, student progress, and HB 1416 compliance.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: ELA Teachers,
P.I.E. Teachers,
Instructional Managers,
Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Counselors

Problem Statements: Student Learning 2 - School Processes & Programs 3

Funding Sources: 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): P.I.E TEACHERS / INST MGR 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $8,887, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25

Formative Reviews



Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
2	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.

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Performance Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.

Performance Objective 7 ☑ High Priority

During the 2026-2027 school year, Memorial Junior High will improve the STAAR Student Achievement Domain component for continuously enrolled students from 40% toward the 48% target through targeted instruction, intervention, progress monitoring, and data-driven decision-making.

Evaluation Data Source: Assessment Data
STAAR RESULTS
Student progress monitoring data
Student achievement by performance level: Approaches, Meets, and Masters

Strategy 1

Memorial Junior High teachers will implement rigorous, TEKS-aligned, culturally responsive, and student-centered instruction incorporating the Fundamental Five, purposeful talk, differentiated instruction, and technology integration. Teachers will utilize student performance data to identify learning gaps, adjust instruction, and provide targeted interventions. Campus administration will monitor implementation through classroom walkthroughs, lesson plans, PLC meetings, and student achievement data.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Campus Teachers
Counselors

Problem Statements: Demographics 3, 5 - Student Learning 1, 2, 4, 6 - School Processes & Programs 1, 3, 5, 7 - Perceptions 1, 4, 6

Funding Sources: 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25

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Strategy 2

Memorial Junior High teachers will analyze STAAR, district interim assessments, common formative assessments, and student performance data during PLCs and department meetings to identify learning gaps and prioritize high-need TEKS. Teachers will develop targeted reteaching plans, differentiated instruction, and interventions based on student needs. Campus administration will monitor implementation through PLC documentation, classroom walkthroughs, and student progress-monitoring reports.

Strategy's Expected Result/Impact: Documented Comprehensive data Analysis
Documented monitoring of student progress
Documented Professional Learning Communities
Documented Curriculum revisions
Increased student achievement

Staff Responsible for Monitoring: Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Campus Teachers
Counselors

Problem Statements: Student Learning 2 - School Processes & Programs 3

Funding Sources: Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32

Formative Reviews



Strategy 3

Memorial Junior High will provide extended learning opportunities through ASAP/ELOP after-school tutorials and Saturday Academies for students identified as academically at risk. Teachers will utilize STAAR, district interim assessments, and classroom performance data to identify students, target priority TEKS, and provide small-group instruction, reteaching, and academic interventions. Campus administration will monitor student attendance, instructional implementation, and academic progress through tutorial logs, assessment data, and progress-monitoring reports.

Strategy's Expected Result/Impact: Increased student achievement in the classroom and STAAR

Staff Responsible for Monitoring: Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Campus Teachers
Counselors

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 1

Funding Sources: Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, 265 Title IV, Part A: ASAP 265 Title IV, Part A, 214, $3,750, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32

Formative Reviews



Strategy 4

Memorial Junior High will provide targeted Supplemental Accelerated Instruction (SAI) to students who did not achieve Approaches Grade Level on the previous spring STAAR Reading Language Arts and Mathematics assessments. Students will receive 20 minutes of ELA intervention and 50 minutes of Math intervention through P.I.E. classes, based on identified learning gaps and priority TEKS. Teachers will implement differentiated instruction, monitor academic progress, and maintain weekly SAI documentation. Campus administration will monitor instructional implementation, student progress, and HB 1416 compliance.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: ELA Teachers,
P.I.E. Teachers,
Instructional Managers,
Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Counselors

Problem Statements: Student Learning 2 - School Processes & Programs 3

Funding Sources: 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): P.I.E TEACHERS / INST MGR 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $8,887, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.92, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25

Formative Reviews



Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Continuously enrolled students at Memorial Junior High are performing below the identified target in Mathematics Academic Achievement at the Meets Grade Level standard. Current performance is 36%, compared to the 49% target, indicating a need to strengthen students' mastery of grade-level mathematical concepts and application of skills.	Students may not consistently receive sufficiently rigorous, targeted instruction aligned to identified TEKS gaps, and intervention may not always be adjusted quickly enough based on ongoing student performance data.
5	The STAAR Student Achievement Domain component for continuously enrolled students is currently 40%, below the 48% target, demonstrating a need to increase the percentage of students reaching higher levels of academic performance.	Students may have difficulty applying foundational mathematics skills to rigorous, multi-step STAAR-aligned tasks, and instructional planning may not consistently incorporate data analysis, targeted reteach, and opportunities for students to practice higher-level problem solving.

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
2	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.
4	Continuously enrolled students at Memorial Junior High are performing below the identified target in Mathematics Academic Achievement at the Meets Grade Level standard. Current performance is 36%, compared to the 49% target, indicating a need to strengthen students' mastery of grade-level mathematical concepts and application of skills.	Students may not consistently receive sufficiently rigorous, targeted instruction aligned to identified TEKS gaps, and intervention may not always be adjusted quickly enough based on ongoing student performance data.
6	The STAAR Student Achievement Domain component for continuously enrolled students is currently 40%, below the 48% target, demonstrating a need to increase the percentage of students reaching higher levels of academic performance.	Students may have difficulty applying foundational mathematics skills to rigorous, multi-step STAAR-aligned tasks, and instructional planning may not consistently incorporate data analysis, targeted reteach, and opportunities for students to practice higher-level problem solving.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
3	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.
5	Continuously enrolled students at Memorial Junior High are performing below the identified target in Mathematics Academic Achievement at the Meets Grade Level standard. Current performance is 36%, compared to the 49% target, indicating a need to strengthen students' mastery of grade-level mathematical concepts and application of skills.	Students may not consistently receive sufficiently rigorous, targeted instruction aligned to identified TEKS gaps, and intervention may not always be adjusted quickly enough based on ongoing student performance data.
7	The STAAR Student Achievement Domain component for continuously enrolled students is currently 40%, below the 48% target, demonstrating a need to increase the percentage of students reaching higher levels of academic performance.	Students may have difficulty applying foundational mathematics skills to rigorous, multi-step STAAR-aligned tasks, and instructional planning may not consistently incorporate data analysis, targeted reteach, and opportunities for students to practice higher-level problem solving.

Performance Objective 7 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
4	Continuously enrolled students at Memorial Junior High are performing below the identified target in Mathematics Academic Achievement at the Meets Grade Level standard. Current performance is 36%, compared to the 49% target, indicating a need to strengthen students' mastery of grade-level mathematical concepts and application of skills.	Students may not consistently receive sufficiently rigorous, targeted instruction aligned to identified TEKS gaps, and intervention may not always be adjusted quickly enough based on ongoing student performance data.
6	The STAAR Student Achievement Domain component for continuously enrolled students is currently 40%, below the 48% target, demonstrating a need to increase the percentage of students reaching higher levels of academic performance.	Students may have difficulty applying foundational mathematics skills to rigorous, multi-step STAAR-aligned tasks, and instructional planning may not consistently incorporate data analysis, targeted reteach, and opportunities for students to practice higher-level problem solving.

Performance Objective 8 ☑ High Priority

By the end of the 2026-2027 school year, Memorial Junior High will increase the percentage of current Emergent Bilingual (EB) students demonstrating progress in English language proficiency, as measured by TELPAS composite proficiency levels, by at least 10 percentage of students showing growth in their composite score compared to the 2026 baseline.

The campus will implement targeted instructional strategies addressing all four language domains--listening, speaking, reading, and writing--with an emphasis on improving students' academic speaking skills.

Evaluation Data Source: TELPAS Results
STAAR Assessment Data
Amira Tutor Usage and Progress Reports
Campus Walkthrough Data

Strategy 1

Implement consistent use of Amira Tutor to strengthen EB students' oral reading fluency, pronunciation, and English language development. Students will complete a minimum of three 10-minute Amira Tutor sessions weekly. Teachers and administrators will monitor student usage and progress through weekly reports and campus leaderboards to promote accountability, recognize consistent implementation, and identify students needing additional support.

Strategy's Expected Result/Impact: Increased student engagement and consistent participation in oral language practice, resulting in improved English speaking skills, reading fluency, and overall language proficiency. At least 85% of participating EB students will meet weekly Amira usage expectations, contributing to increased student growth on TELPAS.

Staff Responsible for Monitoring: Dean of Instruction
ELA Teachers
Instructional Officer

Problem Statements: Demographics 6 - Student Learning 7

Funding Sources: General Supplies 211 Title I, Part A, 11, $1,077.32, Dean of Instruction 199-PIC 30 SCE, Title IA, Schoolwide Activity, 13, $3,261.58, Control Items 211 Title I, Part A, 11, $893.92, Instructional Officer 211 Title I, Part A, 13, $2,527.53

Formative Reviews



Strategy 2

Implement structured academic language development opportunities across all content areas to increase EB students' proficiency in listening, speaking, reading, and writing. Teachers will incorporate daily purposeful talk, sentence stems, academic vocabulary, structured partner discussions, and written responses aligned to the English Language Proficiency Standards (ELPS), with an emphasis on increasing individual student speaking opportunities. CBLI and ELPS

Campus administrators and department heads will monitor implementation through classroom walkthroughs, lesson plans, PLC discussions, and periodic reviews of TELPAS-aligned student performance data.

Strategy's Expected Result/Impact: Increased student engagement and participation in academic discussions, improved speaking and writing proficiency, and measurable growth in TELPAS performance. At least 90% of monitored classrooms will demonstrate consistent implementation of structured academic language activities.

Staff Responsible for Monitoring: Principal
Instructional Officer
Dean of Instruction
Assistant Principals
Teachers

Problem Statements: Demographics 6 - Student Learning 7

Funding Sources: Instructional Officer 211 Title I, Part A, 13, $2,527.53, Control Items 211 Title I, Part A, 11, $893.82, Dean of Instruction 199-PIC 30 SCE, Title IA, Schoolwide Activity, 13, $3,261.58, General Supplies 211 Title I, Part A, 11, $1,077.32

Formative Reviews



Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
6	Memorial Junior High is at risk of being identified for Targeted Support and Improvement (TSI) in the area of Progress in Achieving English Language Proficiency for current Emergent Bilingual (EB) students. TELPAS results indicate insufficient growth in English language proficiency, particularly in the speaking domain, creating a need for targeted instructional interventions to improve student per	Inconsistent implementation of structured academic language development opportunities across content areas, including purposeful talk, academic discussions, and targeted speaking practice, has limited opportunities for EB students to develop and strengthen their English language proficiency skills.

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Memorial Junior High is at risk of being identified for Targeted Support and Improvement (TSI) in the area of Progress in Achieving English Language Proficiency for current Emergent Bilingual (EB) students. TELPAS results indicate insufficient growth in English language proficiency, particularly in the speaking domain, creating a need for targeted instructional interventions to improve student per	Inconsistent implementation of structured academic language development opportunities across content areas, including purposeful talk, academic discussions, and targeted speaking practice, has limited opportunities for EB students to develop and strengthen their English language proficiency skills.

Goal 3 Hire, Develop and Retain Quality Staff

Performance Objective 1

Memorial Junior High will ensure that all core area teachers participate in Professional Learning Committees (PLCs) at least twice for every 9 weeks grading period during the 2026-2027 school year for instructional coaching.

Evaluation Data Source: High teacher retention
Low teacher turnover
Positive Teacher climate surveys

Strategy 1

Use our certified, highly effective teachers that have the academic expertise, knowledge of instructional strategies, and personal commitment to provide quality resources, data analysis vision, and pedagogical expertise during PLCs.

Strategy's Expected Result/Impact: High teacher retention
Low teacher turnover
Positive Teacher climate surveys

Staff Responsible for Monitoring: Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal 7th grade,
Assistant Principal 8th grade,
Department Chairs

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 1

Funding Sources: Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $893.38

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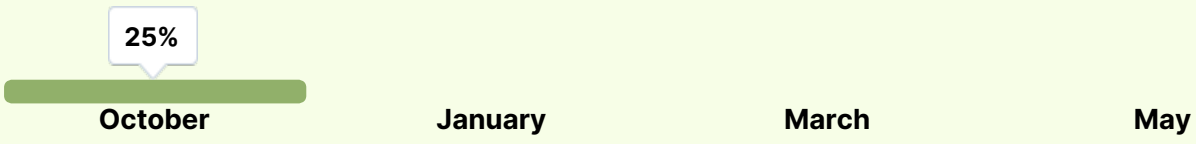

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
2	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.

Goal 4 Promote and Provide a Safe Environment for all Stakeholders

Performance Objective 1 ☑ High Priority

Memorial Jr. High will decrease cases of fighting between students in our campus by 20% from 11 cases to no more than 8 cases for the 2026-2027 school year.

Evaluation Data Source: Reduced In School and Out of School suspensions
Reduced discipline referrals
Increased attendance
Increased student achievement

Strategy 1

Implement the S.U.C.C.E.S.S. (Self-Awareness, Uniqueness, Communication, Collaboration, Empowerment, Self-Discipline, Support Network) program during the advisory period to promote academic success, social/emotional learning, reflection, and healthy life choices.

Strategy's Expected Result/Impact: Increased student achievement
Increased student attendance
Decreased suspensions
Positive learning and working environment

Staff Responsible for Monitoring: Campus Teachers,
Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Counselors

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2

Funding Sources: 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,612.5, Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $889.95, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,495.52, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $3,801.84, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $4,243.95, Title I, Part A: CONTROL ITEMS 211 Title I, Part A, 211, $333.33

Formative Reviews

October	January	March	May
Discontinue	Discontinue	Discontinue	

Strategy 2

Implement a comprehensive hallway monitoring strategy which will involve assigning staff members to designated areas during class transitions to monitor student behavior, promote a positive and respectful atmosphere, and intervene when necessary to prevent unsafe activities.

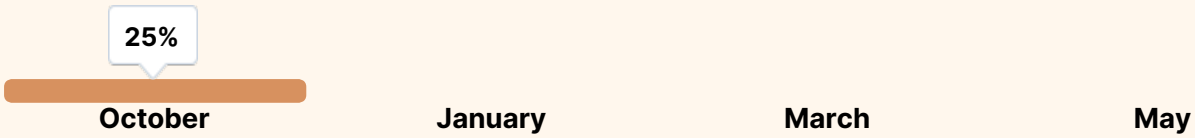
Strategy's Expected Result/Impact: Improved student behavior
Increased safety
Positive school climate
Enhanced supervision and rapid response
Stronger staff-student relationships
Decresed behavioral incidents
Greater accountability
Overall school improvement

Staff Responsible for Monitoring: Campus Teachers
Principal
Instructional Officer
Dean of Instruction
Assistant Principal for 7th grade
Assistant Principal for 8th grade
Police Officers

Problem Statements: School Processes & Programs 2, 4 - Perceptions 2, 3

Funding Sources: Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $2,527.53, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58

Formative Reviews



Strategy 3

Promote healthy and safe behavior for students and staff to increase learning, reduce absences, and mental wellness for all.

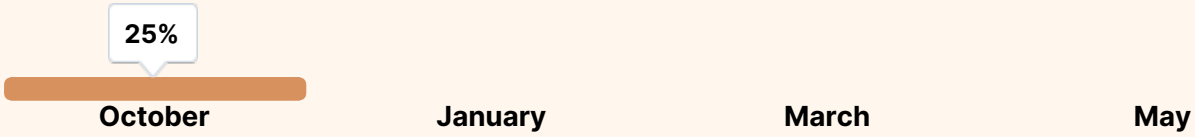
Strategy's Expected Result/Impact: Reduced In School and Out of School suspensions
Reduced discipline referrals
Increased attendance
Increased student achievement
Increase the use of counseling strategies and restorative discipline

Staff Responsible for Monitoring: Campus Teachers,
Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Counselors

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2

Funding Sources: Title I, Part A: GENERAL SUPPLIES 211 Title I, Part A, 211, $1,077.32, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: COUNSELOR JH 211 Title I, Part A, 211, $2,788.25, Title I, Part A: INSTRUCTIONAL OFFICER 211 Title I, Part A, 211, $3,261.58, 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
2	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.

2	Only 55% of students reported that they enjoy coming to school, and only 60% reported taking pride in their work, indicating a need to improve student engagement and school connectedness.	Students may not feel consistently connected to the school environment due to limited opportunities for engagement, inconsistent implementation of campus expectations, and a lack of emphasis on social-emotional learning and student voice.
3	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.
4	Student vaping cases increased from 38in the 2024-2025 school year to 51 in the 2025-2026 school year, indicating a rising concern related to student health and campus safety.	There is a need for more proactive prevention education, consistent enforcement of policies, and student support systems to address underlying factors contributing to vaping behavior.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
2	Only 55% of students reported that they enjoy coming to school, and only 60% reported taking pride in their work, indicating a need to improve student engagement and school connectedness.	Students may not feel consistently connected to the school environment due to limited opportunities for engagement, inconsistent implementation of campus expectations, and a lack of emphasis on social-emotional learning and student voice.
3	Student vaping cases increased from 38in the 2024-2025 school year to 51 in the 2025-2026 school year, indicating a rising concern related to student health and campus safety.	There is a need for more proactive prevention education, consistent enforcement of policies, and student support systems to address underlying factors contributing to vaping behavior.

Performance Objective 2 High Priority

Memorial Jr. High will decrease cases of vaping in our campus by 40% from 50 cases to no more than 30 cases for the 2026-2027 school year.

Evaluation Data Source: Reduced In School and Out of School suspensions
Reduced discipline referrals
Increased attendance
Increased student achievement

Strategy 1

Implement the S.U.C.C.E.S.S. (Self-Awareness, Uniqueness, Communication, Collaboration, Empowerment, Self-Discipline, Support Network) program during the advisory period to promote academic success, social/emotional learning, reflection, and healthy life choices.

Strategy's Expected Result/Impact: Increased student achievement
Increased student attendance
Decreased suspensions due to vaping
Positive learning and working environment

Staff Responsible for Monitoring: Campus Teachers,
Principal,
Instructional Officer,
Dean of Instruction,
Assistant Principal for 7th grade,
Assistant Principal for 8th grade,
Counselors

Problem Statements: School Processes & Programs 4 - Perceptions 3

Funding Sources: 199-PIC 30 SCE Title IA SCH WD Act. State Comp- Counselor JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, Title I, Part A Counselor JH 211 Title I, Part A, 211, $2,788.25, 199-PIC-30 SCE Title IA Sch. Wd. Act. STATE COMP- Dean of Instruction 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: Instructional Officer 211 Title I, Part A, 211, $2,527.53

Formative Reviews

October	January	March	May
Discontinue	Discontinue	Discontinue	

Strategy 2

Implement a comprehensive hallway monitoring strategy which will involve assigning staff members to designated areas during class transitions to monitor student behavior, promote a positive and respectful atmosphere, and intervene when necessary to prevent unsafe activities.

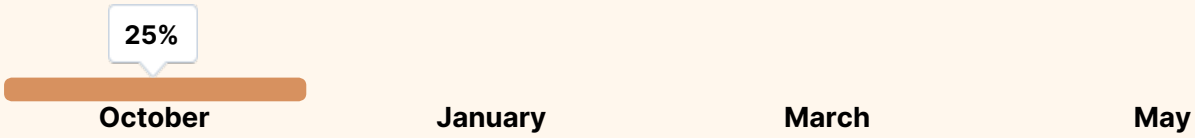
Strategy's Expected Result/Impact: Improved student behavior
Increased safety
Positive school climate
Enhanced supervision and rapid response
Stronger staff-student relationships
Decreased behavioral incidents
Greater accountability
Overall school improvement

Staff Responsible for Monitoring: Campus Teachers
Principal
Instructional Officer
Dean of Instruction
Assistant Principal for 7th grade
Assistant Principal for 8th grade
Police Officers

Problem Statements: School Processes & Programs 2, 4 - Perceptions 2, 3

Funding Sources: Title I, Part A: Instructional Officer 211 Title I, Part A, 211, $2,527.53, 199-PIC 30 SCE Title IA SCH WD ACT: (STATE COMP): Dean of Insturction 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58

Formative Reviews



Strategy 3

Implement the G.A.N.A.S. (Growth, Awareness, Nurturing for Academic and Social Success) program as an SEL (Social Emotional Learning) Tier II intervention to promote academic success, social/emotional learning, reflection, and healthy life choices for small group/individual intervention.

Strategy's Expected Result/Impact: Improved student behavior
Increased safety
Positive school climate
Enhanced supervision and rapid response
Stronger staff-student relationships
Decreased behavioral incidents
Greater accountability
Overall school improvement

Staff Responsible for Monitoring: Principal
Instructional Officer
Dean of Instruction
Assistant Principal for 7th grade
Assistant Principal for 8th grade
Counselors

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2

Funding Sources: Title I, Part A: Counselor JH 211 Title I, Part A, 211, $2,788.25, 199-PC 30 SCE Title IA SCH WD. Acct. (STATE COMP) Counselor JH 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $4,496.25, 199-PIC 30 SCE Title IA SCH. WD. ACCT (STATE COMP): Dean of Instruction 199-PIC 30 SCE, Title IA, Schoolwide Activity, 164, $3,261.58, Title I, Part A: Instructional Officer 211 Title I, Part A, 211, $2,527.53

Formative Reviews

October	January	March	May
Discontinue	Discontinue	Discontinue	

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
2	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.

2	Only 55% of students reported that they enjoy coming to school, and only 60% reported taking pride in their work, indicating a need to improve student engagement and school connectedness.	Students may not feel consistently connected to the school environment due to limited opportunities for engagement, inconsistent implementation of campus expectations, and a lack of emphasis on social-emotional learning and student voice.
3	Grade 8 Social Studies experienced declines across all STAAR performance levels. Campus performance decreased from 58% to 51% at Approaches, 33% to 25% at Meets, and 17% to 10% at Masters.	Daily instruction may emphasize factual recall rather than analysis, inference, cause/effect, comparison, and historical reasoning. Rigor needs to be increased.
4	Student vaping cases increased from 38in the 2024-2025 school year to 51 in the 2025-2026 school year, indicating a rising concern related to student health and campus safety.	There is a need for more proactive prevention education, consistent enforcement of policies, and student support systems to address underlying factors contributing to vaping behavior.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student attendance for 2025-2026 was at 91.6% which increased by .30 for last years' attendance percentages	Many students continue to struggle with motivation, accountability, and seeing the relevance of daily attendance . Targeted intervention systems must be strengthened to enhance family engagement efforts to further improve student attendance and reduce chronic absenteeism.
2	Only 55% of students reported that they enjoy coming to school, and only 60% reported taking pride in their work, indicating a need to improve student engagement and school connectedness.	Students may not feel consistently connected to the school environment due to limited opportunities for engagement, inconsistent implementation of campus expectations, and a lack of emphasis on social-emotional learning and student voice.
3	Student vaping cases increased from 38in the 2024-2025 school year to 51 in the 2025-2026 school year, indicating a rising concern related to student health and campus safety.	There is a need for more proactive prevention education, consistent enforcement of policies, and student support systems to address underlying factors contributing to vaping behavior.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Dora J. Mendez	Instructional Officer		
Maria Chacon	Counselor		
Selene Cortinas	Curriculum Secretary		

Funding Summary

Funding Summary

199-PIC 30 SCE, Title IA, Schoolwide Activity

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
1	1	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,453.44
1	1	2	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,453.44
2	1	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	1	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	1	2	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	1	2	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	1	3	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$4,612.50
2	1	3	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,495.52
2	1	3	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): ASAP	164	$15,000.00
2	1	4	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	1	4	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): P.I.E TEACHERS / INST MGR	164	$8,887.00
2	1	4	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,495.52
2	2	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	2	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): P.I.E TEACHERS / INST MGR	164	$8,887.00
2	2	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	2	2	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	2	2	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): ASAP	164	$3,750.00
2	3	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): P.I.E TEACHERS / INST MGR	164	$8,887.00

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	3	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	3	2	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): ASAP	164	$3,750.00
2	3	2	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	3	3	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	3	3	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	3	3	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): P.I.E TEACHERS / INST MGR	164	$8,887.00
2	3	4	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	3	4	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	3	5	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	3	5	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	3	6	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,469.25
2	4	1	199-PIC 30 199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH Title IA School wide Activity (STATE COMPENSATORY): COUNSELOR JH	164	$4,496.25
2	4	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	4	2	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	4	2	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	4	3	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	4	3	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	4	4	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	211	$3,261.58
2	5	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	5	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	5	2	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	5	2	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	5	3	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	5	3	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	5	4	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	5	4	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): P.I.E TEACHERS / INST MGR	164	$8,887.00
2	5	4	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	6	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	6	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	6	2	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	6	2	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	6	3	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	6	3	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	6	4	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	6	4	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): P.I.E TEACHERS / INST MGR	164	$8,887.00
2	6	4	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	7	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	7	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	7	2	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	7	2	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	7	3	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	7	3	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	7	4	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
2	7	4	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): P.I.E TEACHERS / INST MGR	164	$8,887.00
2	7	4	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
2	8	1	Dean of Instruction	13	$3,261.58
2	8	2	Dean of Instruction	13	$3,261.58
3	1	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
4	1	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$4,612.50
4	1	1	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,495.52
4	1	2	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
4	1	3	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): DEAN OF INSTRUCTION	164	$3,261.58
4	1	3	199-PIC 30 SCE Title IA Sch Wd Act (State Comp): COUNSELOR JH	164	$4,496.25
4	2	1	199-PIC 30 SCE Title IA SCH WD Act. State Comp- Counselor JH	164	$4,496.25
4	2	1	199-PIC-30 SCE Title IA Sch. Wd. Act. STATE COMP- Dean of Instruction	164	$3,261.58
4	2	2	199-PIC 30 SCE Title IA SCH WD ACT: (STATE COMP): Dean of Insturction	164 **Sub-Total**	$3,261.58 $349,062.25
4	2	3	199-PC 30 SCE Title IA SCH WD. Acct. (STATE COMP) Counselor JH	164	$4,496.25
4	2	3	199-PIC 30 SCE Title IA SCH. WD. ACCT (STATE COMP): Dean of Instruction	164	$3,261.58

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I, Part A: CONTROL ITEMS	211	$893.92
1	1	1	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
1	1	1	Title I, Part A: COUNSELOR JH	211	$2,788.25
1	1	1	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,667.94
1	1	2	Title I, Part A: CONTROL ITEMS	211	$893.92
1	1	2	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,667.94
1	1	2	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	1	1	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	1	1	Title I, Part A: CONTROL ITEMS	211	$893.92
2	1	1	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	1	2	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	1	2	Title I, Part A: CONTROL ITEMS	211	$893.92
2	1	2	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	1	2	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	1	3	Title I, Part A: CONTROL ITEMS	211	$333.33
2	1	3	Title I, Part A: COUNSELOR JH	211	$4,243.95
2	1	3	Title I, Part A: INSTRUCTIONAL OFFICER	211	$3,801.84
2	1	3	Title I, Part A: GENERAL SUPPLIES	211	$889.95
2	1	4	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.23
2	1	4	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	1	4	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	1	4	Title I, Part A: CONTROL ITEMS	211	$893.92
2	2	1	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	2	1	Title I, Part A: CONTROL ITEMS	211	$893.92
2	2	1	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	2	1	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	2	2	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	2	2	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	2	2	Title I, Part A: CONTROL ITEMS	211	$893.92
2	2	2	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	3	1	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	3	1	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	3	1	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	3	1	Title I, Part A: CONTROL ITEMS	211	$893.92
2	3	2	Title I, Part A: CONTROL ITEMS	211	$893.92
2	3	2	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	3	2	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	3	2	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	3	3	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	3	3	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	3	3	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	4	Title I, Part A: CONTROL ITEMS	211	$893.92
2	3	4	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	3	4	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	3	4	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	3	5	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	3	5	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	3	6	Title I, Part A: CONTROL ITEMS	211	$893.92
2	3	6	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	3	6	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	3	6	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	4	1	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	4	1	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	4	2	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	4	2	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	4	2	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	4	2	Title I, Part A: CONTROL ITEMS	211	$893.92
2	4	3	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	4	3	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	4	4	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	4	4	Title I, Part A: INSTRUCTIONAL OFFICER	164	$2,527.53
2	5	1	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	5	1	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	5	1	Title I, Part A: CONTROL ITEMS	211	$893.92
2	5	1	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	5	2	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	5	2	Title I, Part A: CONTROL ITEMS	211	$893.92
2	5	2	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	5	2	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	5	3	Title I, Part A: CONTROL ITEMS	211	$893.92
2	5	3	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	5	3	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	5	3	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	5	4	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	5	4	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	5	4	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	5	4	Title I, Part A: CONTROL ITEMS	211	$893.92
2	6	1	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	6	1	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	6	1	Title I, Part A: CONTROL ITEMS	211	$893.92
2	6	1	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	6	2	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	6	2	Title I, Part A: CONTROL ITEMS	211	$893.92
2	6	2	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	6	2	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	6	3	Title I, Part A: CONTROL ITEMS	211	$893.92
2	6	3	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	6	3	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	6	3	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	6	4	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	6	4	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	6	4	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	6	4	Title I, Part A: CONTROL ITEMS	211	$893.92
2	7	1	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	7	1	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	7	1	Title I, Part A: CONTROL ITEMS	211	$893.92
2	7	1	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	7	2	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	7	2	Title I, Part A: CONTROL ITEMS	211	$893.92
2	7	2	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	7	2	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	7	3	Title I, Part A: CONTROL ITEMS	211	$893.92
2	7	3	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	7	3	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	7	3	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	7	4	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
2	7	4	Title I, Part A: COUNSELOR JH	211	$2,788.25
2	7	4	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
2	7	4	Title I, Part A: CONTROL ITEMS	211	$893.92
2	8	1	General Supplies	11	$1,077.32
2	8	1	Control Items	11	$893.92

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	8	1	Instructional Officer	13	$2,527.53
2	8	2	Instructional Officer	13	$2,527.53
2	8	2	Control Items	11	$893.82
2	8	2	General Supplies	11	$1,077.32
3	1	1	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
3	1	1	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
3	1	1	Title I, Part A: CONTROL ITEMS	211	$893.38
4	1	1	Title I, Part A: GENERAL SUPPLIES	211	$889.95
4	1	1	Title I, Part A: INSTRUCTIONAL OFFICER	211	$3,801.84
4	1	1	Title I, Part A: COUNSELOR JH	211	$4,243.95
4	1	1	Title I, Part A: CONTROL ITEMS	211	$333.33
4	1	2	Title I, Part A: INSTRUCTIONAL OFFICER	211	$2,527.53
4	1	3	Title I, Part A: GENERAL SUPPLIES	211	$1,077.32
4	1	3	Title I, Part A: COUNSELOR JH	211	$2,788.25
4	1	3	Title I, Part A: INSTRUCTIONAL OFFICER	211	$3,261.58
				Sub-Total	$251,723.41
4	2	1	Title I, Part A Counselor JH	211	$2,788.25
4	2	1	Title I, Part A: Instructional Officer	211	$2,527.53
4	2	2	Title I, Part A: Instructional Officer	211	$2,527.53
4	2	3	Title I, Part A: Counselor JH	211	$2,788.25
4	2	3	Title I, Part A: Instructional Officer	211	$2,527.53

265 Title IV, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	265 Title IV, Part A: ASAP	289	$5,333.33
2	5	3	265 Title IV, Part A: ASAP	289	$3,750.00
2	6	3	265 Title IV, Part A: ASAP	214	$3,750.00
2	7	3	265 Title IV, Part A: ASAP	214	$3,750.00
				Sub-Total	$16,583.33